The Effectiveness of Learning English Vocabulary through Quizizz Games Application

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Abstract

The inspiration and innovation used to learn English are still minimal. The learning thatoccurs is to imitate, record, and maintain vocabulary. This condition makes students think learning English is troublesome. At the same time, English is considered necessary because it is an international language and is widely used. This article discusses how powerful English learning is in a fun and liked way for children, mainly through quiz games. The methodology used in this study is subjective. The researcher analyzes and collects information along with data on research topics and makes a difference to English coaches about their meetings when involving the Quizizz application as a learning medium to build student inspiration in learning English. The Quizizz game application teaching media makes students more interested in learning a language and makes teaching easy and effective. Based on the exploration directed by scientists, it is possible to reason that learning English through game applications is very powerful and ready to expand students' learning inspiration. Games are learning media that can create an exciting learning climate but do not reduce or reduce students' understanding of the material and can expand their learning inspiration in vocabulary learning. This educational game provides benefits in learning media because this media is exciting and can inspire considerable brain work and then use time productively.

Keywords: *English vocabulary, games quizizz, learning motivation*

INTRODUCTION

Learning English is very likely to be the main subject. Based on global data from the Statista survey, in 2021, there will be 1.35 billion people around the world who speak English as a native language or as a second language (M. Szmigiera, 2022). In addition, Scarino and Liddiacoat (Yuhendra, 2018) explain that language is not just something to learn but also a way to see, understand, and communicate with the world. Humans use language to communicate.Even introverted learners need to learn English speaking skills to communicate well in English and facilitate their learning of other skills(Amalia & Husna, 2020). Learning a second language or a new language requires using words, rules, and language skills. This understanding will make it easier to communicate. Therefore, it is essential to prepare students to master English. To provide more superficial knowledge to students, educators must provide appropriate strategies to make students interested in learning English vocabulary.

When learning English, students face some challenges that prevent them from developing language skills. Four skills, such as reading, writing, speaking, and listening,

are often complicated. Professional educators need to master the balance between providing material and practice to produce quality students to achieve optimal English proficiency (Megawati, 2016). The study conducted bySusanthi (2021) illustrates that students have problems with pronunciation, vocabulary, and grammar (language structure). Usually, students still in elementary school will think that it is challenging to retain vocabulary and articulate words in English.

Nevertheless, vocabulary is essential and principal in language learning. Without a proper and satisfying vocabulary, an individual cannot successfully convey and communicate his thoughts orally and recorded in written form. In addition, Vocabulary knowledge can also affect the critical reading abilities of learners (Xu, 2019). Apart from sufficient vocabulary, it is also important to focus on inflectional prefixes and suffixes and inference prefixes and additions(Anggayana et al., 2013). In learning, English vocabulary plays an important role. Vocabulary learning can develop when the mind is focused on reading, listening, speaking, and composing(Krashen et al., 1984, p. 74).

Based on the problems that have been described, the researcher tried to find practical solutions to improve students' skills in vocabulary learning and also to increase students' learning motivation by using the Quizizz games application. The methods commonly used in learning English are always monotonous, so students feel bored and make students lazy and not interested in learning English. Finally, students only have limited and undeveloped English skills. Language learning carried out 'traditionally' is very contrary to the millennial generation, which has a close relationship with the times and the use of technology. The positive impact of using technology as a learning medium is proven to help improve students' understanding and skills to achieve learning skills. The teacher can implement fun, innovative, and creative learning principles in a learning style supported by audio-visual and kinesthetic (Aini, 2019). One of which is teaching media, namely the Quizizz game application. Students will be more interested in learning English and making vocabulary learning easy and effective. Various studies related to Quizizz show the benefits. This situation is illustrated by Risan's opinion (2021)that learning with Quizizz is very easy for teachers and liked by students. Reinforced byPermana & Permatawati's research(2020), Quizizz improves students' grammar and vocabulary mastery.Purwaningsih et al. (2021) prove a significant difference in pre-test and post-test assessments using the Quizizz application. This study illustrates that Quizizz can improve students' competence and skills. The use of Quizizz learning media is one of the efforts to accommodate learning media in Indonesia. It is not only applied conventionally with other learning based on informatics and computer technology.

Technology-based educational learning models can be strategically positioned in a narrative perspective. To formulate problem-solving efforts through the Quizizz application, especially for students at the children's level. Usually, they need a learning method that is fun and exciting and not dull at this age—for them, learning while playing is an enjoyable thing. This activity will make them more motivated to learn English vocabulary. Quiz games can help encourage student motivation and improve learning

outcomes. This view aligns with Mulasih's opinion of using Quizizz learning to create a happy atmosphere and increase student concentration when working on quiz questions (Mulatsih, 2020). The researcher discussed this by raising an exciting topic that educators currently use, namely "The effectiveness of vocabulary learning through the Quizizz application to increase learning motivation."

METHOD

This study was conducted using an explorative qualitative approach to formulate problems for investigation from an operational point of view (Tanjung & Muliyani, 2021). This research is intended to map an object in depth. The main focus of this study lies in finding issues, innovations, and insight into the effectiveness of learning English vocabulary through the Quizizz game application.

The target of this research is oriented toward English mentors and students. The discussion of the problem in this article results from a meeting with several mentors in one of the English coaching administrations. The datasare packaged through a description of how the continuity of learning English vocabulary through quiz games can build learning inspiration.

Data collection and analysis continue to be carried out based on data findings in the research field. The three primary sources in this research are through exploration: (a) literature review related to the research object, (b) experience survey, and (c) sample analysis to reveal various arguments. The researcher observed and studied qualitative data (Siyoto & Sodik, 2005). The researcher is the key instrument in this research. Even the data analysis is carried out inductively to find meaningful final results to answer the urgent problems in this research.

RESULTS AND DISCUSSION

Result Observations made (Faridatuunnisa, 2020) there are still many things that need to be improved in the development of the 2013 curriculum, especially for learning English. The current distance learning situation implements the blended learning method and uses two approaches simultaneously in an online system synchronously via video conferencing. This situation allows teachers and students to interact with each other. The problem encountered is that teachers must adapt to the blended learning model during a pandemic. Teachers need to use IT tools and creatively prepare online learning to teach, so students don't get bored (Susanti & Prameswari, 2020). This policy follows Law Number 57 of 2021 concerning the National Education System Article 12 paragraph 1, which explains that learning is held in an interactive, inspiring, fun, challenging, and motivating learning atmosphere for students to participate actively (Peraturan Pemerintah Republik Indonesia, 2021). Imaginative and creative efforts in understanding the fun and straightforward learning process are made by increasing the

variety of learning procedures, from supporting materials, offices, and especially learning media.

Table 1. Problems experienced by students, teachers, and parents during online learning

No.	Subject		Problem
1	Student	a)	Adaptation to the environment and new perspectives for learning
		b)	Students are tired and bored of being in front of the screen during school meetings with learning videos.
		c)	No interaction between friends and teachers.
2	Teacher	a)	Adjusting the pandemic learning system by designing a new curriculum.
		b)	Required to be able to use electronic devices and be creative in providing learning materials.
		c)	Unable to guide and provide reviews of students' material and assignments optimally
3	Parents	a)	Parents have an additional role as teachers and mentors, and children learn outside of the top job.
		b)	Not all parents have the knowledge and skills to use electronic devices.
		c)	Lack of electronic devices such as laptops and smartphones to access learning.
		d)	Increase the budget by buying an internet quota

The increasingly rapid development of globalization also brings a different current in the turn of events. The era of Society 5.0. is a global change. So there is a shift away from the old culture or way to a more efficient change with the help of technology. Currently, English learning media can use digital applications. This media is packed with clarification of images, sounds, texts, and videos (Purandina, 2021). The Quizizz application is one learning media that support the coherence of teaching and learning exercises during a pandemic. The Quizizz application can be accessed through the website, making it easier for teachers and students to access it flexibly. The improvement of Quizizz learning media must continue to be carried out. Quizizz can become a severe application as a learning medium in adjusting to the Coronavirus pandemic. The use of learning media itself cannot be separated from learning design.
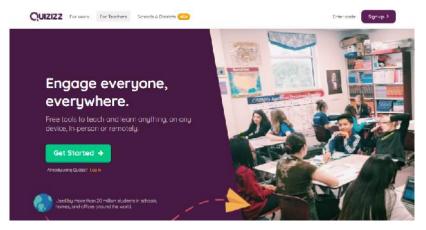
Figure 1. The initial view of the Quizizz website

Gagne and Briggs (Sophya, 2014) think learning design can support learning. Learning design is several units of learning components that interact, relate, and depend on each other to achieve learning objectives. The learning designs created and used through the Quizizz app are clever to look at and sound examples. The Quizizz application has benefits that can be easily used as learning media. For example, as well as learning assessment materials, there is factual information and calculations on student implementation. The results can describe how students understand the material, which will later be used as a proportion of learning assessment in general. Therefore, providing another shade for instructor assessment and instructional design is a good time for students.

There are various exciting features available in the Quizizz application, which can be used for educators to give assignments or school assignments. *"Using this quiz is one of the interesting lessons. The quiz was originally thought to be a task to be done. As it turned out, quizzes were used to measure how much we understand the material."* (Risan, 2021) Using Quizizz is very simple. This intuitive test has 4-5 response decisions, including correct responses. You can also add images to the question base and change the question settings. When a test is prepared, it tends to be delivered to students using a generated 6-digit code. Quizizz can be used as a viable and fun learning technique without losing the essence of continuous learning. Using Google forms and Quizizz for daily assessments is easy and convenient for teachers. Teachers can create questions online, save questions from other teachers, and retrieve student grade data (Mulatsih, 2020).

Regarding the results of the examination obtained by the researcher regarding the feasibility of implementing the Quizizz application for learning, it was considered very feasible. Because students will be more interested in completing the daily schedule, teachers will also think it is easier to measure student learning outcomes. When students use the Quizizz app, they have higher energy to learn and are dynamic in solving them. The Quizizz application is played alone and can also be played with friends when they play, and it is like doing a competition. They try to give their best by answering correctly and accurately. Usually, what is done will feel protracted, but students will feel more interested in this application. The material taught will be clearer

because the framework of the Quizizz application can create questions that are then adapted to students and set the handling time. So with this application, it will be easier to measure students' capacity. The final result obtained from the quiz is the score, and usually, the most important and lowest score level will be immediately visible when the game is over. In addition to learning vocabulary, the teacher can use the Quizizz application can also be used for all learning subjects to TOEFL questions.
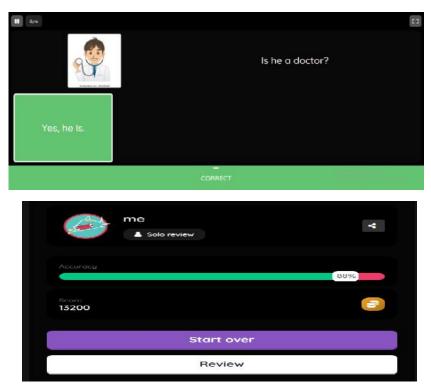

Figure 2. sample questions in the Quizizz app with time usage and final score feedback

This situation shows that the use of the Quizizz application is beneficial for students in understanding the findings that have been studied. Access is like a game, and a straightforward presentation makes students feel interested and can easily understand the vocabulary taught. Then, at that time, the feasibility of using the Quizizz application was also inseparable from the client's goals. That not all age groups are successful in using this application. Therefore, this Quizizz application can be used and adapted to the age and ability of students depending on the level of difficulty of the questions available. This age group indicates that the questions contained in the Quizizz application should be changed according to the students' level of ability and understanding. Because some questions may not make sense to other age groups, experiments on the effectiveness of the Quizizz application (Permana & Permatawati, 2020) can provide direct feedback and structured assignments. Students also show positive opinions and enjoy this application because it can arouse interest in learning, and it is fun and motivates them to study better.

Various obstacles can damage the learning system. One of them relates to the use of monikers during the game. Usually, students will use names that are not real names or aliases; this will confuse the teacher about their identity, and they can also use this to

repeat the game and improve results. Therefore, the trainer will ask students to think of their names and not use pen names to overcome this. Another obstacle in using the Quizizz application is the problem of signs that are not enforced. Usually, not all individuals have good signs when learning occurs, and the game begins. This will prevent them from starting the game. Students who have good signals will want to enter the game quickly and start answering questions quickly, while students who do not have good signals will be late to enter the game, and of course, they are also late to start answering questions. An incident like this will make the homeroom atmosphere less helpful because they complain and grip the left. Another obstacle is implementing this test. Usually, students do not work alone in answering questions. Some students will ask their parents for help to answer the questions in the game. This will make the score obtained impure and show signs of being untrustworthy and unsportsmanlike.

Based on the classification above, it tends to be felt that perhaps the most severe problem in using this application is the sign. Because sure students may think that it is difficult to assume that their marks are inadequate, another thing was the difficulty of controlling the students. Because some students have cut the questions, but because many of the answers are not correct, they can easily reaccess the questions until they get the maximum results.

Learning outcomes can be achieved in numbers or scores after being given a learning outcome test towards the end of each example (Dimyati & Mudjiono., 2015). The value obtained by students will be a reference in seeing the authority of students or students to get learning materials. While learning outcomes are various meetings obtained by students or students covering the intellectual, emotional, and psychomotor fields. Indeed, learning is about mastering the theoretical ideas of the subject and about dominating tendencies and insights, pleasures and interests, talents, other abilities, standards, and expectations.

CONCLUSION

It turns out that this learning innovation is here to make it easier for clients to live their lives, one of which is from the point of view of educational goals. Formal education in schools has difficulty increasing innovation work to increase teaching achievement or learning assessment. All students need fun learning models and strategies, especially students in childhood.

One of the media that can create an interesting studying climate but does not reduce students' understanding of the material and can expand their inspiration in vocabulary learning is games. Internet games or games can deliver learning materials to students, especially the Quizizz application. This educational game will provide so many benefits for teachers about learning media because this media is very interesting and can inspire considerable brain work and then use time productively. The use of the Quizizz application will be the learning media of choice. You can focus on creativity, use time effectively, and students' self-assessment by activating the Quizizz application as a

learning medium. With this Quizizz application, educators can make assessments more precisely and without obstacles. The advantages of this Quizizz application are that it is different from other applications. However, this can be endured assuming the instructor can focus on the requirements, shortcomings, and differences in student abilities. The focus of this study is only centered on the Quizizz application. Further research, there are still several application models for educational development.s.

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