

CHAPTER I

INTRODUCTION

1.1 Background

English is one of the international language that must be mastered connect and interact with people around the world. The main things in English consist of grammar and vocabulary. Grammar is the structure of a language, and vocabulary refers to a collection of words and phrase. However, the vocabulary is the most importance components in knowing language, because without mastering a large vocabulary, learners will have difficulty to develop language skills. Nothing can be conveyed without vocabulary, and just a little can be conveyed without grammar.

Learning vocabulary is an important part of language teaching. According to Saragih & Prawiyata (2023), vocabulary is seen as an important part of learning a language or enhancing proficiency in a language one has already mastered. In mastering the language students should have the basic level vocabulary to express and understanding the meaning of the words. Based on my experience in internship at SMA Negeri 6 Palopo, many students find difficulties in expressing their idea because lack of vocabulary. This usually caused when teachers only use lecture methods and do not utilize media to improve the learning process. This often makes students' feel bored so that the material provided is not well received. Moreover, nowadays students are allowed to bring mobile phones, so many of them divert their attention to the device to avoid boredom. I have even found them playing games during the learning process for the reason of being bored, and this doesn't just happen once or twice. Through confirmation from teachers and students there, it is known that until now there are still many students who do this.

To fix this problem, teachers must find a learning media that enjoyable, fun, easy, effective, and interesting to attract students' attention to be more active in classroom. As it known that one of the most interesting and most widely used learning media is a game that can increase student learning motivation because it is full of challenges and fun. Irwan et al., (2019), stated that one of the learning media that can motivate students to learn is game in an interesting and interactive

way and provide more challenge, fantasy, and curiosity to students. One of the known methods is game-based learning, which focuses on gamefulness, interaction and game design to increase student motivation to be actively involved in class activities, Hartt et al., (2020). Game-based learning is a learning method that combines game elements, such as challenges, points, or prizes, to make the learning process more interesting, interactive, and effective. According to Oktavia, (2022), there are various types of game-based learning such as Educandy, Kahoot, Quizizz, Wordwall, etc.

Sisnawati et al., (2024), stated that, in this digital world we are required to capable of using technology, especially since technology has been proven to have a positive impact on the world of education. In their research that focuses on The Effectiveness of Using Game-Based Quizizz in Teaching Vocabulary of eleventh grade students at SMAN 2 Pujut, which is included in the category of quantitative research with a pre-experimental model. There are several problems in their research. First, the lack of enthusiasm of students in learning. Second, the lack of fun learning in the classroom. And the last is that students easily get bored in the class. So, to solve the problems, they used an effective learning strategy, namely Quizizz.

Nowadays, students spend more time with cell phones or other electronic devices in their daily lives. That's why teachers can choose game-based learning that can be accessed on students' electronic device. One of the most widely used game-based learning is Quizizz. Quizizz is a learning media application for groups to use for playing quizzes together, have discussion, play games, and so on, in a fun and interactive way. Komalasari & Zuhriyah, (2021) stated that Quizizz is a more effective application by replacing the old quiz method using paper and pen where the questions are created online by teachers with the student learning evaluation process being able to carry out the learning using this application on their cellphones, so that it can increase students' enthusiasm for learning.

Quizizz is unlike other game-based learning where in this application there are game characteristics that will entertaining students such as avatar, theme, meme, and music. Besides that, Quizizz allows students to compete with each other

because students take the quiz together in classroom, they can see their live ranking on the leaderboard, this will certainly increase students' motivation in learning. Quizizz is game-based learning used in teaching English as media that can develop students' motivation and enthusiasm in learning new language. By using this media students could remember vocabulary easily.

Based on the reasons, theories, and those previous researchers above, online games can be useful in the teaching and learning process. Therefore, the researcher decided to do study entitled "Using Quizizz in Game-Based Learning to Improve Students' Vocabulary Achievement".

1.2 Problem Statement

In this study, the researcher formulated two problem formulations, namely as follows:

1. Does the use of Quizizz game-based learning improve students' vocabulary achievement?
2. Do students' have an interest in using Quizizz?

1.3 Objective of the Research

According to the problem formulation above, the objectives of this study are as follows:

1. To know whether the use of Quizizz game-based learning improve students' vocabulary achievement.
2. To know whether students have an interest in using Quizizz.

1.4 Significances of the Study

1. The Student

The results of this study are expected to be useful and beneficial for students in improving their vocabulary. In the other hand, through this learning, they can improve their motivation to learn English, especially in vocabulary.

2. The Teacher

This study is expected to be helpful and useful for teachers in how to apply teaching vocabulary by using Quizizz as a media in teaching vocabulary. Additionally, it helps teachers find learning media are more simple enough for students to understand.

3. The Further Researcher

This study is expected can improve their reference if they want to conduct research on the same topic.

1.5 Scope of the Research

This study is limited to knowing the improve in students vocabulary achievement by Using Quizizz Game-Based Learning. The researcher will apply Quizizz game-based learning that focus on improving students' vocabulary achievement especially in content words. This media will involve various activities such as quizzes, have discussion, play games, and so on, in a fun and interactive way.

1.6 Operational Definition

The researcher gives the definition of several important terms related to the title:

1. Vocabulary is a key part of language, without vocabulary, we can't create language.
2. Quizizz as a media in learning can increase student motivation in learning vocabulary.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Chapter discusses several factors related to the study, namely; vocabulary, aspect of vocabulary, types of vocabular, the teaching of vocabulary, definition of Quizizz, previous study, conceptual framework, and hypothesis:

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is the important components in knowing language. It means the first thing to do when learning a new language is to know the vocabulary. With a rich vocabulary student will easily master all four major skills which is speaking, writing, reading, and listening. The more words they learn, the more fluent their communication will be. Expending their vocabulary can open-up a deeper understanding of the language and make it easier for them to participate confidently in various conversational contexts.

Vocabulary is known as bridge in mastering the four skills in English. According to Saputra, (2019) having a strong vocabulary is important for being able to communicate, speak, read, write, and understand the language effectively. Mozes & Liando, (2020) stated that vocabulary is very important in learning a language, an interesting activity as well as a good environment is needed to influence the brain of a very young learner and the motivation to master it. Alqahtani, (2015) explain that vocabulary is the collection of meaningful words or the total number of words in a language. It can be described as one part of language, along with sound, grammar, and culture Wulanjani, (2016). According to Purnawan et al., (2022) vocabulary is an important part of knowing a language because it can affect how well students speak, listen, read, and write. Furthermore, vocabulary is the most important part of language that needs to be learned.

Vocabulary is a key component of language that you must learn. It is the key to mastering a language, because by having a rich vocabulary you will find it easy to learn all four language skills such as speaking, listening, reading, and writing. So, we can say that vocabulary is the main process to effectively

communicate, speak, read, write, and understand the language. There are some definitions given by linguists:

1. According to Norbert Schmitt & Diane Schmitt (2020: 228), vocabulary is a key part of studying a new language, without a good knowledge of words, it is impossible to know the text or understand what someone is saying.
2. According to Dee Gardner (2013: 2), grammar can be thought of as the engine of language that provides order and structure, while vocabulary is the fuel of language that makes communication possible. Without vocabulary, nothing can be conveyed meaningfully. Both are essential, and they often work together.
3. According to John Flower (1989: 5), vocabulary is an important part of learning English. If you make grammatical mistakes, people can often still understand what you mean. However, if you don't know the right words, it can be frustrating for you and the person you're talking to. Good English means having a rich and varied vocabulary.

The researcher concludes that, according to the definition above, vocabulary is one of the important aspects of language that must be mastered because by having a large of vocabulary, it will be easy to learn the four skills in language.

2.1.2 Types Of Vocabulary

The teacher plays a key role in helping students learn vocabulary. Learning vocabulary plays an important role in the introduction of language that teachers should pay more attention to the selection of vocabulary that will be taught to students. Teachers must choose what words to introduce to students considering that words can come from various forms and types of vocabulary. In English, there are four types of vocabulary, Friez (1974) as cited in Sinaga, (2019) divides English words into four group, as follows:

1. Content words represent of objects or things, are words that carry significant meaning in sentence, that is concrete nouns, adjective, main verbs, and adverbs.

2. Function words are that show how other words in sentence are connected to each other. This includes determiners, conjunction, pronouns, auxiliary verbs, preposition, pronouns, modals and quantifiers.
3. Substitute words are words use to replace other words. It can be synonyms, pronouns, etc.
4. Distributed are words that distributed when they are used in a negative grammatical way, like showing presence.

Based on the explanation above, there are four types of vocabulary in English, namely content words, function words, substitute words, and distributed words. Thus, it can be concluded that vocabulary is a collection of words that each have meaning and are used to convey ideas and opinions. Therefore, it is important for students to learn vocabulary well in order to express their thoughts clearly and master the language more easily, including speaking, reading, listening, and writing skills

In this study, the researcher focused on vocabulary related to content words, as this group includes words for jobs, tools, and real object, especially nouns, verbs, and adjectives. Besides that, content words are also able to be used well in the classroom. According to Fries (1974) as cited in Sinaga, (2019) classifies content words into four types, which is nouns, verbs, adverbs, and adjectives.

1) Noun

Words that name people, place, ideas or things are noun. Noun are found in every sentences because they are the basic parts that make up the sentence. Noun is classified in several parts, namely:

a. Common and Proper nouns

The common noun are generic term or general name for things that are commonly used as a general label and refer to any member of a category, for example “cat”, “book”, “teacher”, etc. On the other hand, proper nouns are specific name with capital letters, such as the name of person, place, or things. For examples German(place), Ronaldo (name), etc.

b. Concreate and Abstract nouns

Concrete nouns are nouns that interact with our senses, such as sight, smell, hearing, touch and taste. Music, dogs, apples, are some examples of concrete nouns. Abstract nouns are the opposite of concrete nouns which represent ideas or concepts that only exist in our minds and cannot be detected by the senses. Some examples of abstract nouns include freedom, justice, etc.

c. Collective nouns

Collective nouns are words that refer to a group of people or things that are considered as a whole. Examples include words like audience, class, crowd, and family.

d. Countable and Uncountable nouns

Countable nouns are nouns that can be counted, and are also usually made plural by adding - s (one kid, two kids). While nouns that cannot be counted and cannot be used in plural form are uncountable nouns for example water, sugar, etc.

2) Verb

a. Intransitive verbs

Intransitive verbs are verbs that stand alone and have complete meaning so they do not require a direct object. This verb only tells about the subject (action) without having to pass it on to the object (recipient).

For example: *The baby is laughing*

b. Transitive verbs

Transitive verbs refer to verbs that require a direct object in order to complete their meaning. This verb statement summarizes the task and then proceeds directly to the object.

For example: *The teacher explains the lesson*

c. Linking verbs

Linking verbs are verbs that do not show an action but are useful for connecting the subject of a sentence with a phrase that can describe the subject.

For example: *The house is big*

d. Auxiliary verbs

Auxiliary verbs are verbs that are combined into a phrase of two or more words, which function to provide additional context to the main verb in a sentence.

For example: *She is walking*

e. Reflective verb

Reflective verb is a verb that refers to the subject of the sentence who is carrying out an action on himself.

For example: *she dressed herself quickly*

3) Adverb

An adverb is a word that provides more information regarding a verb, adjective, other adverb, or even an entire sentence plus, adverbs can explain in detail how, when, where, why, to what extent the condition occurred.

a. Adverb of time

An adverb of time is a word that provides accurate information regarding the time an action occurs. We can ask question starting with “when” to find it.

For example: *when does the bus arrive?*

b. Adverb of place

An adverb of place provides information regarding where the action takes place. Understanding adverbs of place is very important to provide clear information about the occurrence of an action. To find out we can ask questions that start with “where”.

For example: *where can I find a good restaurant?*

c. Adverb of manner

Words that describe how an action is done are called adverbs of manner. Most manner adverbs are closely related to the adjectives they correspond to, but some can be used as either adjectives or adverbs. Manner adverbs often end in “ly” with the related adjective. We can ask questions starting with “how” to find out.

For example: *how she danced?*

4) Adjective

Adjective is a word that describes a noun or pronoun in a sentence. Not only that, it also act like modifiers whose function is to limit and change the meaning of other words related to places, objects, or even ideas. Adjective usually placed before noun and pronoun.

a. Descriptive adjectives

Descriptive adjectives are a type of adjective that indicates quality, size, shape, taste, origin, color, action, and other attributes.

For example: *He is a tall man*

b. Proper adjectives

The correct adjective is an adjective that comes from a proper noun and is always written with a capital letter. These adjectives describe specific people, places, or things.

For example: *I love Italian food*

c. Possessive adjectives

Possessive adjectives are adjectives that show ownership of something. Therefore, this adjective is considered possessive. Possessive adjectives cannot stand alone and always appear with nouns to show ownership.

For example: *This is my book*

2.1.3 Teaching Vocabulary

Teaching is a learning and teaching process activity carried out by teachers to guide and transmit skills and knowledge to students in an educational context. Vocabulary teaching is the main step that must be done in language teaching. Therefore, good techniques are needed to help students understand the meaning and use of words. Wulan, (2013) stated, if the teacher wants students to remember new vocabulary, it needs to be learned in practice, and then revised to prevent students from forgetting, the teacher must ensure students understand the new words, which will be remembered if introduced in a memorable way. For this reason, in teaching vocabulary, teachers are expected to choose approaches that can help students to store the vocabulary that has been taught in their long-term memory. By applying these teaching techniques, it is hoped that there will be an

improvement in students' vocabulary. Cross (1992) in Sinaga (2019) mentions three phrases that are used for teaching vocabulary. presentation, practice, and production are them.

a) Presentation

It serves as the basis for effective vocabulary learning. This is the first time students encounter a new word, and a variety of strategies are used to ensure proper understanding. Namely meaning, pronunciation and spelling.

b) Practice

In this second stage, the teacher can ask students several questions to train students' understanding of the words they have studied. Not only that, teachers can also provide practice questions to make them familiar with these words.

c) Production

At this point, students should be able to use the words they have learned in both writing and speaking. This is because they have already been introduced to many new words, which means they are considered to have a good grasp of the vocabulary.

There are two guidelines suggested by Sinaga (2019), the first is that in determining the meaning of the words, teacher can help students to develop independent strategies. Then secondly, in incidental vocabulary learning, the involvement of the teacher is very necessary. From these two guidelines, vocabulary teaching can be planned or not by teacher. In teaching vocabulary, teachers need to be careful in selecting them, this is because teachers had to consider several things such as age, level, media, and students learning abilities.

2.2 Game-Based Learning

As technology develops, the world of education is experiencing various changes to increase the effectiveness of learning. One approach that is currently widely used is Game-Based Learning, a teaching method that uses video games and game elements, such as images, stories, and challenges, to make the learning process more interesting and interactive, Liu et al., (2020). Game-based learning is a learning method that combines game elements, such as challenges, points, or prizes, to make the learning process more interesting, interactive, and effective.

This method is not only used for playing games, but is also specifically designed so that students can understand certain academic concepts and skills through structured game mechanisms.

This approach provides various benefits, especially in increasing learning motivation. Different from conventional methods that often feel monotonous, game-based learning presents a system of challenges, levels, and rewards that make students more motivated to continue learning. There are various types of game-based learning such as Educandy, Kahoot, Quizizz, Wordwall, etc, Oktavia, (2022).

Game-based learning not only improves academic skills, but also provides a more personalized learning experience with features that allow students to learn at their own pace. Game-based learning provides flexibility in understanding the material and getting immediate feedback, making it relevant for different levels of education and different learning styles. As technology advances, this approach has the potential to become a mainstream method in the modern education system, combining entertainment elements with a more in-depth and effective learning experience.

2.3 Quizizz

Quizizz was founded in 2015 by Deepak Joy Cheenath and Ankit Gupta. Quizizz is defined as a learning application for students to play games, do quizzes, and discuss with teachers and friends, Pavita (2021). This learning app gives students the same experience as a game with a colourful interface, avatars, and music. The treat given after students answer each question is very interesting, where Quizizz will display an image in the form of a meme to tell whether the answer is right or wrong.

Quizizz continues to strive to ensure that its platform is in line with today's educational needs. Their efforts to help teachers and students by providing thousands of free questions that create an engaging and interactive learning experience. The features are made easy so that teachers can quickly create quizzes, while students can answer comfortably and without difficulty. One of the interesting aspects of this Quizizz is the very complete results report with features that allow teachers to see students' work individually and as a whole, making it

easier for them to evaluate. In Quizizz there are various question features such as: multiple choice, essay, cross boxes, fill-ins, and surveys. This really helps teachers to adjust the quiz material according to learning needs. Not only as a platform for creating quizzes, but Quizizz also plays a role as a supporter of an effective learning process that is relevant to today's educational challenges.

With Quizizz, teachers can make vocabulary learning not boring and fun. This platform can be used to teach various subjects such as English, Mathematics, Science, Culture and Art. In Quizizz we can also choose specifications of what material we want to learn, because in this study the teacher only focuses on English, especially vocabulary, so students can choose a vocabulary quiz on the menu. And if the teacher uses the right approach on this platform, they can make students more enthusiastic in learning Brahmana, (2022).

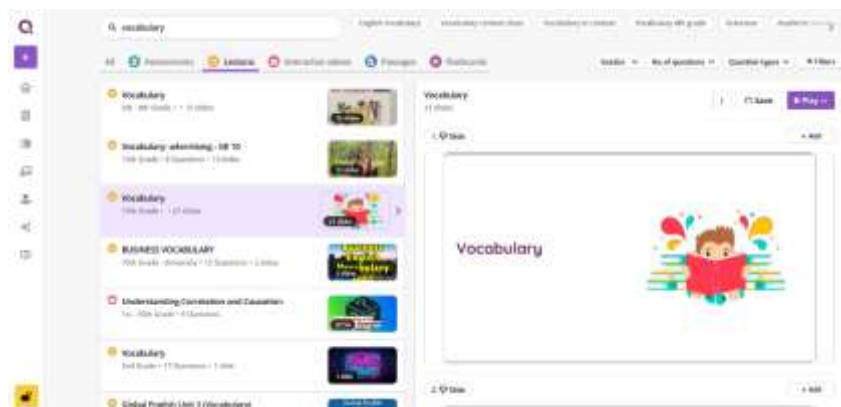


Figure 2.1 Menu on Quizizz

Teaching vocabulary by using Quizizz. This game-based learning is a method used to improve vocabulary through an interactive and fun approach. The gamification features such as points, leadboards, and awards in this Quizizz, make students more motivated to keep learning. According to Mei et al., (2018) Quizizz is an online assessment application that can be accessed using computers, smartphones, and iPads that is used as a fun multiplayer classroom activity for all students. Additionally, Pratiwi et al., (2022) stated that using Quizizz as a game-based learning tool was very helpful in improving students' vocabulary, especially in understanding word meanings and synonyms. This game-based learning is not only used for quizzing but can also be utilized as a learning media especially in teaching vocabulary interestingly and excitingly. Nowadays, students spend more

time with cell phones and other electronic devices in their daily lives. So, the use of game -based learning will be more effective for teachers to teach vocabulary in a fun way so it does not make students feel bored and make it easier for them to remember the meaning of various English vocabularies that they can learn every day using Quizizz.



Figure 2.2 Creation menu in Quizizz

Quizizz is a game-based learning that allows teachers to provide interactive and fun learning experiences through quiz games. In its application, teachers choose or create quizzes that are in accordance with the learning topic, then provide game codes to students. Through this code, students can join the game directly. This is what makes learning more interesting and motivates students to continue learning actively in classroom.

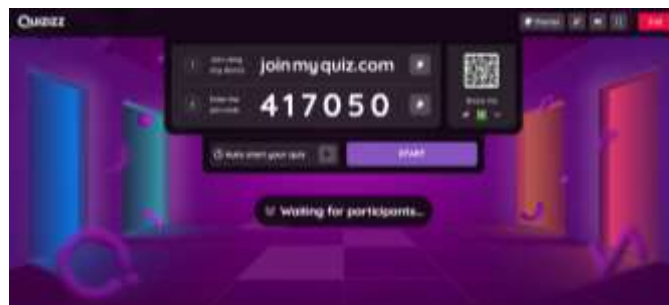


Figure 2.3 Workshop material

2.4 Previous Study

The previous study is needed to support her research and avoid repetition of this research. There are several studies which prove that using Quizizz game-based learning are effective for improving students' vocabulary. Here is the previous study that have been mentioned:

1. Sisnawati et al., (2024) “The Effectiveness of Using Game-Based Quizizz in Teaching Vocabulary”

This study aims to determine the effectiveness of using Game-Based Quizizz in improving vocabulary achievement of grade XI students at SMAN 2 Pujut. This study used a pre-experimental research design with one-group pre-test post-test model. The population in this study were students of class XI IPA 1 at SMAN 2 Pujut, who were selected using purposive sampling technique for the experimental class. Data analysis showed that the average pre-test score was 30.71, which increased to 68.06 after the treatment. Data collection was conducted in three stages: pre-test, treatment, and post-test. The test results showed a significance value of 0.00 which is lower than the alpha value 0.05. This shows that the use of Game-Based Quizizz provides statistically significant results and is effective in improving students' vocabulary acquisition. Therefore, the use of Game-Based Quizizz is proven to be effective for teaching vocabulary to students.

2. Hidayah, (2024) “The Effect of Game-Based Quizizz Application Towards Students Vocabulary Achievement”

This study aims to explore the impact of Game-Based Quizizz application on improving vocabulary acquisition of tenth grade students at SMKN 2 Bengkulu City. Using a quantitative approach with a quasi-experimental design, the study involved 60 students who were divided into two groups: 30 students in the experimental class (X TGM 2) and 30 students in the control class (XTP 1), which were selected by purposive sampling. The experimental class was treated using the interactive and fun Game-Based Quizizz application strategy, while the control class applied the more conventional Grammar Translation method. Before the treatment, both groups took a pre-test to measure their initial ability. The pre-test results showed that the average score of the experimental class was 51.47, while the control class only reached 44.73. After the treatment, a post-test was conducted, and the experimental class recorded an average score of 79.70, higher than the control class which obtained an average score of 77.40. The independent T-test showed a significance value of 0.00, which is much smaller than 0.05, so H_0 is rejected and H_a is accepted. This result confirms that the use of Game-Based Quizizz application is significantly more effective in improving students'

vocabulary achievement. So, it can be concluded that the learning using the Game-Based Quizizz application has a significant positive impact on improving vocabulary achievement in tenth grade students at SMKN 2 Bengkulu City.

3. Asti et al., (2024) “The Using of Quizizz Application To improve Students’ Vocabulary of The Tenth Grade Students of SMA NEGERI 13 PANGKEP”

This study used a pre-experimental research type. This study involved 28 tenth grade students from SMA Negeri 13 Pangkep who were selected as participants. The researcher used a pre-test and post-test to collect data and compare students' vocabulary skills before and after using the Quizizz application. The results of the study showed an increase in students' vocabulary achievement after using the application. This can be seen from the increase in students' scores by 24.34%, and data analysis showed that the t-test value (7.73) was higher than the t-table value (1.703). Thus, it can be concluded that there is a significant difference in students' vocabulary achievement before and after being taught using the Quizizz application, which proves that this application is effective in improving students' vocabulary.

2.5 Conceptual Framework

In this research the conceptual framework is shown in the form of a diagram below:

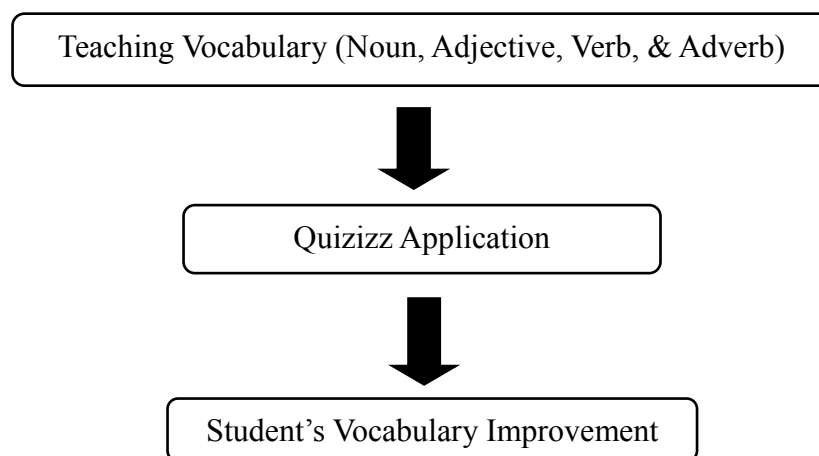


Figure 3. Conceptual Framework

Researcher will start giving pre-test to students to get their vocabulary scores before giving treatment. Then the next step is to provide treatment, at this stage the researcher will implement the using Quizizz to the students. The final step is to give a post-test to students to know the result of the treatment.

2.6 Hypothesis

Ho: There is no significance improvement in students' vocabulary after being taught through Quizizz.

Ha: There is a significance improvement in students vocabulary after being taught through Quizizz.

Rules:

- a. If $\text{Sig2tailed} > \alpha$ then Ho is accepted and Ha is rejected
- b. If $\text{Sig2tailed} < \alpha$ then Ha is accepted and Ho is rejected