

The Implementation of Instructional Games Model Using Quizizz Application in Improving Students' Vocabulary

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Abstract

The objective of the research is to find out whether or not the implementation of the Instructional Games Model using the 'Quizizz' application has a significant effect on the students' vocabulary at SMK 1 Bone. The method of this research was a pre-experimental method with one group pre-test and post-test and this method tends to see the results of the research where is there any improvement in students' vocabulary after implementing the instructional games model using the Quizizz application. The instrument of the research was a vocabulary test that was given as a pre-test and a post-test. In the end, this research shows that there was an improvement made by the tenth-grade students. This is proven by the students' mean score from the pre-test which was 56.6 and the improvement increased by 88.9 from the post-test. The observation results showed that the Implementation of the Instructional Games Model Using Quizizz Application could improve the students' vocabulary. So, from this research, it can be concluded that the Implementation of the Instructional Games Model Using the Quizizz Application could improve the student's vocabulary in the class of PN 4 at SMK 1 Bone.

Keywords: Quizizz Application, games, vocabulary improvement

Introduction

Nowadays, many children out there or even adults love playing games especially online games. A game is an activity or sport usually involving skill, knowledge, or chance, in which you follow rules, and try to win against an opponent or to solve a puzzle (Collins English Dictionary). There were lots of downloadable games application that is educational. This kind of application has become an attraction to many students these days by cause of they love to play while learning. As we know games can be an educational language learning and games actually could be helpful for other people especially for teachers who teach language. Some students found out that learning language is not that easy. For example, almost Indonesian students faced difficulties while learning English. Some of them were not attracted in learning language and the way the language is being taught by teacher is boring. This is because teacher must take more attention for the students. The students have to be active, and the teacher to be creative. Based on the explanation above, the researcher will apply an instructional games model using 'Quizizz' application to the students in increasing their vocabulary improvement. The researcher will like to introduce to the students and althereforethe teachers of the new language learning application in order to attract students' activeness in learning language in fun and entertaining situation. The researcher was sure that this application might help the students althereforethe teachers in the process of learning and teaching language especially foreign language. So, concerning to the difficulty of the tenth grade students in mastering vocabulary, the researcher will come up with a solution of the issue in order to help the students. The researcher found out that using a language learning

The tool mentioned is an application that could be downloaded on everyone hand phone. Google Translate or Dictionary are the common apps for user in learning a language but it does not give a great impact to the students in mastering vocabulary. To overcome the problem above and realize the importance of vocabulary improvement for students, the researcher is interested to conduct a research and tries to take an effort in improving students' vocabulary improvement by implementing an instructional games model by using language learning application called 'Quizizz'. Based on the researcher's observation about the 'Quizizz' application, the researcher found out that it will be the best tool for the students to use as it contains much attractive features. Besides, 'Quizizz' is an educational games application and the researcher believe that students will be more attractive and active in mastering English vocabulary. On the other hand, this application is free and students do not have to spend much money paying for the app. The researcher believe that this app compatible because the user can use it everywhere and at any time they want.

Review of Related Literature

A. Quizizz Application

1. The Definition of Quizizz Application

Quizizz is an Indian educational software company headquartered in Bengaluru, India, that creates and sells a gamified student engagement platform. The software is used in class, group assignments, pre-test review, formative assessments and pop quizzes. In addition, Quizizz is a web-based application that allows educators to create engaging quizzes, surveys, and assessments for their students. It althereforeprovides an interactive platform for students to take quizzes at their own pace, making learning fun and engaging. Quizizz features a variety of question types including multiple choice, true or false, and open-ended questions. It althereforeoffers features such as leaderboard, timer, and feedback options. This app althereforecan be used in a variety of educational settings, from traditional classrooms to remote learning environments. It is althereforeavailable in multiple languages and can be accessed on desktops, laptops or even mobile devices. The Quizizz application itself is described as a web tool for creating interactive quiz games that can be run using the internet and can be accessed through the website www.Quizizz.com. Quizizz has been accessible since 2015. Quizizz is a media for learning can be used by students inside and outside of the classroom

2. Advantages of using Quizizz application

There are some advantages of using Quizizz application to the learners that can be seen as follows:

- a. Have more flexible time and place
- b. Low cost
- c. Can be accessed anytime and anywhere
- d. Practical and economical
- e. Learning material can be saved easily
- f. Only need smartphone/pc and internet data to access

B. The Concept of Vocabulary

1. Definition of Vocabulary

Vocabulary is a word. It is the one of English aspects that includes in word,

Mastering vocabulary items is a fundamental thing that students have to know in English learning. It because of English is foreign language for Indonesian people. How the people can produce sounds if they don't know the vocabulary of the word especially in learning English. Other side that, when the students have treasury of vocabulary items, it will kick in reaching the four skill of English such as listening, speaking, reading and writing.

There are various definitions of "vocabulary", they are: A. S. Hornby said that vocabulary is the total number of words which make up a language. So, language is arranged by thereforemany words and phrases. He adds that vocabulary is a collection of words or phrases in language. It means that vocabulary is a language component which gives information or explanation in a language terms.

Based on those statements, vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning. To achieve four skills, a student must have acquired the vocabulary well, and a student needs to increase their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

2. The Importance of Vocabulary

It seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words. Our ability to function in today's complex social and economic worlds is mightily affected by our language skills and word knowledge. Vocabulary is the most important components of language power. In using the language, students who rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills. It is mean that dealing with learning English as a foreign language, vocabulary is one of the components of language which has the most important role in mastering four language skills. Furthermore, there is another importance of vocabulary that vocabulary is a basic skill to communicate; people will not be able to communicate easily without knowing It means that vocabulary is important in communication. We cannot communicate with others in a certain language if we don't know much words of the language.

Finally, without ignoring other language components, it is clear that vocabulary is the most important factors in the teaching learning of English as a foreign language even in all language. So, teachers are expected to have the excellent way to make the students interested in learning English vocabulary thereforethat the teaching learning objectives can be carried out successfully.

3. Kinds of Vocabulary

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second

About the types of vocabulary; according to De Gregory as cited in Nur Hidayatul, "there are two big divisions of words: function words and content words. The first division, function words are words that must be learned in connection with use in the sentence. These kinds of words such as noun determiners, auxiliaries, qualifiers, preposition, coordinators, interrogators and sentence linkers. Second division, content words or lexical words are words whose meaning is recorded in dictionaries and often stated by means of definitions, synonyms, antonyms and contextual explanation. These kinds of words are nouns, verbs, adjectives and adverbs.

Harmer distinguished two types of vocabulary namely active and passive:

- a. Active vocabulary refers to vocabulary that students have learnt and which they are expected to be able to use.
- b. Passive vocabulary refers to words which student will recognize when they meet them but which they will probably not be able to use. (Jeremy Harmer, *Op. Cit*, p.56)

4. The principles of Teaching and Learning Vocabulary

Wallace stated that there are nine principles of teaching and learning vocabulary. There are aim, quantity, need, frequent explosive and reception, meaning presentation, situation, presenting, learning vocabulary in mother tongue and target language inference (guessing) procedure in vocabulary learning. In order to have a clear concept about:

- a. Aim
- b. Quantity
- c. Need
- d. Frequent Explosive and Reception
- e. Meaningful Presentation
- f. Situation Presentation
- g. Presenting Context
- h. Learning Vocabulary in Mother Tongue and Target Language.
- i. Interference (guessing) Procedure in Vocabulary Learning

Method

This section consists of research design, research variable, operational definition of the variable, population and sample, instrument of the research, procedure of collecting data, treatment, and technique of data analysis.

A. Research Design

Quantitative method is used by the writer, which aims to analyze and to describe the collected data on the students' work. In this research, pre-experimental method with one group pre-test and post-test design is used to be applied.

B. Research Variable

In this research uses two variables, Quizizz Application and students' vocabulary

C. Operational Definition of the Variable

Quizizz application is a downloadable platform of language learning application that comes with quick, bite-sized lessons, and earning points while gaining realworld communications skill. Vocabulary is a word or a sound which represents a certain meaning as an utterance unity. It is the most important part in language learning.

To achieve four skills, a student must have acquired the vocabulary well, and a student needs to increase their vocabulary mastery too. It is clear that vocabulary is a fundamental of language. So, there is no language without vocabulary.

D. Population and Sample

1. Population

The population of this research was the tenth grade students of SMK NEGERI 1 Bone in academic year of 2023/2024. This population consisted of 16 classes; each class consists of 35 students.

2. Sample

Considering the large number of populations, the researcher used the cluster random sampling technique to determine the sample. The researcher has taken a sample of 27 students and therefore, became the sample of the research that was coming from class X PN 4 by using the cluster random sampling technique.

E. Instrument of the Research

The instrument of the research was vocabulary test that given as pre-test and post-test. This was intended to find out the students' prior knowledge of vocabulary while the post-test is given after the treatments by implementing instructional games model by using Quizizz. It aimed to look on the students' vocabulary achievement after giving the treatments.

F. Procedure of Collecting Data

The procedure of collecting data in this research is pretest, treatment and post-test.

G. Technique of Data Analysis

The data collects through the test was analyzed quantitative by employing statistical calculation to test hypothesis by using SPSS program.

Result

The result of the research can be seen as follows:

1. The Rate Percentage of the Students' Score

Table 4.1 The Rate Percentage of the Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1.	Very Good	91 – 100	-	-	13	54.17
2.	Good	75 – 90	4	16.67	10	41.67
3.	Fair	61 – 74	8	33.33	-	-
4.	Poor	51 – 60	3	12.50	1	4.17
5.	Very Poor	0 – 50	9	37.50	-	-
		Total	24	100%	24	100%

Table 4.1 above showed that in the pre-test, none of the students achieved *very good* score while there are only **4** students who achieved *good* score with the percentage of **16.67%**. Meanwhile, there were **8** students with the percentage of **33.33%** achieved *fair* score, 3 students with the percentage of **12.50%** achieved *poor* score, and **9** students achieved *very poor* score with the percentage of **37.50%**.

After the treatment was given to the students, the table above showed that in the post-test, there are **13** students who dominated the *very good* score with the percentage of **54.17%**, **10** students achieved *good* score with the percentage of **41.67%**, but there is still **1** student who achieved *poor* score with the percentage of **4.17%**. In addition, there is none of the students got *fair* and *very poor* score. So, it can be concluded that the rate percentage in the post-test was **higher** than the rate percentage in the pre-test.

2. Mean Score and Standard Deviation

Table 4.2 the Mean Score and Standard Deviation of The Students

Test	Pre-test	Post-test
Mean Score	56.6	88.9
Standard Deviation	17.64	9.59

Table 4.2 above showed the statistical summary of the students' mean score and standard deviation for both of the pre-test and post-test. It is shown that the mean score of the students' pre-test was **56.6**, that was categorized as *poor* while post-test was **88.9**, categorized as *good*. It means that the mean score of the students' post-test was greater than the mean score of the students' pre-test. Meanwhile, the standard deviation of the pre-test was **17.64** and the standard deviation of the post-test was **9.59**.

3. The Test of Significance

In order to know whether or not the mean score is different from the two variables which are the pre-test and post-test, the t-test statistical analysis for non-independent sample was applied. The following table showed the result of the t-test calculation:

Table 4.3 the T-Test of The Students

Variable	T-Test Value	T-Table
$X_2 - X_1$	7.995	2.690

The table 4.3 above showed that the t-test value was **7.995** while t-table was **2.690**. It can be concluded that the t-test value was greater than the t-table ($7.995 > 2.690$). It is althereforeindicated that there was a difference between the result of the students' score in the pre-test and post-test.

Based on the calculation of the students' pre-test and the post-test before, it was obtained that the t-test value **7.995** was greater than the t-table **2.690**. From the result, the researcher found that there was a significance difference between the result of the pre-test and the post-test. This can be concluded that the zero hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This was proven by the improvement of the students' vocabulary after treatment has been given by implementing the instructional games model. In other words, the use of game can give significant effect on the vocabulary improvement of the tenth grade students of SMK 1 Bone.

Conclusion

Based on the findings and discussion that have been presented in the previous chapter, the researcher concluded that this research focuses on the implementation of instructional games model using Quizizz application could give a significance effect on the tenth-grade students' vocabulary of the students of SMK 1 Bone in learning English vocabulary. In other words, this method is effective to increase the students' vocabulary improvement.

The main purpose of implementing instructional games model using Quizizz application was therefore that the students could learn and study English subject in a different way, where the learning process was not only based on textbooks or exercise provided by the teacher but by adding fun activities like games which is educational. Teacher can altherefore leverage the use of technology such as smartphone to introduce the student of various kinds of useful application of learning like Quizizz, Duolingo, Kahoot and many more as a learning media. This might help to engage the student motivation in learning English as English teacher were expected to motivate students as they learn.

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