Improving Students' Vocabulary Through Paper-Mode Quizizz: A Classroom Action Research in Indonesian EFL setting

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ABSTRACT

Vocabulary is an essential component in learning a second or a foreign language. It is one of the most important aspects of obtaining all four language skills; reading, listening, speaking, and writing. Therefore, teaching and learning vocabulary should be done through various-interactive media so that children are interested in acquiring it. Integrating gamefication-based learning media can be utilised to support the teaching-learning vocabulary. In addition, Paper-Mode Quizziz can be used as a game-based learning platform offering multiple tools to make a classroom fun, interactive, and engaging in learning vocabulary. This research aimed at investigating the use of Paper-Mode Quizizz to improve students' vocabulary at eighth grade students. This research was Classroom Action Research conducted at eighth grade students. The research subject was 8C grade students of SMP SSA Negeri Kloposawit 1 Candipuro. Further, this research was conducted in two cycles. In cycle I, the researcher found that the eighth-grade students' vocabulary mastery was improved. The average score was 72,4. Further, in cycle II, the eighth-grade students' vocabulary mastery was much better than in cycle II. the average score was 81,4. It showed that the use of Paper-Mode Quizizz profoundly improved the eighth-grade students' vocabulary mastery. In addition, the students were more enjoyed, actively participated, highly motivated, and engaged with the use of Paper-Mode Quizizz in learning new vocabularies. In short, the implementation of Paper-Mode Quizizz profoundly improved the students' vocabulary mastery at eighth-grade students in learning English.

Keywords: *Improving, Paper-Mode Quizizz, Vocabulary.*

ABSTRAK

Kosa kata merupakan salah satu komponen penting dalam belajar bahasa asing. Selain itu, kosa kata juga merupakan salah satu aspek yang penting dalam menguasai kemampuan membaca, mendengarkan, berbicara, dan menulis. Oleh karena itu, penggunaan beragam media interaktif harus digunakan untuk menarik minat belajar dalam pembelajaran kosa kata Bahasa Inggris. Penggunaan media mode permainan dapat digunakan dalam pembelajaran kosa kata Bahasa Inggris. Dalam hal ini, Quizizz mode kertas dapat digunakan sebagai media pembelajaran di kelas agar pembelajaran kosa kata Bahasa Inggris yang menarik, interaktif, dan bermakna. Penelitian ini bertujuan untuk mengetahui apaka Quizizz mode kertas dapat meningkatkan kosa kata murid dalam Bahasa Inggris. Penelitian ini menggunakan penelitian tindakan kelas (PTK), dan dilakukan selama dua siklus di kelas 8C SMP SSA Negeri Kloposawit 1 Candipuro. Pada siklus I, rata-rata skor menunjukkan bahwa kosa kata murid kelas 8 mengalami peningkatan. Rata-rata skor tersebut yaitu 72,4. Pada siklus II, peningkatan kosa kata murid dalam Bahasa Inggris mengalami peningkatan yang lebih baik daripada siklus I. Rata-rata skor yang diperoleh yaitu 81,4. Hal ini menunjukkan bahwa penggunaan Quizizz mode kertas secara jelas dapat meningkatkan kosa kata murid dalam Bahasa Inggris. Selain itu, murid juga lebih tertarik, termotivasi, semangat, dan lebih terlibat aktif dalam proses pembelajaran menggunakan Quizizz mode kertas. Pada akhirnya, dapat

disimpulkan bahwa penggunaan Quizizz mode kertas dapat meningkatkan kosa kata murid kelas VIII dalam pembelajaran Bahasa Inggris.

Kata Kunci: *Kosa kata, Peningkatan, Quizizz Mode Kertas*

INTRODUCTION

Learning a language cannot be separated from language skills such as reading, listening, speaking, and writing. Besides those-four skills, vocabulary is an essential component in learning a second or a foreign language. According to Staehr (2008), one of the most important aspects of obtaining all four language skills is vocabulary. Further, Renandya (2015) stated that vocabulary is a core component of language proficiency, and it provides much of the basis for how well language learners in speaking, listening, reading, and writing. Vocabulary is a fundamental aspect of learning a language that learners should master.

In learning English, English particularly has two components, they are grammar and vocabulary. Wilkins in Thornbury (2002) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In addition, vocabulary plays important rules to develop language skills. Having vocabulary understanding covers the words which can assist the learners to deliver the overall meaning in the conversation. If the learners lack vocabularies, they will unable to communicate and transform their ideas in spoken or written form. In addition, understanding and mastering more vocabularies will ease the learners to express and communicate their ideas.

Furthermore, learning vocabulary cannot be learnt only from what the hear and write, but from what they see around. In this case, the teacher plays an important role in providing meaningful teaching and learning activities. In addition, this required teachers to support the learning process through the various media. According to Haryadi & Pujiastuti (2020), using various learning media is able to support the learning success. The teachers can take advantage of innovative, creative, effective, and efficient learning media so that the learning process goes to maximum.

In this case, vocabulary teaching-learning process, in the present day, has gone beyond the conventional-learning form. Hence, teaching and learning vocabulary should be done in a variety of ways. It should be done through various media and methods so that children are interested in acquiring it. Conducting teacher-centered learning in learning vocabulary is

simply monotonous and ineffective. In addition, this leads to limit the number of vocabularies students can acquire during the lesson.

Integrating gamefication-based media can be utilised to support the learning process. According to Groening & Binnewies (2019), game-based learning refers to achieving specified learning outcomes through game content and play and enhancing learning by involving problem-solving spaces and challenges that give the learner a sense of accomplishment. Meanwhile, Lopez & Tucker (2019), stated that gamification can encourage motivation and increase students' participation in stimulating their desire. It is relevant to the 21st century learning to support and develop students' critical thinking skills, more entertaining, and it increases students' motivation in learning.

Further, gamification has been gradually one of the alternative media to improve students vocabulary learning. It provides both teacher and students a layer of fun in which the students in game elements including quests, challenges, levels, and rewards, which potentially increases motivation and participation in the learning process (Kingsley & Grabner-Hagen, 2018). Meanwhile, Zou Huang, and Xie (2019), stated that investigated digital game-based vocabulary learning; the study concluded, "(1) digital games promote effective vocabulary learning; (2) interactions in game environments are conducive to vocabulary learning; (3) game-embedded multimedia facilitates vocabulary learning; and (4) over-specified vocabulary information is better than isolated or minimally specified information".

Quizziz is a game-based learning platform offering multiple tools to make a classroom fun, interactive, and engaging. Quizizz can used for students' self-assessment or for measuring material understanding for student improvement. Zhao (2019), stated that Quizizz is an educational game based-software taking interactive activities into the classroom and provide students with enjoyable learning experience. Further, teachers can create a lesson, conduct a formative assesment, assign homework, and have interactions with the students in a captivating way.

In learning vocabulary, Quizizz can be used as an online media to support the learning process. Quizizz is an interactive media for students to review their vocabulary. It is potential to draw students' attention and increase their participation in the teaching and learning process. Boulden et al. (2017) found that students were more focused and attentive to the quiz when using Quizizz. Nila and Mukminatus (2021) stated that there is students' improvement in vocabulary mastery. It triggers the students' attention and motivation during the teaching and learning process.

Furthermore, Maria & Deli (2021), stated that using Quizizz game-based learning has proven to improve students' vocabulary mastery. The result showed that the students' vocabulary mastery is improving. Meanwhile, Arsyan (2022), said that learning vocabulary using instructional media "Quizizz" succeeds in attracting students' attention to keep them following the lesson. In addition, using Quizizz provides the students more enjoyable activities during the learning process. Thus, it leads the students' engagement in acquiring and memorising new vocabularies.

Moreover, Quizizz has recently a new feature to keep engaging the teaching and learning process. Paper-mode feature is very usefor for teachers to conduct the media offline. In addition, it helps the students without any smartphones, laptops, and internet data. During the lesson, the teachers will provide the students with printed-paper mode Quizizz. Then, the students should rotate the paper to show their answer to participate in. Thus, students can keep engaged in the lesson while the papers are being scanned and displayed by the teacher. In short, the researcher deals with conducting CAR focusing on the use of Paper-Mode Quizizz to improve eighth grade students' vocabulary.

METHOD

In this research, the researcher deals with CAR, and aims at investigating the use of Paper-Mode Quizizz to improves students' vocabulary. Garpersz and Uktolseja (2020) stated that Classroom Action Research is reflective research by taking certain actions aimed at improving learning practices in the classroom professionally and has an essential role in scientific research because it determines the quality of research results. Therefore, it is expected that Classroom Action Research is expected to help teachers to find the strengths and weaknesses during the lesson, and boost students' performance and achievement in learning vocabulary.

This research is carried out in SMP SSA Negeri Kloposawit 1 Candipuro. Further, the research subject is Eighth grade students. Further, the researcher conducts this Classroom Action Research at 8C grades with the total of 32 students in a class.

This research used Action Research Model proposed by Kemmis and McTaggart (1988) cited in Burns (2010), which says that the Classroom Action Research is conducted in four steps: (1) Planning, (2) Action, (3) Observing, and (4) Reflecting. Planning refers to to preparing and developing lesson plan, learning media, and determining assessment criteria. Action stage is to implement designed-interactive learning, lesson plan, and learning media. Observing refers to paying attention and observing the classroom activities during the lesson using observation sheet. Further, reflecting is analaysing and evaluating the

actions in each cycle whether the results meet the criteria of success. The results of the reflection can be basis consideration to revise the learning design in the next cycle.

FINDINGS AND DISCUSSION

Before conducting the Cycle I using Paper-Mode Quizizz, the researcher conducted preliminary observation. The researcher conducted preliminary observation to understand the classroom situation and students' interaction during the lesson. Further, pre-assessment was conducted by the researcher to understand the students' cognitive competency in learning vocabulary. The result of pre-assessment was presented in the figure 1 below.

Figure 1. Students' Average Score
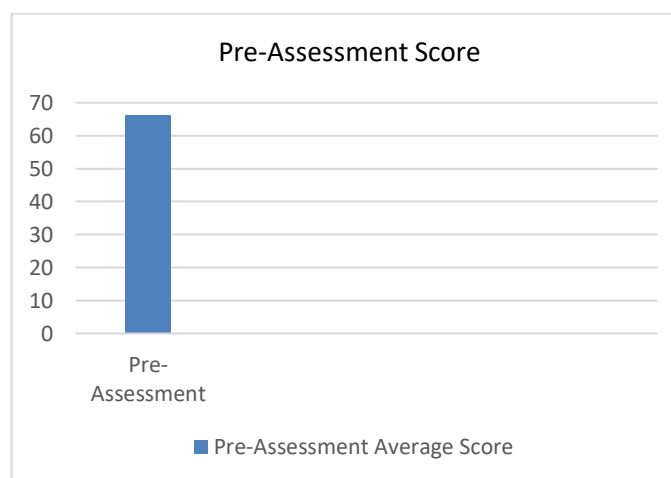
Based on the pleminiary observation and pre-assessment, the result showed that the students' vocabulary towards the material taught by the researcher was considered below the minimum score. It showed that the students' average score learning vocabulary is 66,3%. In addition, based on the *Criteria of Learning Objective Achievement (KKTP),* students were required to minimally achive 70 score. Further, the preliminary data would be a base to investigate students' improvement and vocabulary mastery in the Cycle I.

Implementation Cycle I

The researcher conducted the Cycle I and carried out Track Changes involving planning, action, observing, and reflecting.

Planning

In this planning stage, the researcher prepared and developed lesson plan, learning media, and determines the assessment criteria. In addition, in this stage, the researcher developed and printed the Paper-Mode Quizizz before conducting the action.

Action and Observing

In these stages, the researcher played important role as the teacher and observer. These stages were aimed at implementing the designed media in the teaching-learning process.

Further, the teacher showed and explained the the lesson and several lists of vocabularies to learn. The teacher provided the students Paper-Mode Quizizz, then the students should rotate the Paper-Mode to answer each question provided by the teachers. In addition, during the action stage, the researcher also observed the implementation of media used and how the media helps students to improve their vocabulary mastery. The increase of students' vocabulary mastery was presented in figure 2.

Figure 2. Students' Average Score
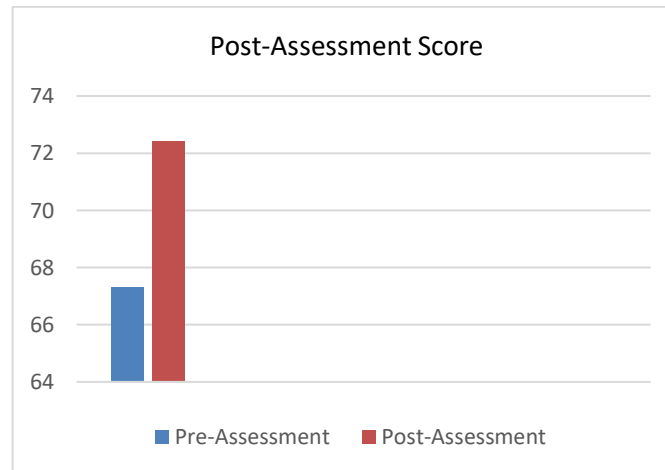
The figure 2 showed that students' vocabulary mastery significantly improved. In addition, the students were actively partipated and engaged in learning vocabulary using Paper-Mode Quizizz. They were highly motivated to learn vocabulary using Paper-Mode Quizizz. Using this enjoyable and interactive media led to students' improvement in vocabulary mastery. It could be seen from the result of students' post-asssessment average score.

Based on the students' average score obtained from the post-assesment, the students average score in learning vocabulary was 72,4. It was considered that using Paper-Mode Quizizz improved the students' vocabulary mastery. Further, the students were actively participated, enjoyed, and engaged with the teaching-learning process through the use of Paper-Mode Quizizz.

Reflecting

This reflection stage required the researcher to analyse the result of action and observation stage as well as drew a conclusion over the implementation of Cycle I. During the implementation of Cycle I, the researcher found that there is an improvement of students' vocabulary mastery. It was obtained from the post-assessment conducted by the researcher. In addition, the students were resposively enjoyed and engaged with the use of Paper-Mode Quzizz as the learning media. It is clearly seen that providing students with game-based

learning media promoted the students' improvement and performance during the class. Zhao (2019) stated, that Quizizz is an educational game based-software taking interactive activities into the classroom and provide students with enjoyable learning experience. Further, the researcher got started for the Cycle II to advance and boost students' vocabulary mastery.

Cycle II

To boost and advance students' vocabulary mastery, the researcher conducted Cycle II involving four stages; planning, action, observing, and reflecting.

Planning

In line with the Cycle II, planning stage required the researcher to prepare and develope lesson plan, learning media, and determines the assessment criteria. In addition, in this stage, the researcher developed and printed the Paper-Mode Quizizz before conducting the action.

Action and Observing

In action and observing stages, the researcher conducted the designed media and observed in teaching and learning process. In this Cycle II, the researcher developed and improved the media using some pictures in each question to attract the students' attention during the action stage. In addition, the lesson or material was explained attractively using interactive pictures in Quizizz. Once the Paper-Mode Quizizz, then the students should rotate the Paper-Mode to answer each question provided by the teachers.

Based on the result of post-assessment conducted in Cycle II, the researcher found that students' vocabulary mastery significantly improved. The improvement result of students' vocabulary mastery was presented in figure 3.

Figure 3. Students' Average Score
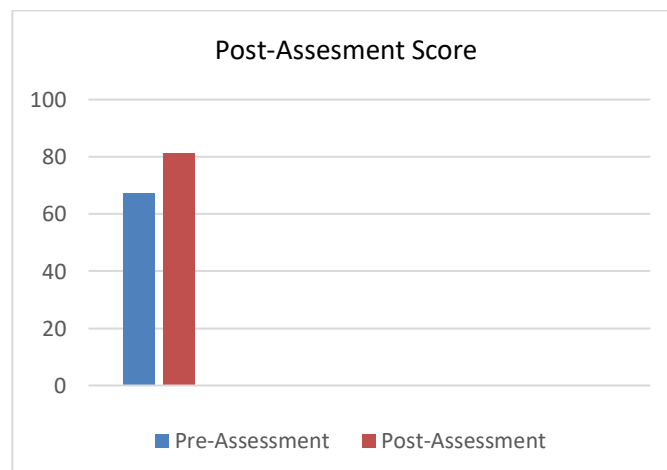
Based on the result of post-assessment in figure 3, the researcher found that students' vocabulary mastery was profoundly improved. It showed that the students' average score was 81,4. It showed that the students' score in improving students' vocabulary in Cycle I was higher than in Cycle II. In addition, it was considered that using paper-Mode Quizizz could improve students' vocabulary mastery.

Reflecting

Reflection stage referred to analysis and evaluation towards the result of Cycle II. The researcher found that the students' participation and engagement in the teaching-learning process in Cycle II was much better than in Cycle I. The students were more active and engaged in in learning vocabulary using Paper-Mode Quizizz. In addition, they were more highly motivated to learn and improve their vocabulary using Paper-Mode Quizizz.

In this stage, the researcher then drew a conclusion. Based on the result of post-assessment conducted in Cycle II, the researcher conclude that students' vocabulary mastery was profoundly improved. It could be seen that the students' average score was increased. As presented in figure 3, the students' average score in post-assessment Cycle II was 81,4. In addition, it could be concluded that using Paper-Mode Quizizz profoundly improved the students' vocabulary mastery. As Maria & Deli (2021) stated, that using Quizizz game-based learning has proven to improve students' vocabulary mastery. In addition, using Paper-Mode Quizizz provided the students more enjoyable activities to memorize and enrich new vocabularies.

CONCLUSION

Based on the result of the research, it can be concluded that using Paper-Mode Quizizz can improve students' vocabulary. In the preliminary observation and pre-assessment, the researcher found that the students' vocabulary was considered low owing to the lack of interactive learning media during the teaching-learning process.

Further, the researcher sums up that using Paper-Mode Quizizz can improve students' vocabulary. After conducting the Cycle I and II, the students' vocabulary mastery has profoundly improved. Using Paper-Mode Quizizz has led to the students' participation during the lesson. In addition, they were more active, enjoyed, and engaged with the teaching-and learning vocabulary. Further, providing students with game-based learning media such as Paper-Mode Quizizz has promoted the students' improvement and performance during the lesson. Quizizz is an educational game based-software taking interactive activities into the classroom and provide students with enjoyable learning

experience. In addition, the students are more highly motivated and enthusiastic to respond any questions provided using Paper-Mode Quizizz.

In short, conducting game-based learning media such as Paper-Mode Quizizz can significantly improve the eighth-grade students' vocabulary mastery, and profoundly increase the eighth-grade students' performance, engagement, and achievement in learning new vocabularies. Further research is suggested to conduct the same teaching materials in other EFL settings such as in primary school and higher education.

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