THE USE OF *QUIZIZZ* TO FACILITATE STUDENTS' ENGLISH VOCABULARY LEARNING AT SMPN 1 SURABAYA

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English

By:

Hanim Mumtaz Salsabila Alsana

NIM D75217038

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHERS TRAINING

UIN SUNAN AMPEL

SURABAYA

2022

PERNYATAAN KEASLIAN TULISAN

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama   : Hanim Mumtaz Salsabila Alsana

NIM   : D75217038

Jurusan/Program Studi   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah dan Keguruan

Menyatakan dengan sebenarnya bahwa skripsi yang saya buat ini benar-benar merupakan hasil karya saya sendiri, bukan merupakan pegambilalihan tulisan atau pikiran orang lain yang saya akui sebagai tulisan sendiri.

Apabila dikemudian hari terbukrti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Surabaya, 13 Juli 2022

Yang membuat pernyataan,

Hanim Mumtaz Salsabila Alsana
D75217038

ADVISORS APPROVAL SHEET

This thesis by Hanim Mumtaz Salsabila Alsana entitled *"The Use of Quizizz to Facilitate Students' English Vocabulary Learning at SMPN 1 Surabaya"* has been approved by the thesis advisors for further approval by the Board of Examiners.
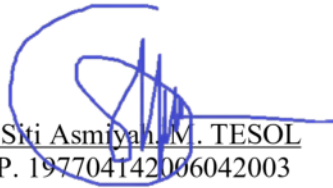
Surabaya, 23 February 2022
Advisor I,

Hilda Izzati Madjid, M.A
NIP. 198602102011012012

Advisor II,

Dr. Siti Asmiyah, M. TESOL
NIP. 197704142006042003

EXAMINERS APPROVAL SHEET

This thesis by Hanim Mumtaz Salsabila Alsana entitled "*The Use of Quizizz to Facilitate Students' English Vocabulary Learning at SMPN 1 Surabaya*" has been examined on 24 June 2022 and approved by the board examiners.

Dean,

Prof. Dr. Muhammad Thohir, M.Pd
NIP. 197407251998031001

Examiner I,

Prof. Dr. M. Salik, M. Ag.
NIP. 196712121994031002

Examiner II,

Rakhmawati, M. Pd.
NIP. 197803172009122002

Examiner III,

Hilda Izzati Madjid, M.A
NIP. 198602192011012012

Examiner IV,

Dr. Siti Asmiyah, M. TESOL
NIP. 197704142006042003

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama   : Hanim Mumtaz Salsabila Alsana
NIM   : D75217038
Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address   : mumtazalsana97@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
■ Sekripsi   ☐ Tesis   ☐ Desertasi   ☐ Lain-lain (……………………………)
yang berjudul :

THE USE OF *QUIZIZZ* TO FACILITATE STUDENTS' ENGLISH VOCABULARY

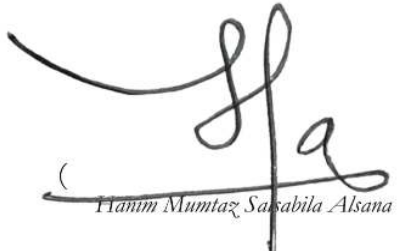**LEARNING AT SMPN 1 SURABAYA**

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara ***fulltext*** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 13 Juli 2022

Penulis

(   )
Hanim Mumtaz Salsabila Alsana

ABSTRACT

Alsana, Hanim Mumtaz Salsabila. (2022). *The Use of Quizizz to Facilitate Students' English Vocabulary Learning at SMPN 1 Surabaya.* Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Hilda Izzati Madjid, M.A., Advisor II: Dr. Siti Asmiyah, M. TESOL.

Key Words: *Quizizz, Gamification, Online vocabulary learning, Response.*

This thesis discussed the use of Quizizz to facilitate students' vocabulary learning. This study has two research questions; first, how does the teacher use Quizizz to facilitate students' vocabulary learning at SMPN 1 Surabaya? Second, what are the students' responses about online vocabulary learning through the use of Quizizz at SMPN 1 Surabaya? A descriptive qualitative was used as the methodology of this research with interviews and questionnaires to collect the data. The result of this study showed as follows. (1) The teacher used Quizizz with these procedures; first, the teacher shared the link or code to the class WhatsApp group. Then the students played Quizizz and the teacher monitored the Quizizz application through his laptop. Next, the teacher and the students discussed the question and answer through WhatsApp group class and sometimes through Google Meet. The last, the teacher gave appreciation to the best score student and gave spirit to others to get their better score in another quiz. (2) The majority of students respond positively. The students responded that Quizizz helped them to learn and add vocabulary in the pandemic era because of the teacher's limited teaching time and place.

ABSTRAK

Alsana, Hanim Mumtaz Salsabila. (2022). *The Use of Quizizz to Facilitate Students' English Vocabulary Learning at SMPN 1 Surabaya.* Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Hilda Izzati Madjid, M.A., Advisor II: Dr. Siti Asmiyah, M. TESOL.

Kata Kunci: *Quizizz, Gamifikasi, Pembelajaran kosakata online, Respon.*

Penelitian ini membahas tentang penggunaan Quizizz untuk memfasilitasi pembelajaran kosakata siswa. Penelitian ini memiliki dua pertanyaan penelitian; pertama, bagaimana guru menggunakan Quizizz untuk memfasilitasi pembelajaran kosakata siswa di SMPN 1 Surabaya? Kedua, bagaimana tanggapan siswa tentang pembelajaran kosakata online melalui penggunaan Quizizz di SMPN 1 Surabaya? Metode penelitian ini menggunakan metode deskriptif kualitatif dengan wawancara dan kuesioner untuk mengumpulkan data. Hasil penelitian ini ditunjukkan sebagai berikut. (1) Guru menggunakan Quizizz dengan prosedur; pertama, guru membagikan tautan atau kode ke grup WhatsApp kelas. Lalu siswa bermain Quizizz dan guru memantau dari aplikasi Quizizz melalui laptopnya. Setelah itu guru dan siswa mendiskusikan tanya jawab melalui grup WhatsApp kelas dan terkadang melalui Google Meet. Terakhir, guru memberikan apresiasi kepada siswa yang mendapat nilai terbaik dan memberikan semangat kepada siswa lain untuk mendapatkan nilai yang lebih baik di kuis yang lain. (2) Sebagian besar siswa merespon positif. Respon siswa bahwa Quizizz membantu mereka untuk belajar dan menambah kosakata di era pandemi karena keterbatasan waktu dan tempat guru dalam mengajar.

TABLES OF CONTENT

LIST OF TABLES

LIST OF APPENDICES

Appendices 1   : Research permission letter

Appendices 2   : Validator letter for instrument

Appendices 3   : Screenshot of implementation Quizizz in online class

Appendices 4   : Interview guideline for the English teacher and students

Appendices 5   : Questionnaire for the students in SMPN 1 Surabaya

Appendices 6   : Data respondents, frequency distribution of questionnaire, and the result of questionnaire in percent

xv

LIST OF ABBREVIATION

EFL	: English as Foreign Language
ELLs	: English Language Learners
ELT	: English Language Teaching
ESL	: English as Second Language
ICT	: Information and Communication Technology
PERMENDIKBUD	: Peraturan Menteri Pendidikan dan Kebudayaan
SMPN	: Sekolah Menengah Pertama Negeri
UIN	: Universitas Islam Negeri
WFP	: World Food Program

CHAPTER I

INTRODUCTION

The researcher covers the background of the research, research questions as the study's core aspects, research aims, scope and limitations, and essential word definitions in this chapter.

A. BACKGROUND OF THE RESEARCH

Nowadays, technology has brought new transformations in education in the global world. Since its rapid global expansion, technology has played an important role in people's lives in a variety of fields, including education. Straightaway, technology is noted as the focal point of education. Teachers are now using teaching media to help learners improve their language finesse in classrooms of EFL. Although technology is totally not an elixir for education, its workable operations can be worn as a supplement in the classroom.[1] Technology brings many effects to students and teachers' learning process. It makes teaching and learning much easier than before. Since the twentieth century, the adoption of ICT in education has progressed to encourage online learning as the interchanging equipment in promoting the learning of the students. In particular, the emergence of game-based applications has changed the teaching media and has built up a more reachable venue for learning, peculiarly in learning vocabulary.

The globalization era makes changes in teaching-learning activity, including in the English Language Teaching (ELT) context. Kapp states games have an inherent amount of interactivity and engagement. In truth, it is difficult to create a game that does not involve interaction between the player and the game content, or between two or more players. The nature of games is interactivity, which leads to learning and increased rates of retention, as study has shown. It appears that games are inherently designed to promote learning. The conspiracy with pick-up games is to design them to fulfill the

---

[1] T. C. Reeves, *The Impact of Media and Technology in Schools. A Research Report prepared for The Bertelsmann Foundation* (USA: The University of Georgia, 1998), 20.

necessity of the learner while also being extremely participatory.[2] The teachers' perspective to reach the goal of study changes by making modification and resourcefulness in English teaching. Practicing technology as the media to teach English is one form of such innovation and creativity in ELT. There are a lot of forms of technology readily available to use in teaching English in this modern era. Many English teachers have used YouTube, Edmodo, Schoology, Podcast, Kahoot, and Quizizz in their English classes. These user-friendly technological advances have changed the habits of the learners as they start to leave the traditional media for learning. With the advancement and more modern features of technology-based media, there seems to be an increasing preference for game-based media for their English learning.

In the last few years, the term "gamification" has started to arise in the learning sector (and in many other fields as well). The name implies that it must have something to do with video games. However, gamification does not imply the creation of full-fledged games. It is about using game components, game techniques, and game thinking in non-game substances to make ordinary activities (such as learning) more engaging. Based on Kapp, learning through gamification is the appropriateness techniques of game, artful, the game reasoning for enlisting students, boost activity, increase motivation, then clear up promulgates.[3] The students mostly know about gamification in this modern era. They use it to fill their unoccupied time and it is fun for them. Some old games have been left by some students, for example, playing marbles, jumping rope, a game of jacks' ball, playing a top, and flying a kite. They have left most of them and moved to the modern one, which is technology-based games. It is because the modern one is more interesting than the old one. Knowing this fact, the teacher can exploit it by

---

[2] Brenda Enders, *Gamification, Games, and Learning: What Managers and Practitioners Need to Know* (Santa Rosa: The eLearning Guild, 2013), 2.

[3] Brenda Enders, *Gamification, Games, and Learning: What Managers and Practitioners Need to Know*, 2013, 7.

doing the learning process using game-based learning, especially the technology one.

Mei *et.al* stated that the automated games in iPads, smartphones and computers are used not only for entertainment but also as a precise movable educational device amongst parents, teachers, and students as coaching and schooling both indoor and outdoor the class, particularly regarding intercultural communication.[4] It made the teacher and studying process better than before due to all of the teachers, controllers, and the congregation being able to do the studying process outwardly. Additionally, Lim *et.al* stated such games are commonly interpreted through interest, assumption, authority, and collective features that are able to enlarge students' studying enthusiasm and intrinsic motivation.[5] Therefore, learners reached the goal of study by increasing their curiosity through a game. Because curiosity keeps students finding out what things they do not know and get lots of new information. Through a game, they are challenged to win the game and the teacher can control the game according to the students' development needs. A game also provides pleasure, interest, and self-comfort from the interactive features. When they are playing a game, they are motivated to study English.

In the last five years, with the most conducted in 2018 and 2019, research on teaching approaches has been popular, especially in technology and vocabulary learning. Hermagustiana and Rusmawaty have considered that most schools now had digital tools and media that teachers may use to promote vocabulary learning, technologies that attract students' attention and contribute platform and circumstances through which directed toward gain with and around words over productively.[6] This approval shows that research in teaching approaches is still prevailing. It is because the technology used here makes it easy for learners and teachers to achieve the study's objectives.

---

[4] S. Y. Mei *et.al.*, "Implementing Quizizz as Game Based Learning in the Arabic Classroom". *European Journal of Social Science Education and Research*. Vol. 5 No. 1, April 2018, 194.

[5] C. P. Lim *et.al.*, "Gaming in a 3D Multi User Virtual Environment: Engaging Students in Science Lessons". *British Journal of Educational Technology*. Vol. 37 No.2, 2006, 214.

[6] I. Hermagustiana and D. Rusmawaty, "Technology for Vocabulary Instruction in EFL Classrooms: Support and Challenges". *Advances in Intelligent Systems Research (AISR)*. Vol. 144, 2017, 138.

One of the friendly technologies in the teaching-learning process is a game-based application. Some applications have been applied in the teaching-learning processes, such as Kahoot, Edupuzzle, Quizlet, and Quizizz. The last one, Quizizz, was the focal point of this research as it is considered on the point of the platform providing more features and benefits for ELT. Zhao found that learners confirmed that Quizizz provides accessible utilization and applying it to complete in-class assignments seems pleasant. Also, it stimulates their interest.[7] Thus, from this fun learning game-based application, it can be assumed that Quizizz can motivate students to study English vocabulary.

Zhao describes Quizizz in the act of a game-based academic software that incorporates multi-exercise into the schoolroom and has collective and enjoyable activities.[8] Through utilizing Quizizz learners able to do exercises with their computerized equipment. It has distinctive components out of possession of other computerized games; it has an avatar, music, theme, and meme that one may consider learners in the process of learning. The learners are also able to challenge what can excite them to study for the reason that they are able to look at their rank while they proceed the quiz concurrently and on the same point. The teacher is still able to check their exercise through looking at their movement and load the report subsequently the quiz is accomplished. Studying using this game-based application also encourages learners to arouse their interest and raise their absorption.

The players of Quizizz reach millions all over the world; this confirms that Quizizz is quite familiar in society in the world. There are a lot of topics which you are able to try starting from math, physics, science, biology, chemistry, geography, social, and English studies to world language, creative arts, computer systems, career and technical education, and health. The varieties of materials make students engage to study English more since this

---

[7] F. Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom". *International Journal of Higher Education*. Vol. 8 No. 1, January 15, 2019, 37.
[8] F. Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom", 37.

game uses English as the main language. Furthermore, the materials around English are varied too. For example a social expression, adverbial clauses, jobs, text structure, the modals use, simple past versus present perfect, rules of learning through online, and finding the adjective. These varieties of English material encourage students' vocabulary and inspire them to study outwardly implusing them to study English, exclusively learning vocabulary.

Even though the predominance of ICTs in the many sectors of 21st-century society is clearly understood, less obvious is how teachers may effectively integrate technology into literacy education, particularly vocabulary training. Improving kids' vocabulary is a critical goal. If we are to achieve the upper literacy levels necessary to succeed in schools and even beyond.[9] The use of interesting techniques to teach vocabulary is important. The students are almost always bored while studying vocabulary the old way such as the teacher writing some words on a whiteboard, and then the students have to write and memorize it. It made students tired of studying vocabulary. As Wulanjani clarifies that to help students like the teaching-learning process, teachers should present the subject in an engaging manner.[10] Besides, learning vocabulary using game-based learning is more interesting than using the ancient one. Therefore, further research about teaching approaches, specifically in the ELT context, yet preserves its relevance. Consequently, this research is proposed to take the current issue in the teaching approach by taking the Quizizz context in Indonesian ELT.

Some previous studies have been conducted according to an attempt to enhance intermediate students' vocabulary knowledge using Quizizz. For example Samet has conducted the effects of a mobile application called Quizizz on language education in the Turkish EFL context. The researcher divided 1st grade students into two categories while the first category is the research group practicing the vocabulary on Quizizz through mobile phones

---

[9] M. F. Graves and S. Watts- Taffe, "For the love of words: Fostering word consciousness in young readers," *The Reading Teacher*, vol. 62 no. 3, 2008, 187.

[10] A. N. Wulanjani, "The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning''. *Transformatika*. Vol. 12 No.1, March 2016, 76.

and the second one is the control group practicing the vocabulary through traditional paper-based worksheets. The results revealed that students who exercised the vocab on smartphones outperformed the comparison group who trained it on paper. It is seen from the achievement test that on average, the experimental group received 84, 6667 points, whereas the control group received 81, 5833 points.[11] Furthermore, Rahayu and Purnawarman study on the application of Quizizz to increase students' grammatical understanding through self-assessment for senior high school students in Bandung. The results demonstrated that the majority of pupils greatly improved their grammatical understanding, as seen by increased scores on the three tests they took. It was represented by the score discrepancies from the first to the third quiz. After self-assessment, students increased their understanding by 9% from the first to the second quiz. Surprisingly, pupils may boost their improvement by 41% from the second to the third assessment.[12] Besides, Pitoyo *et.al* suggest teachers to use Quizizz on the exam for English lessons, it is especially a text anxiety reduction for students' English course in Solo. The collected items' mean score is (M=3.94), which is deemed high. It shows that students are enthusiastic about working for Quizizz. Among other words, Quizizz could minimize exam anxiety in pupils who were moderately anxious. The majority of students (M=4.286) were interested in taking a Quizizz test because they thought they would enjoy it.[13]

Mei et al. conducted study at Sultan Idris Education University in Malaysia on the use of Quizizz as a kind of a game-based educational tool in the Arabic class. The study measured 85 pupils throughout an Arabic class titled "Arabic skill" and produced 20 points related to subjects that pupils had

[11] Samet BAL, "Using Quizizz.com to Enhance Pre-intermediate students' vocabulary knowledge". *International Journal of Language Academy*. Vol. 6 No.3, September 2018, 299.
[12] I. S. D. Rahayu *et.al.* "The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment". *Advances in Social Science, Education and Humanities Research*. Vol. 254 No. 1, 2019, 105.
[13] M. D. Pitoyo *et.al.* "Gamification Based Assessment: A Test Anxiety Reduction through Game Elements in Quizizz Platform". *International Online Journal of Education and Teaching (IOJET)*. Vol. 6 No. 3, July 2019, 465.

received appropriate utilizing Quizizz as mobile learning, and a survey form was divided up among those participants their personal view of using Quizizz during an Arabic class. As shown in the results of the pollsters, the learners had a favorable activity toward Quizizz like an online courses and evaluation form throughout the Arabic class.[14] Moreover, Rahman et al. did a study about the effect of gamification on the students' vocabulary performance through Quizizz. The research involved 33 students from four classes in Pahang Matriculation College to collect data, use quasi-experimental research with pre and post-tests. The finding showed that the experimental group which was treated with Quizizz using post-test were substantially greater than the control group mean of 16.06, (SD=2.42).[15] In addition, Wulandari conducted research on the use of Quizizz to help pupils enhance their vocabulary proficiency.[16] The study employs classroom action research with 30 pupils. The result showed that Quizizz could improve students' vocabulary mastery which is proven from the improvement of the average of each test. Starting with the pre-cycle, students' average scores were 69.6, and following the pre-cycle, students' average scores were 72.4 in the first cycle and 92.5 in the second cycle.

Abdullah *et.al* have conducted research about the use of Quizizz to assist forty seventeen-year-old students from a suburban school in mastering idioms This study's findings were presented in two sections, the first section showed that the number of idioms used by people in pre-self-assess learning during trial and after doing quizzes on Quizizz is 6 and the post-self-assess learning is 83. The second section showed the number of pupils who used idioms in their essays before self-assessment learning was only 5. After the pupils have attempted self-assessed learning via Quizizz, the number

---

[14] S. Y. Mei *et.al*. "Implementing Quizizz as Game Based Learning in the Arabic Classroom". *European Journal of Social Science*. Vol. 5 No. 1, April 2018, 194.

[15] A. A. Rahman, R. S. Roslan, N. Kamarudin, and M. Yakub, "The Effects of Gamification on the Students' Vocabulary Performance through Quizizz", *International Journal of Education and Research*, Vol. 3 No. 5, May 2015, 180.

[16] Upik Wulandari, *The Use of Quizizz to Improve Students' Vocabulary Mastery in SMAN 1 Yogyakarta* (Yogyakarta: Sanata Dharma University, 2020), 18.

increased tremendously to 40. It is proven that self-assessed learning via Quizizz allows students to learn at their own speed, at their own time, and in their own location. One of the benefits of Quizizz is students are capable of repeating the questions till they are satisfied with their results.[17] Furthermore, a research conducted by Rahayu *et.al* about a unique method of self-assessment using Quizizz elements to increase students' grammar understanding. Students increased their understanding by 9 percent from the first to the second quiz after self-assessment, according to the findings of this study. Surprisingly, pupils may boost their improvement by 41% from the second to the third assessment. The results demonstrated that using Quizizz for self-assessment increased students' grammar comprehension.[18] To conclude, the research mentioned above only focuses on the use of Quizizz in English courses, senior high school, and university. There is no research in this context conducted in secondary school, especially in junior high school. Because of it, this research is important to do and aimed to explore the use of Quizizz to facilitate students' vocabulary learning in SMPN 1 Surabaya.

Castro *et.al* stated that vocabulary is a fundamental component of language that plays a vital role in both written and oral communication.[19] It is required in the education field and daily life. So, it is critical for everyone to learn vocabulary for each activity, especially in learning English. The importance of vocabulary in learning English cannot be overstated. Learning vocabulary in English is difficult, especially for pupils who are just starting out. Furthermore, kids have distinct traits that set them apart from adults. By focusing on these disparities in traits, it is possible to conclude that teachers who educate rookie learners face a difficult problem in motivating them in the

---

[17] Y. L. P. K. Abdullah, A. N. Abdullah, P. Govindasamy, and Melor Md. Yunus, "Learn Idioms: The Fun and Mobile Way With Quizizz", *International Journal of Scientific and Technology Research,* Vol. 8 No. 12, December 2019, 1749.

[18] Intan Sinta Dewi Rahayu, and Pupung Purnawarman, "The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment". *Advances in Social Science, Education and Humanities Research*, vol. 254, 2018, 102.

[19] R. B. Castro *et.al.,* "The Effects of Using Gamification in Enhancing the Medical Vocabulary Learning of English III Nursing Students at a Private University in Nakhon Pathom". *Journal of the Christian University.* Vol. 25 No. 1, March 2019, 48.

learning process. Teachers must be more imaginative in this scenario to keep their students from becoming bored when studying English terminology. They must develop resources to be distributed to pupils as well as select the best approach to use. They can increase students' interest in the learning process by doing these things. They should be able to choose and employ teaching approaches that make the learning process more intriguing, exciting, and delightful for pupils.

The importance of this research is not only for the students who apply Quizizz as a medium for learning vocabulary, but also it has many benefits for teachers, especially facilitators because this research can be a reference for them when choosing online media that has a positive impact on students' language learning process.

The researcher took vocabulary for this study because vocabulary is the most important thing to learn English. While students have a rich vocabulary, it is easy for them to speak and write. But while they have a little vocabulary, it will make it hard to speak and write because they do not know what to write and speak. In Quizizz, there are a lot of topics in English that can be learnt by the students. With so many topics they can add new vocabulary that they have never seen before.

The researcher selected SMPN 1 Surabaya as the best place to do research because during the pandemic era, the school used Quizizz frequently to make the online English learning easier and the teachers there have been applying Quizizz as the media to teach English since 2018 and. The students not only espouse this applying media to use in the class, but also they said that it is easy to study English vocabulary through Quizizz while they can't meet the teacher directly. The researcher just analyze vocabulary because the junior high school students begin to write and speak English when they have enough vocabulary. Therefore, the research was conducted in this school to look for the result from Quizizz is being used to help students acquire language.

B. RESEARCH QUESTIONS

From the research background above, the two questions in this research are the following.

1. How does the teacher use Quizizz to facilitate students' English vocabulary learning at SMPN 1 Surabaya?
2. What are the students' responses about online learning of English vocabulary through the use of Quizizz at SMPN 1 Surabaya?

C. OBJECTIVES OF THE RESEARCH

Relevant to the research question stated above, the objectives of this study are:

1. to describe the procedure of using Quizizz in facilitating students vocabulary learning at SMPN 1 Surabaya
2. to explore the students response about online vocabulary learning through the use of Quizizz at SMPN 1 Surabaya

D. SIGNIFICANCE OF THE RESEARCH

The results of this research are expected to be beneficial for students, teachers, and next researcher.

1. Students

The students can learn English easily with Quizizz as game-based learning media, especially learning vocabulary because there are a lot of topics that can be played by the students.

2. Teachers

This research will help the teachers to look for an up-to-date media to teach English, especially vocabulary. Basic media such as cards is a boring tool for students because the now-a-day students love to play with their gadgets. Therefore, this research can give the teacher an option to teach using Quizizz that is more interesting for students.

3. Next researcher

For the other researchers who would like to conduct research with the same topic, this researcher wishes that this research can be beneficial to

provide reference on the use of Quizizz to facilitate students' vocabulary learning.

E. SCOPE AND LIMITATION

This study was conducted at SMPN 1 Surabaya, the participants of this research are SMPN 1 Surabaya students, and the researcher conducted this research with junior high school students because students begin to memorize or expand their vocabulary at this level of study. Quizizz is used as a media in this study to help students with their vocabulary. Many aspects were the subject of the interview, such as the students who utilize Quizizz and the teacher who uses Quizizz in the process of learning. The research also investigated students' response after using Quizizz in the learning process. It can be their feelings or their arguments in using Quizizz. This study focuses on students' vocabulary because improving their vocabulary at those ages is tough.

In this study, the term "use" refers to how Quizizz is used to assist students in their English learning process. The term "response" refers to the emotions of the students and their argument when using Quizizz in the process of learning both in and outdoors of the class. The researcher regarded the students' response as three categories based on Skinner and Pitzer's theory as cited in Karpin and Ai's article.[20] The categories are cognitive participation, affective emotional involvement, and behavioral engagement.

Based on Miles and Huberman's theory, this study used three types of data analysis: data reduction, data display, and drawing or verification.

E. DEFINITION OF KEY TERMS

The major terms used in this study are specified to avoid mistranslation and misinterpretation of the meaning of the terminology in this research. It is supposed to give the readers the same understanding and interpretation with the meaning of the terms as they are used in the context of this research.

1. Gamification

---

[20] Karpin and Ai Mahmudatussa'adah, "Student Response – Based Learning: A Strategy for Improving Student Participation in Learning". *Innovation of Vocational Technology Education*. Vol. 16 No. 1, 2020, 43.

Jusuf stated that gamification is a teaching strategy that uses aspects from games or video games to motivate students and increase feelings of fun and involvement in the learning experience.[21]

In this context of this study, gamification is an educational application of typical elements of game playing in order to assist kids in learning English vocabulary based on their interest that is used by an English teacher who teach English lesson in junior high school's eighth grade to reach the learning objectives in teaching learning process at SMPN 1 Surabaya.

2. Quizizz

Quizizz is an academic tool that applies the concept of gamification stated by Namara and Murphy.[22] Quizizz is a fun learning game-based media application with some features such as colorful coalesce to increase students interest in learning, music to give kids with a similar experience to that of a game, avatar animation to show whether students' answer is correct or incorrect, students' ranking to motivate students in improving their score and reporting features to know the students improvement in learning.

In the context of this study, Quizizz is an online game application which is used by the English teacher who teaches an English lesson in eighth grade in order to facilitate students' vocabulary for the purpose to achieve the teaching and learning process's learning aim at SMPN 1 Surabaya.

3. Vocabulary

According to Castro *et.al*, vocabulary is a fundamental component of language that plays a vital role in both written and oral communication.[23]

---

[21] Heni Jusuf, "Penggunaan Gamifikasi dalam Proses Pembelajaran". *Jurnal TICOM*. Vol. 5 No. 1, September 2016, 2.

[22] D. M. Namara, and L. Murphy, "Online Versus Offline Perspectives on Gamified Learning". *GamiFIN Conference*. May 2017, 47.

[23] R. B. Castro *et.al.*, "The Effects of Using Gamification in Enhancing the Medical Vocabulary Learning of English III Nursing Students at a Private University in Nakhon Pathom". *Journal of the Christian University*. Vol. 25 No. 1, March 2019, 47.

As a fundamental aspect of language, the vocabulary is a collection of terms used throughout alphabetically along with a description on its significance that is targeted either by English teacher in the eighth class in order to achieve the learning aim of the education process in SMPN 1 Surabaya.

4. Response

Based on R.J. de Ayala, response is the result or impression obtained from observations about subjects, events or relationships obtained by inferring information and interpreting messages.[24] From this definition, it can be concluded that the response is a person's tendency to focus on something outside of themself because there is stimulant that encourages. In the context of this study the stimulant is Quizizz which is done by the English teacher who teaches eighth grade of junior high school to attain learning goals in the education process at SMPN 1 Surabaya.

---

[24] R.J. de Ayala, *The Theory and Practice of Item Response Theory* (New York: The Guilford Press, 2009), 3.

CHAPTER II

REVIEW OF RELATED LITERATURE

There is a literature review on the theories that support the findings, and certain hypotheses are the directive to do this research, and there are many explanations of earlier studies that have become the research's foundation.

A. THEORETICAL FRAMEWORK

1. Vocabulary

The entire quantity of words in a language is referred to as its vocabulary. It is impossible to deny that vocabulary study is essential to learning a language, particularly a foreign one. Vocabulary is crucial to master since it connects four skills: listening, reading, speaking, and writing. According to Nunan, a person's vocabulary is a list or collection of words that they may use when speaking in both active and passive modes. Active vocabulary was linked to someone's grasp of terms used actively in writing and speaking. It addresses the usage of passive language, which involves reading and listening.[25] Through vocabulary, learners can master English easier and their level of communication is more quality. In order to support their vocabulary learning, teachers not only need to use strategy and media, but they also need tools to make learning fun, such as the use of technology. Hermagustiana *et.al* argued that Teaching vocabulary entails not just delivering word meaning through various teaching methodologies, book thesaurus, or even other lexicon publications, as well as a variety of advanced technologies that are expected for improving pupils' vocab comprehension.[26] According to the sources cited above, vocabulary is the total amount of words that comprise a sentence to communicate with language. In other words, Vocabulary is essential in learning English. It is

---

[25] D. Nunan, *Language Teaching Methodology* (Sydney: Prentice Hall, 1991), 118.

[26] I. Hermagustiana, and D. Rusmawaty, "The Use of Technology for Vocabulary Instruction in EFL Classrooms: Support and Challenges". *Advances in Intelligent Systems Research (AISR)*. Vol. 144, 2017, 141.

obvious that teachers have to consider a suitable strategy and select the vocabulary in teaching language, especially English as a second language.

a. The importance of vocabulary

The importance of vocabulary in learning English cannot be overstated. Learning English vocabulary is difficult, especially for students as beginner learners. The vocabulary status has significantly improved. This is due to the increased popularity of discourse analysis to language training, as well as the stimulation provided by comprehension-based methods such as the Natural Approach.[27] This proponent technique shows that vocabulary helps individuals better than grammar in the early stages of learning and utilizing a second language.

Wilkins stated that ". . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed".[28] This argument is based on my observation with numerous languages, perhaps without the use of grammar, I can often communicate with a few useful words and phrases. Lewis goes on to argue, "Lexis is the core or heart of language".[29] It is vital for students to increase their lexicon experience and improve their own unique vocabulary learning techniques as they develop their English fluency and expression.

Students frequently realize the significance of vocabulary in their language acquisition spontaneously. Schmitt argued that "learners carry around dictionaries and not grammar books".[30] Vocabulary instruction assists students in understanding and communicating with others in English. Voltaire, a French Enlightenment writer, historian, and philosopher, allegedly stated that language is tough to express into

---

[27] D. Nunan, *Language Teaching Methodology*, 117.

[28] D. A. Wilkins, *Linguistics in Language Teaching* (Cambridge: MFT Press, 1972), 111.

[29] M. Lewis, *The Lexical Approach: State of ELT and a Way Forward* (USA: Language Teaching Publication Michigan University, 1993), 89.

[30] N. Schmitt, *Researching Vocabulary: A Vocabulary Research Manual* (New York: Palgrave Macmillan, 2010), 4.

words. Students learning English usually agree, but mastering vocabulary certainly allows students to grasp English for their reasons.

b. Vocabulary knowledge aspects

A word notion could be explained in a range of methods, but three important aspects must be addressed by the teacher: form, meaning, and usage. Nation defines a word's form as its pronunciation (spoken form), spelling (written form), or some word parts that make this specific item (such as a prefix, root, and suffix). The term uncommunicative is an example of a word section because the prefix un- suggests negative or opposing, the root word communicate, and –ive is a suffix indicating that someone or something is capable of doing something. Hence, it is written as uncommunicative because they are used interchangeably to describe someone or something that seems unable to engage.

Nation maintained that meaning includes the interaction of form and meaning, in other words, the ideas and objects it refers to, as well as the connections that come to mind while thinking about certain phrases or expressions. Nation defined usage as "the grammatical functions of the word or phrase, the collocations that generally accompany it, and any limits on its use, in terms of frequency, level, and so on." Nation said that there is a receptive and productive component to form, meaning, and use, therefore as demonstrated in Table 2.1, understanding all three elements for every lexical item requires 18 distinct categories of lexical knowledge.

Table 2.1 Vocabulary knowledge aspects[31]

Aspects	Components	Receptive understanding	Constructive understanding
Model	oral typed	What is the word's pronunciation?	How should the term be pronounced?

---

[31] I. S. P. Nation, *Learning Vocabulary in another Language* (Cambridge: Cambridge University Press, 2001), 27.

		What is the word's appearance? What components of this word are distinguishable?	What is the word's spelling and writing style? What word components are necessary to express the significance?
	word portion		
Significance	shape and significance connections between concepts and referents	What is the significance of this word form? What does this notion entail? What other words come to mind when reading this?	What word form best expresses this meaning? What kinds of things might the idea refer to? What alternative terms may be used in place of this one?
Utilize	grammar functions collocations restrictions on use (register, frequency . . .)	What forms does the word appear in? What terms are associated with this one? Where, when, and how frequently would individuals anticipate to see this word?	In what contexts must this word be used? What words or phrases must be used with this one? When, where, and how often can this word be used?

The response of each person here will be different because knowledge vocabulary is highly personal. For example, several teachers are proficient in the grammatical structures about certain lexical items, whilst some people are well-versed in sections of English vocabulary. Beginning with our students' strengths, everyone has some understanding of terminology relevant to English, even if it is from their first language. It tries to strengthen students' strengths in English skills while simultaneously identifying their inadequacies. Numerous people read in English or, as a result, may be competent at

understanding meanings in concept and reference phrases; nevertheless, because they've not informed those phrases and words users read, then it would be bad at understanding once those who receive what is being said and bad at articulating once those who read anything loudly.

People enrolled in English as a Second Language (ESL) may be less adept at recognizing certain vocabulary constraints, including the circumstance that some terms or expressions are only used by young people; that are colloquial in nature and in more formal circumstances, such as speeches, this is typically not deemed suitable. However, if evidence shows their students' English language strengths and weaknesses, they may help them improve, they can begin widening students' knowledge and addressing areas of weakness. When a teacher analyzes the data in table 2.1, the task of teaching English vocabulary may appear daunting. There are different skills that teachers and students must learn in order to comprehend and appropriately use phrases and words in a variety of circumstances.

c. Developing an interest to vocabulary learning

English vocabulary is a challenge because it is a reality that is constantly changing and evolving. Unlike grammar, as Ur said, "Lexical items . . . are an open set, constantly being added to (and lost, as archaic words gradually go out of use)".[32] Globalization is perhaps most visible in multimedia jargon, including worldwide web, electronic mail, and internet browsers, that had not been commonly even used two decades ago. However, people appear to believe that they must be aware of these objects and their significance throughout their daily lives and at work. The expansion of vocabulary in English is fascinating, however, it also suggests that teachers and learners must develop the learning language habit.

---

[32] Penny Ur, *A Course in English Language Teaching* (Cambridge: Cambridge University Press, 2012), 3.

Individuals could broaden their English vocabulary in a variety of ways. As teachers, teachers have been studying vocabulary for years, but they are still students as English vocabulary changes and develops. When teachers come across unfamiliar words or phrases, paper form or internet media, or encounter them upon broadcasting, they usually pause to analyze which they signify a specific fact to make an educated assumption. When the teacher had a lexicon available, they would look up words or phrases in it, or if they were at the computer, they might look up terms or phrases in online dictionaries.

Teachers can explore modeling and teaching English words and phrases through one resource; http://freerice.com/ is the website which bills itself as "the world's only vocabulary game that feeds the hungry." This program, provided by the World Food Program (WFP), enables users to evaluate their vocabulary comprehension used a variety of questions. WFP donates ten grains of rice for each correct answer to assist in feeding the hungry. Learners are also able to listen actively into the lexical items through selecting the symbols, which can assist in hearing and repeating the spoken version. Teachers can bookmark and share this website with their students.

2. Quizizz

Learning vocabulary will be easier using technology as Dalton *et.al*, presents several methods for incorporating technology into language learning and teaching those who learn from visualizations of term relationships in under text, have teenagers utilize content to convey linguistic competence, assistance reading and phrase studying just with lexicon source assistance, utilize language translators continue providing equitable assistance with English language learners (ELLs), increase literacy quantity through reading textual content as well as responding to textual

information including a text-to-speech technology.[33] One of the technological tools which support vocabulary learning is Quizizz.

Quizizz is an academic tool that is applied to the concept of gamification stated by Namara and Murphy.[34] The colorful coalescence, avatar animation, and music can provide students with an experience similar to that of a game. Miller said that after the students answer each of the questions, Quizizz showed figures with avatars to determine whether the answer is correct or not.[35] That is treating students to actively learn vocabulary and motivate them to do their best. Through technology games such as Quizizz, students get a fun experience of learning English vocabulary and they can improve their vocabulary levels to achieve success in school and beyond.

The features of Quizizz are described as follows.

a. Free Quizzes

There are a lot of quizzes that can be played for free without using code with various kinds of questions starting from English, mathematics, Indonesian, science, mathematics, social studies, computer science and skills, career and technical education, creative arts, job applications, and many more. The player can search any quiz they want in the 'Find a quiz' feature and filter it such as the degree of education; primary school, secondary school, high education, and college. For the subject, the player can choose some subjects such as math, English, history, geography, biology, chemistry, physics, and world language. For the language, the player can choose English, Spanish, Polish, French, Chinese, Malay, Indonesian, Thai, Dutch, German, Portuguese, Arabic, Italian, Russian, Hebrew, Estonian, Turkish, Catalan, Swedish, Hungarian, Finnish, and Japanese. For the

[33] B. Dalton, and D. L. Grisham, "eVoc Strategies: 10 ways to use technology to build vocabulary". *The Reading Teacher*. Vol. 64, 2011, 33.

[34] D. M. Namara, and L. Murphy, "Online Versus Offline Perspectives on Gamified Learning". *GamiFIN Conference*. May 2017, 47.

[35] J. M. Miller, "Interrater and Test-retest Reliability of the Beery Visual-motor integration in schoolchildren". *Optom Vis Sci*. Vol. 94 No. 5, 2017, 561.

number of questions, the player can choose 1 to 10, 11 to 20, 21 to 30, and more than 30. After choosing the filter game, you can click 'Apply Filters' so you can find a game that you want.

b. Make Own Quiz

If the players log in as a teacher, they can create their own quiz. While they want to make their own quiz, they have to name the quiz, choose relevant subjects, choose quiz form such as pop quiz, checkboxes, blank, polls, open - ended, or slides, create some topics, and then share that code with the students.

c. Code

There is a feature class quiz that can be used by using code which is provided by the teacher. Teachers can use this feature to teach a specific class and make it special because only students who have the code can play the game. The class is more interactive if the students do the game at the same time, so the teacher will know their response and give feedback directly. This feature can also be used as homework.

d. Timing

The teacher who created the quiz can set the game time. Each question has a time limit for answering according to the predetermined time which is set by the teacher. The teacher can set the time from 5 seconds to 15 minutes depending on the level of question. This feature teaches students to be disciplined in managing time when answering the questions. Of course in managing the amount of time, the teacher must consider the difficulty level of the questions given to the students.

e. Ranking

This feature encourages students to compete by trying to always increase the value of the points earned when playing the game. The correct serial answer will immediately get points and a ranking based on the value obtained for each question.

3. Gamification

Jusuf stated that gamification is a teaching strategy that uses aspects from games or video games to motivate students and increase feelings of fun and involvement in the learning experience. This medium may also be utilized to record subjects which inspire and motivate learners to keep studying.[36] In addition to games that allow players to restart or replay, make mistakes that can be addressed so that participants are not afraid of rejection and strengthen their engagement with the activity. Zicherman and Cunningham argued that Gamification allows learners to improve their methods of thinking by following the rules of the game during the problem-solving activity.[37] For example, while we are doing a game, we give all of our abilities to win the game. When there were difficulties in playing the game, we found solutions by ourselves to win the game or succeed in carrying out the mission.

Gamification is also useful for resolving learning obstacles and inspiring participants in learning activities stated by Bruder.[38] Games are considered as a negative thing that can cause addiction or dependence on whoever the user is, seeing this considerable impact, Teachers must be more innovative in developing the learning experience. Gamification provides features that are simple and easy to use, so the users can easily understand the lesson through games presented. Besides that students were motivated by earning points, badges, levels, and leader boards in the online game itself. Therefore, the students' learning motivation will appear by themselves.

As per Amato, while games are frequently connected with enjoyment, we must not remain unaware of their instructional significance, especially in

---

[36] Heni Jusuf, "Penggunaan Gamifikasi dalam Proses Pembelajaran". *Jurnal TICOM*. Vol. 5 No. 1, September 2016, 2.

[37] G. Zichermann, and C. Cunningham. *Gamification by Design: Implementing Game Mechanics in Web and Mobile Apps* (Sebastopol: O'Reilly Media, 2011), 78.

[38] P. Bruder, "Game on: Gamification in the Classroom". *Education Digest*. Vol. 80 No. 7, 2015, 57.

second language training.[39] Games are beneficial because they motivate kids, reduce stress, and allow them to communicate with one another. A game should not be viewed as a filler exercise for when neither the teacher nor the students have anything better to do. Foreign language training should be centered on games; they can be used at all phases of the course, providing they are appropriate and well chosen. Games also lend themselves nicely to review exercises, assisting students in recalling information in a pleasant, amusing manner.

According to Jusuf, there are 15 steps to do gamification in learning, the steps are as follows.[40]

1. Divide the subject into pieces. Give a quiz at the conclusion of each section and give a reward or gift to the student who passes the quiz with a virtual badge.

2. Divide the material into a tier and bind it together. As their learning advances, students acquire a badge and advance to a higher level, allowing them to master new subjects.

3. Keep track of your scores in each section. It is suggested that students concentrate on raising their total score.

4. Provide responses (rewards) such as badges, awards, or recognition that may be put on students' social media or the college internal website.

5. Make the level date or time sensitive, so customers have to check every day, week, or month for new challenges.

6. Form project units so that students may work together to accomplish projects.

7. Introduce the idea of a 'quest' (search) or 'epic meaning,' where students may contribute material that can increase learning or cultural norms.

8. Provide students with incentives to share and remark on their peers' work. This fosters a knowledge-sharing culture.

---

[39] P. A. Richard-Amato. *Making it Happen: Interaction in the Second Language Classroom: from Theory to Practice* (USA: Longman, 1996), 276.
[40] Heni Jusuf, "Penggunaan Gamifikasi dalam Proses Pembelajaran". *Jurnal TICOM*. Vol. 5 No. 1, September 2016, 5.

9. Surprising students with extra bonus awards when they complete a new task.

10. Use a 'countdown' or countdown on several quizzes to create false tension. This strategy will subject students to time-limited problems.

11. Take the badge or reward if the student does not pass a certain challenge.

12. Create role-playing or branching scenarios in e-Learning that are infinite, or repeatable, so that if the challenge is not passed, students must find a solution.

13. Introduce characters who help and hinder students on their learning journey.

14. Give students facilities so that they can create or choose a character to 'play with' while studying.

15. Display a leaderboard showing the performance of all students across departments, geographies, and specialties to encourage a spirit of competition and collaboration.

Gozcu and Caganaga stated that Games provide several benefits for both language teachers and learners.[41] They assist target language acquisition when learners participate in games and have fun without realizing that users begin acquiring knowledge of the particular phrase. Furthermore, it was a pleasure for a teacher to deliver the language in a fun environment, which makes the task stronger.

4. Game in ELT

Moon stated that language-learning games are activities having a clear language aim, a purpose of playing and involving opportunities to improve that target language.[42] Most human beings enjoy games in general. Hence, it will be easier to teach language through the games and the process of reaching the target language will be more pleasing. It is important to build a

---

[41] E. Gozcu, and C. K. Caganaga, "The Importance of Using Games in EFL Classroom" *Cypriot Journal of Educational Sciences*. Vol. 11 No. 3, 2016, 127.

[42] Moon, J. *Children Learning English*. (London: Macmillan, 2005), 184.

joyful atmosphere in a foreign language in order to motivate learners in learning language.

According to Alena, English language teaching is based on the right choice of material and methods to be used by the learners in the language procedure for learning.[43] In this context, the teacher has to consider the factors such as type of game, duration, and the materials before the students play the games. Alena added that games are involved in the language lesson combining listening, speaking, reading, and writing are four language acquisition skills. These skills can be practiced separately or in combination through the games.[44] Therefore, it is critical for teachers to have at least basic knowledge of these four language skills.

Pinter suggests the teachers present "Listen and Do" games for listening skill which does not require oral response, because junior high school kids are still in love with silent periods or supposed to listen to the target language without giving responses.[45] Besides, Scott suggests some activities related to games for speaking skills that are dialogues and role play. Speaking games are divided into the methods involved in the game. Speaking methods are divided into three groups that are controlled practice, guided practice, and free practice.[46]

On the other hand, one of the resources for reading skills that can be connected with games according to Williams is authentic text because it provides the possibility to connect reading with the real world.[47] Nowadays, students can see the real world from the collaboration of books with augmented reality. There are a lot of books that can show the real picture through smartphones with augmented reality. While the students read the story in the book, they also can see the picture version through their phone

---

[43] Alena Subova, Thesis: *"Games in ELT"*, (Olomouc: Palacky University Olomouc, 2011), 8.

[44] Alena Subova, Thesis: *"Games in ELT"*, 9.

[45] A. Pinter. *Teaching Young Language Learners.* (Oxford: Oxford University Press, 2006), 180.

[46] Scott, W., A., Ytreberg. L., H., *Teaching English to Children.* London, (New York: Longman, 1990), 115.

[47] E. Williams. *Reading in the Language Classroom.* (London and Basingstoke: Macmillan Publishers Limited: 1991), 25.

which is pointed to the book. Not only that, but also there are some games that can be used for reading activities such as the matching game, reorder sentences, and fill the gaps.

Furthermore, writing activities that can be the aspects of making a game for English language teaching based on Scott are controlled writing and guided writing.[48] Example of controlled writing activity is delayed copying. Delayed copying is based on a visual reception. Guided writing activities are not based on rewriting texts; it allows the learners to produce a text by following the written structure of text.

5. Response

Based on R.J. de Ayala, response is the result or impression obtained from observations about subjects, events or relationships obtained by inferring information and interpreting messages.[49] From this definition, it can be concluded that the response is a person's tendency to focus on something outside of themself because there is stimulant that encourages.

Jamaludin, et.al stated that analysis of the student's perspective on bold learning is important to explore for the student's overall situation.[50] On the other hand, because of the demands of technology and the mastery of bold learning media, students' abilities in using technology and problems in bold learning need to be measured. To determine students' abilities in using technology, it is necessary to analyze student assessments in using technology.

According to Rice and Bunz a Student Response System (SRS) is an electronic voting system that asks students various questions, which they

---

[48] Scott, W., A., Ytreberg. L., H., *Teaching English to Children,* 120.

[49] R.J. de Ayala, *The Theory and Practice of Item Response Theory* (New York: The Guilford Press, 2009), 3.

[50] Zaenab Jamaludin, Ahmad, Nur Indah Sari, Vera Mandailina, Syaharuddin, and Dewi Pramita, "Analysis of Students Responses to Online Learning Using Unified Theory of Acceptance and Use of Technology Model". *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*. Vol. 12 No.1, April 2021, 78.

will answer with a mobile device.[51] The benefits of using such a system in lectures can increase student motivation and involvement, and clarify mistakes more easily.

Moreover, Karpin and Ai stated that the teacher can use a number of strategies when implementing CRS in the classroom.[52] These strategies are: feedback given, course screening, viewing public education, shared learning, application protocol, game-based education, and formative assessment are all examples of effective teaching strategies.

B. REVIEW OF PREVIOUS STUDY

There are some previous studies that discuss Quizizz related to teaching vocabulary. They mainly discussed the implementation of Quizizz to know how effective it is in students' vocabulary learning and took Quizizz as good media to learn vocabulary.

First, the study which is written by Samet. This study was quantitative research that focused on Quizizz's effectiveness in vocabulary acquisition and teaching when compared to typical paper-based classroom activities. In this study, 60 students from a Turkish university were separated into two groups and watched over a four-week period, with an achievement exam delivered to both groups. The result showed that the experimental group which used Quizizz scored *84, 6667* and the control group which used traditional paper-based average scores *81, 5833*. The accomplishment test demonstrated that learners who trained the vocab on smartphones outperformed the control group who trained it using paper-based activities.[53]

Second, the study conducted by Rahman, Roslan, Kamarudin, and Yakub. This study employed quasi-experimental research to determine the impact of the Quizizz application on students' English vocabulary ability. The

---

[51] Rice and Bunz, "Evaluating a wireless course feedback system: the role of demographics, expertise, fluency, competence, and usage". *Studies in Media and Information Literacy Education*. Vol. 6 No.3, 2006. 23.

[52] Karpin and Ai Mahmudatussa'adah, "Student Response – Based Learning: A Strategy for Improving Student Participation in Learning". *Innovation of Vocational Technology Education*. Vol. 16 No. 1, 2020. 45.

[53] Samet BAL, "Using Quizizz.com to Enhance Pre-intermediate students' vocabulary knowledge". *International Journal of Language Academy*. Vol. 6 No.3, September 2018, 297.

study involved 33 students from four classes in Pahang Matriculation College separated into two groups, that is control and experimental groups using test questions during the pretest and posttest lots. The pretest and posttest data were examined using the paired samples T-Test. The finding showed that the experimental group which was treated with the Quizizz application were notably more than just the comparison group with post-test mean of 16.06, (SD=2.42). The research finding showed that the treatment of Quizizz application had positive effects on the students' vocabulary performance.[54]

The third previous study was carried out by Wulandari from the Department of English in Sanata Dharma University in Yogyakarta. This study was conducted to analyze the use of Quizizz in order to improve students' vocabulary mastery. The researcher employed classroom action research in this study with 30 students of the eleventh grade of MIA 4 class in SMAN 1 Yogyakarta as the subjects of this study. The findings of this investigation showed that Quizizz could improve students' vocabulary mastery which is proven from the improvement of the average of each test. Beginning with the pre-cycle, the average of learners' grades was 69.6, and after the pre-cycle, the average of participants' scores in the first cycle was 72.4. and 92.5 in the second cycle.[55]

Fourth, the study which is written by Abdullah, Abdullah, Govindasamy, and Yunus. This study used action research and conducted to establish if Quizizz could assist forty seventeen-year-old students from a suburban high school in learning idioms in secondary school located in Kajang, Selangor, Malaysia. The findings of this investigation showed in two parts, the first part showed that the number of idioms used by people in pre-self-assess learning during trial and after doing quizzes on Quizizz is 6 and the post-self-assess learning is 83. The second part showed the percentage of students that utilized

---

[54] A. A. Rahman, R. S. Roslan, N. Kamarudin, and M. Yakub, "The Effects of Gamification on the Students' Vocabulary Performance through Quizizz", *International Journal of Education and Research*, Vol. 3 No. 5, May 2015, 180.

[55] Upik Wulandari, *The Use of Quizizz to Improve Students' Vocabulary Mastery in SMAN 1 Yogyakarta* (Yogyakarta: Sanata Dharma University, 2020), 19.

idioms in their essays before self-assess learning was only 5. After the pupils have attempted self-assessed learning via Quizizz, the number increased tremendously to 40. This means that from only 5 pupils used idioms in their essays, after self-assessing learning via Quizizz, all of them used idioms. From the result of this research it is proven that self-assessed learning via Quizizz allows students to study at their own speed, time, even place. One of the benefits of Quizizz is, students can retake the Quizizz as many times as they like till they are happy with their results.[56]

The fifth previous study was conducted by Rahayu and Purnawarman from the English Education Department of Indonesian Education University, Bandung, Indonesia. This study was a case study with 14 students from eleventh class of a senior high school in Bandung. The purpose of this study is to demonstrate a realistic method of self-assessment using Quizizz features to increase students' grammatical knowledge. As a consequence of their capacity to recognize their strengths and limitations, students were able to complete self-assessment as instructed by Quizizz: take the first quiz – receive comments – review – repeat the quiz – take the second quiz. The majority of pupils demonstrated considerable progress in their grammatical comprehension as seen by increased scores on three separate examinations. After self-assessment, students increased their comprehension by 9% from the first to the second quiz. Surprisingly, pupils may boost their progress by 41% from the second to the third assessment. The results demonstrated that using Quizizz for self-assessment increased students' grammatical comprehension.[57]

Sixth, a study which is written by Basuki and Hidayati. The purpose of this study was to learn about students' impressions of Kahoot and Quizizz efficacy in a daily online quiz, as well as to figure out the students' choices and reasons for them. By the conclusion of the odd semester in the 2018/2019

---

[56] Yasmine Liong Pui Kwan Abdullah, Alia Nathara Abdullah, Peremalatha Govindasamy, and Melor Md. Yunus, "Learn Idioms The Fun And Mobile Way With Quizizz". *International Journal of Scientific and Technology Research*, Vol. 8 No. 12, December 2019, 1749.

[57] Intan Sinta Dewi Rahayu, and Pupung Purnawarman, "The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment". *Advances in Social Science, Education and Humanities Research*, vol. 254, 2018, 102.

academic year, the study design was qualitative research including phenomenology studies with 250 students from the English Education Department of STKIP PGRI Trenggalek, East Java, Indonesia. The initial questionnaire's findings on the efficacy of Kahoot and Quizizz received positive answers with a total score of 15.484. The second questionnaire, which focused on the students' choices and explanations, yielded a total score of 15.002 (Quizizz) and 12.248 (Kahoot). For several reasons, Quizizz proved more effective than Kahoot in fostering students' excitement for learning.[58]

The seventh previous study was conducted by Priyanti, Santosa, and Dewi from English Language Education of Ganesha Education University in Singaraja, Indonesia. The purpose of the study was to look at the impact of Quizizz on the English studies of eleventh grade pupils. The study used quasi-experimental research with 73 students of eleventh-grade in SMA Negeri 4 Singaraja. The researcher picked 37 learners from XI IPS 1 as the testing group who received Quizizz treatment and 36 learners from XI IPS 2 as the comparison group who received traditional teaching methods. The data was collected via multiple choice exams. The results revealed the testing group's (M=83.08, p value=0.018) and comparison group's (M=80.77, p value=0.018) scores. The testing group's mean score was greater than the comparison group's (83.08>80.77), and the p value was 0.018 less than 0.05. Finally, Quizizz had an impact on students' reading comprehension.[59]

Eighth, the study which is written by Lestari from STKIP PGRI Tulungagung, Indonesia. This study seeks to determine which and why Quizizz and Kahoot E-learning programs are more effective in increasing student motivation. The applied study design was qualitative, including phenomenological analyses of the usage of Quizizz and Kahoot to motivate pupils. Students inside the 4th semester of English Language Education at

---

[58] Yudi Basuki, and Yeni Nurmala Hidayati, "Kahoot! or Quizizz: the Students' Perspectives". *English Language and Literature International Conference,* April 2019, 7.

[59] N. W. I. Priyanti, M. H. Santosa, and K. S. Dewi, "Effect of Quizizz towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context", *Language and Education Journal Undiksha,* Vol. 2 No. 2, July 2019, 71.

STKIP PGRI Tulungagung were the subject. The study's results demonstrated the usage of Quizizz and Kahoot had positive effects in terms of increasing pupils' motivation. According to the observation field report, almost 90% of pupils performed with more motivation when Quizizz was used rather than Kahoot. The questionnaire's findings on students' views of Quizizz and Kahoot Following implementation, the overall score was 1448 (Quizizz) and 1214 (Kahoot). The majority of students said Quizizz was more enticing, difficult, and inspiring than Kahoot. Here as an outcome, this investigation comes to the conclusion that using Quizizz rather than Kahoot to increase student motivation is superior.[60]

Based on previous studies that showed before, all researchers are implementing Quizizz to know how effective in students' vocabulary learning, to improve students' vocabulary mastery, to see if Quizizz might assist forty students aged seventeen Idioms are understood by students from a public high school, to introduce a practical process of self-using Quizizz features to enhance student' linguistic comprehension, to learn students' understandings of Quizizz and Kahoot usefulness inside a regular online quiz, determining the students' choice and determining their own motivations, to investigate the impact of Quizizz on the reading skills of eleventh grade students, and to learn which and why Quizizz and Kahoot E-learning applications are better to boost the students As a result, the researcher concentrated on the procedure of using Quizizz to facilitate students' vocabulary learning and to investigate students' responses to online vocabulary learning using Quizizz in this study. The previous studies were also conducted in university and senior high school; therefore the researcher conducted this research in junior high school.

---

[60] Tika Wahyu Lestari, "Kahoot! and Quizizz: A Comparative Study on The Implementation of E-Learning Application toward Students' Motivation", *Journal of English Language Teaching Learning and Literature*, Vol. 2 No. 2, November 2019, 13.

CHAPTER III

RESEARCH METHOD

This research approach is improved, and then the variables under study, method, and data provider, information gathering, equipment, and data processing are specified. Lastly, the analysis of the data was addressed in greater detail. The part went through the data that was gathered and examined.

A. APPROACH AND RESEARCH DESIGN

A qualitative descriptive technique was adopted in this study; the researcher found the way of teaching using Quizizz in learning vocabulary and the students' arguments about using Quizizz as a facility to learn vocabulary. The qualitative approach is a study method that collects qualitative information from individuals and its accounts in written or spoken form stated by Bogdan *et.al.*[61] In this case, the researcher studied vocabulary learning as the main topic that can help students' English speaking and writing skills. This research investigates the implementation of Quizizz to facilitate students' English vocabulary learning at SMPN 1 Surabaya. In addition, this research also explores the students' responses on the implementation of Quizizz in facilitating their English vocabulary learning at SMPN 1 Surabaya. The variables of this research are the teachers' use of Quizizz to help students acquire language at SMPN 1 Surabaya and the students who are using Quizizz to help students acquire language at SMPN 1 Surabaya. Therefore, the writer used qualitative research to do this study.

B. DATA AND SOURCE OF DATA

This study's findings are a procedure to utilize Quizizz for helping students acquire language at SMPN 1 Surabaya and the students' feedback while applying Quizizz to learn vocabulary. This research used interviews and questionnaires to find the data that will be supported by interview guidelines and questionnaire sheets. The interviews are being used to gather

---

[61] R. C. Bogdan, and S. K. Biklen, *Qualitative Research for Education: An Introduction to Theories and Methods, 5th Edition* (Syracuse: Pearson, 2007), 89.

information starting with the first study objectives; the procedure for using Quizizz and also the following research question; the students' responses while using Quizizz in vocabulary English learning. The questionnaires are just used for collecting the data from the second study objectives; the students' responses while using Quizizz.

The source of the Quizizz use technique in aiding learners' vocabulary acquisition is the teacher who uses Quizizz in aiding learners' vocabulary acquisition and the students who are being the object of the teacher's activity. The second is the source of the students' responses in using Quizizz as media to learn vocabulary is the students who are using Quizizz as media to learn vocabulary.

C. DATA COLLECTION TECHNIQUES

Cresswell identifying and choosing persons for research, receiving their consent to study them, and acquiring information through asking people questions or monitoring their activities are all examples of data collection.[62] The researcher needs to obtain data from individuals and places. In qualitative research, data collecting methods include interviews, observations, documentation, and audiovisual materials. Besides, the researcher used some data collection to do this research, they were interviewed and asked to respond to questionnaires. The detailed information was described as follows.

1. Interview

    Based on Creswell, an interview guide occurs when researchers pose broad participants, ask open-ended questions and tape their replies before extracting and entering the information on a computer database to analyze.[63] Following are the three sorts of interviews; organized, semi-organized, and unorganized. According to these statements, a semi-structured or open-ended interview was employed by the researcher because the researcher got deep and open information. Creswell stated

---

[62] John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research,* (London: Pearson, 2012), 9.
[63] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research,* 217.

that when the researcher asks open-ended questions, the individuals are free to express themselves without regard for the researcher's or previous study findings. The clear replies when asked enables the students to generate response alternatives.[64] The researcher interviewed a teacher to collect information from the first research question by giving some questions through an online platform; WhatsApp and recording it. Firstly, the researcher interviewed one teacher via WhatsApp chat and call on 12 April 2021. The researcher also interviewed six students one at a time 13 July 2021. The researcher takes brief notes during the interview and also asks the teacher and the students to explain their online vocabulary learning through the use of Quizizz in online learning.

2. Questionnaire

The organized or close questionnaire was employed by the author. The writer was able to simply assess the questionnaire results and obtain as many replies as possible while remaining calm in addressing the study question. The questionnaire was issued online using Google Form in order to collect data from students' replies on Quizizz that is used for learning vocabulary through online at SMPN 1 Surabaya. The researcher distributed the questionnaire on 31st March 2021. The submission or the last time to fill the questionnaire is on 1st April 2021.

D. INSTRUMENTS

Creswell stated a measurement device is referred to as an instrument in general by researchers.[65] The key instrument is the researcher, although it is supplemented by different instruments dependent on the study objective. In this study, two instruments were used by the researcher, these are the ones.

1. Interview Guidelines

The researcher used interview guidelines because it controlled the researcher in asking questions to collect data and information accurately.

---

[64] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research,* 218.
[65] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research,* 13.

The researcher made the questions by adopting from theory (see appendices 4). The researcher used an interview guideline to answer the first research questions. The researcher interviewed a teacher who uses Quizizz as a medium to facilitate students in learning vocabulary through semi-structured or open-ended. The researcher gave sixteen questions to the teacher.

The questions for the teacher mainly ask about the reason for choosing Quizizz, their thoughts about Quizizz, the procedure, the benefits, the students' response, the use of Quizizz is only in class or not, the problems, the problem solving, the implementation, and the students' vocabulary enrichment. Not only that, but the researcher also uses field notes to write the important things from the teacher. The researcher composed the questions by adapting from theory. It can be seen on appendices 4.

2. Questionnaires

The second instrument of this research is questionnaires. The researcher made the statements of the questionnaire by adopting from theory and the details of the developing the instruments is written in appendices (see appendices 5). These questionnaires are given to the respondents through Google Form. The writer made a list of questionnaires that have four possible responses; there are Strongly Agree, Agree, Disagree, and Strongly Disagree. The researcher made 15 remarks to the students. The statements are written in appendices (see appendices 5). The respondents just choose the provider answer.

The researcher informed the respondents that the assertions about components of the procedure for using Quizizz to aid students' vocabulary acquisition and to the students' response about online vocabulary learning, every statement consists of offered options for alternative solutions, provide a checklist at one of the selected answers; this is purely for research purposes; it has no bearing on your grade, and thank you very

much for the participations. The researcher composed the statements by adapting from theory the same as in appendices 4.

E. DATA ANALYSIS TECHNIQUE

Creswell stated that during or soon following data collection, the researcher must make meaning of the information provided by participants in the study.[66] Analysis entails "breaking down the data" to discover individual answers and then "putting it back together" to summarize it. Analyzing and interpreting data include making conclusions from it, presenting it in tables, figures, and drawings to summarize it, and explaining the findings in sections of a research report. Based on Miles and Huberman's theory, the researcher used three parts of data analysis, data reduction, data presentation, and drawing or verification are parts of these. It was detailed in further detail below.

1. Interview

After gathering data from the interview segment, the researcher transcribed it and highlighted certain key areas. For example "[…] the first thing **is to have the person present** whose problem I'm solving, you know, listening and arguing back, or building on the face-to-face discussion […]. **And so the fact that he's there and he's considering your ideas, that makes the learning happen** […]." Following that, the researcher eliminates some unnecessary phrases, specifies the data, shows the data, and draws a conclusion. The interview transcript is translated from Bahasa Indonesia into English.

2. Questionnaire

The researcher obtained the information from the questionnaire which was sent to the students. The data that was taken is using Google Form. The researcher then examined the data by identifying the data based on the method and facility statements and classified each answer based on each questionnaire item. The researcher employed a qualitative technique

---

[66] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research,* 14.

based on how many students answered each item in the questionnaire to study the procedure and students' answers regarding learning vocabulary using Quizizz at SMPN 1 Surabaya. Then, the researcher arranged the data taken questionnaire in the form of a table. The format of summarizing the responses of the questionnaire is as follows.

Table 3.1
Format of summarizing responses

Options	Frequently	Percentage
Strongly Agree		……%
Agree		……%
Disagree		……%
Strongly Disagree		……%

Next, the data from the questionnaire were examined using a simple percentage calculation shown below.

$$P = \frac{F}{N} x \; 100\%$$

Where: P: Percentage of students about procedure or facilities in learning vocabulary using Quizizz

F: the frequency with which respondents react

N: the number of people that responded

Then, the researcher verifies and interprets, and then the researcher draws a conclusion.

F. TRUSTWORTHINESS

The researcher employed the Triangulation approach to ensure the trustworthiness of the data and the result of this study. Patton in Yin in evaluations, triangulation may be classified into four types: data triangulation, investigator triangulation, triangulation of viewpoints or called as theory triangulation, and triangulation of procedures or as called as methodological

triangulation.[67] Throughout this research, the researcher used the triangulation of data sources or data triangulation which allows the researcher to gather information from several sources, yet it attempts to confirm the same truth or phenomenon. This approach was also utilized to test the validity of the research's result. In a qualitative approach, triangulation data source involves comparing and cross-checking the consistency of information acquired at various periods and through different ways.[68]

In this technique, the researcher compares the result of interview data and questionnaire data. This phase was completed to support data, if both of them were also connected to assess the validity of this research.

---

[67] Robert K. Yin. *Case Study Research: Design and Methods Third Edition* (London: Sage Publications, 2003), 98.
[68] Quinn Patton. *Qualitative Evaluation Method* (London: Sage Publications, 1990), 331.

CHAPTER IV

FINDINGS AND DISCUSSION

This part covers the findings of the research as well as the analysis of the data gathered through interviews and questionnaires. It also covers the data used to answer the study's research questions.

A. RESEARCH FINDINGS

The writer interviewed one teacher to discover how to use Quizizz in online English class to help students acquire vocabulary at SMP Negeri 1 Surabaya on Monday, 12 April 2021. The researcher also interviewed six students of seven grades on 13 July 2021. The interview section was done online through WhatsApp voice call. The researcher recorded and took some notes while doing online interviews with the teacher and the learners. All the interview data were translated from Bahasa Indonesia into English by the researcher.

1. THE PROCEDURE OF USING QUIZIZZ TO FACILITATE STUDENTS' VOCABULARY LEARNING

Data was collected by interviewing one teacher and six students to respond to the first study question concerning the procedure of using Quizizz in online English class at SMPN 1 Surabaya, especially grade eight. The interview guidelines contained sixteen questions for the teacher and five questions for the students. There are three sections to the questions: pre-activities, whilst-activities, and post-activities. The teacher was asked during pre-activities by the researcher about his reason to choose Quizizz, how the teacher prepared the class, and the teacher's method of stimulating students' attention. In whilst-activities the researcher interviewed both the teacher and the learners about the way the teacher delivered the course and about vocabulary learning. The last part is post-activities, the writer asked the teacher about the actions using Quizizz as reflection or evaluation.

According to the interview section, the teacher used Quizizz because It is a practical and efficient method to develop English vocabulary. The game in Quizizz can make the students interested in learning English.

When asked why he used Quizizz, the teacher stated

> "...because its effect is very helpful in developing students' vocabulary in an interesting way, not boring, and still effective, efficient."

The teacher added that

> "Quizizz teaches vocabulary without prompting, because of interest."

It is clear that the teacher picked Quizizz as a medium for teaching English since the game is exciting and engages students in learning English. The writer interviewed the teacher about how the activities went from pre to post activity, and also asked the students about their experiences using Quizizz. The results are described below.

a. Pre-activities

Before teaching English using Quizizz, the teacher prepared

> "...prepared a lesson plan." However, he never makes his own quiz, he instead says "I took the one that is already there."

As the quiz is usually presented classically, not through student's personal device, the teacher also prepared his laptop which then

> "...connected to the LCD."

By preparing a lesson plan, selecting which quiz to use, and device before class, the teacher is ready to start the lesson. He makes sure that all of the equipment to learn English is well-prepared so that the curriculum may be attained through the teaching and learning process.

The teacher started the class by doing apperception first. The teacher usually did some activities such as spelling and asking some questions that aroused the students' curiosity. The teacher stated that he

> *"…I usually look for some words in the course book and ask them to spell some words related to the topic,…to arouse students' curiosity."*

After the teacher doing spelling activity, he started to communicate with the students by asking some questions

> *"...I asked some questions ...'What do you think? What kind of topic are we going to talk about?' From those questions the students can explore their knowledge."*

There are a lot of activities in apperception, but asking for information about the issue to be explored makes students interested in learning about the topic. Moreover, the teacher mentioned that

> *"This apperception activity makes children understand the meaning because after I asked them to spell, I asked them for the pronunciation and the translation."*

The teacher asked the students of the translation to assist learners in quickly grasping the meaning of words. Study glossary is contiguous with meaning because having a lot of vocabulary does not mean if we do not know the meaning.

From the interview sections with the students, all of the students said that it is true that their teacher is doing the activities above in the class.

Student A stated

> *"The time before Mr. Suparman taught, he told us to spell words, then he asked about what we would like to discuss in class later. It makes us interest in learning English"*

Student D also said that

> *"Sometimes Mr. Parman looked at the course book and asked us to spell the word, but sometimes he used flashcards to spell, not from the course book. The activity makes me interesting to study English"*

This is also confirmed by Students B, C, E, and F.

From the student's answer above, it is clear that the teacher's apperception activities are doing spelling words and asking about the

material that they will learn on that day. Those activities aroused the students' curiosity.

In the pre-activities step, before the teacher started the class activities, he had already prepared a lesson plan, selected a quiz, and the device. The teacher opened the class by doing apperception; spell, pronounce, and translate some words. The teacher did these activities because he would like to arouse the students' knowledge. Meanwhile, the teacher asked some students about the material that they will be learning on that day through the apperception that they did before to arouse the students' curiosity and focus.

b. Whilst-activities

According to the interview section with the teacher, before the teacher delivered the material, he usually prepared an educational video from YouTube that related to the material. They watch a video through an LCD projector then communicate about the video. The teacher stated

> "After that I invited the students to discuss the content of the video."

The students and the teacher have a dialogue about the content of the video such as the subject, the main idea, the place, and the moral value. Moreover, the teacher also gave the students

> "...a task to make a resume in order for the students to be more focused, the resume also can be for the questions and answers section."

To ensure that the learners comprehend the video, the teacher required them to resume through answering some questions.

> "The examples of the questions are: "what do you think about video? What are they talking about?""

Through doing a dialogue, they had discussion there. The teacher will see how well the learners grasp the video's content.

After discussing an educational video from YouTube, the teacher started to deliver the material. In this case, the teacher usually used slides. The teacher stated that

"I usually used Power Point to deliver the material and show the slides. I explained the topic."

The teacher also stated that he delivered some materials such as grammar and reading, then they are doing a question and answer based on what they are learning. The teacher said that

"...if they can answer I give feedback, ask whether the material has been received well, maybe there are questions or input, but if there are no questions and input, we can go directly to Quizizz."

The teacher did not let the student just listen to the material, but he made sure that they understood the material. So, he asked them some questions and gave feedback. He also allowed the students to ask questions regarding the subject they didn't grasp. While there were no more questions from the students, the teacher continued with a quiz using Quizizz.

Sometimes the teacher used Google Meet to do the learning activities and when he has discussed the material in the week before, he usually directly used the Quizizz. Student C stated that

"Quizizz is usually given after we Meet. So, after Mr. Suparman gave us new material, we did Quizizz. But sometimes, if there is no Meet, then immediately Quizizz, usually the material has been discussed last week."

The teacher asked the students to take a quiz after the material was delivered. If the materials were discussed in the last week, they will directly do a quiz. So, it depends on the time and situation that the teacher did Quizizz.

In the whilst-activities step, it is clear that the teacher started to deliver the material by showing an educational video from YouTube and enjoy some discussion with the students about the content of the video. However, the teacher gave feedback to the students' opinions and gave them some materials about grammar and reading. Sometimes the teacher and the students used Google Meet to learn English. The

way the teacher motivated students by giving an interesting educational video and good communication with them can enhance students' vocabulary riches.

c. Post-activities

In line with the interview section, the teacher stated that at the end of the lesson he gave Quizizz exercises to evaluate the learning activities. The author spoke with the teacher on how Quizizz was utilized to reflect the subject, and also asked the students about their experiences using Quizizz

Evaluation is important to ensure that the learners understand the subject matter. The teacher looked for the existing quiz in Quizizz and shared the code into the class. First, the teacher instructed the students to get their gadget ready.

> "…*prepare their smartphone and stationary, then directly I sent the link through WhatsApp group. I used WhatsApp because it is practical.*"

It makes it easy for the teacher to do the learning activities while they use the WhatsApp application. After the students click the link, they will log in, join, and click Quizizz.live.com to connect with the quiz. The teacher reminded the learners to

> "…*write their class, name, and attendee's number separated with a slash. Then click OK on it and then enter the code number later.*"

When the students are playing Quizizz, the teacher always monitors the class to make sure that there is no problem with the learners' activity. The teacher is welcome to the learners who still do not know the instructions or how to play Quizizz. As the teacher said that

> "…*not only sitting in front of the class but having to go around the class…ready to motivate, service, and assist the students.*"

The teacher is always ready to give motivation to the students while they have some difficulties in learning English, he is also ready to service the students while they have some trouble or problem, and he also assists the students while they need his help.

After playing Quizizz, the teacher knew all of the students' scores from his laptop. The teacher gave appreciation to the students who got the highest score in playing Quizizz. The teacher gave the student a gift or chance for speaking in front of the entire class. The teacher told that the learners felt excited while they have got an appreciation, the reason is because

> "…because appreciation has an effect on students' learning. Even if it is small, they will remember something they think is special. I also give them an opportunity to talk to tell their friends why he or she can get this good performance."

The teacher loves to give appreciation to the students because by giving that appreciation, it makes other students inspired and tries to do better.

The teacher usually discussed the outcome of the Quizizz with the learners. They discussed the students' grades, the most number of faults, and the material that appeared in the quiz. It depends on the time. Student A confirmed that

> "We can see the scores of our friends, also know how much our final score is, and know how much the wrong answer is."

Furthermore, student B said that it is more effective to use Quizizz than Microsoft Teams which they also usually used in the class because

> "…because the Microsoft Teams is just like collecting regular assignments, if Quizizz allows us to see what our scores are, we can see our friends' scores. How much are we."

Both of those are confirmed by Student C, D, E, and F.

From the students' answer, we can see that Quizizz allows the students to compete with each other by showing the students' scores on their screen. It increases the learners' motivation to study English..

The teacher discussed the material in the class with the students, but sometimes the students checked the result by themselves because Quizizz can show their score, true and false answer right from their gadget. As the teacher claim that

> *"The best thing about Quizizz is that no matter how many questions we answer, Quizizz itself will later set the score, now that's automatically shows the value. Quizizz also can recap which one is correct and how much is wrong, then there will be the discussion."*

The teacher showed what number is the most wrong among the students, that thing will be discussed in the class. The discussion is meaningful because the students can evaluate their works by themselves and see the right answer. So, in the next quiz they are going to be more careful in choosing the answer.

At the conclusion of the lesson, the teacher evaluated the material from the first activities to make sure whether the material presented is acceptable or not by the students. The teacher evaluated the material from the lesson that has been taught in order to

> *"…to find out how much the material is absorbed by students."*

The teacher closed the learning activity with evaluation;

> *"What is lacking, provides input for further improvements, and closes the class with a prayer."*

Through evaluation, the teacher is sure of the students' understanding.

In the post-activities step, it can be observed that the teacher utilized Quizizz to assess student learning, so the teacher challenged the students by playing Quizizz in post activity. The teacher showed how to play Quizizz first, then shared the link or code through WhatsApp group chat. However, the students look so excited after

playing Quizizz because they not only can see their own score but others' score too. They also knew their true and false answers right from their device. Moreover, the teacher stated that he evaluated the material by asking students to play Quizizz in order to find out how much the material is absorbed by them. In reflecting on the lesson, the teacher asked the students if there was any question or not, giving them input for further improvement, and closed the class by praying together.

2. THE STUDENTS' RESPONSES TOWARD ONLINE VOCABULARY LEARNING USING QUIZIZZ

To address the second study question, the researcher employed a questionnaire and interviewed the students at SMPN 1 Surabaya about their attitudes on using Quizizz to aid their online vocabulary learning. The questionnaire was given to students in class 8 at SMPN 1 Surabaya on Wednesday, March 31, 2021. While the interview section is done on 13th July 2021. The questionnaire was provided to students using Google Form, and the interview was conducted via WhatsApp call in order to explore the students' responses while using Quizizz in learning English vocabulary. The questionnaire was distributed to eight classes that are VIII A up to VIII H. The questionnaire was completed by 236 students, and the interview was conducted with six students from various courses. The researcher describes the findings in more detail below.

Table 4.1

The students' reaction about Quizizz for learning various vocabularies

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Quizizz enables me to learn vocabulary of various topics such as math, science, arts, and many others	38%	48%	9%	5%
2	Quizizz enables me to learn and add new	49%	42%	7%	2%

	English vocabulary				
3	Quizizz enables me to understand the meaning of English vocabulary easier than before using Quizizz	38%	43%	11%	8%

Table 4.1 displays the first classification including students' opinions on Quizizz for learning diverse vocabulary. The data from the first item indicated that a total 86% students strongly agree and agree. It means the students could learn vocabulary of various topics such as math, science, arts and many others through Quizizz. Next item is that students learn and add new English vocabulary by playing Quizizz. The table showed that 91 percent of learners agree and strongly agree. It indicated that most students are learning and adding new English vocabulary through Quizizz. The last item is about understanding the vocabulary's meaning. In total 81% of students understand the meaning of English vocabulary easier than before using Quizizz.

Table 4.2

The students' responses were around the difficulties in learning vocabulary

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Quizizz enables me to overcome the difficulties in learning English vocabulary	39%	42%	16%	3%
2	Quizizz made it difficult for me to learn English vocabulary	7%	5%	35%	53%
3	Quizizz enables me to follow the gaming rules throughout the problem-solving process to alter your thinking.	36%	46%	13%	5%

The second category is the students' difficulties in learning vocabulary. The first data indicated that 81% of students overcome their difficulties in learning English vocabulary by using Quizizz. The second item is that the students did not feel that Quizizz made their learning vocabulary difficult is about 88%. The third item is that about 82% of students could change their way of thinking by the problem-solving process, which adheres to the gaming rules while doing Quizizz in the class.

Table 4.3
The students' response in relation to the Quizizz's features

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Quizizz provides features that are simple and easy to use	60%	30%	6%	4%
2	The features in Quizizz are complicated and difficult to use\	6%	6%	30%	58%

The next category inquired about Quizizz's benefits for vocabulary acquisition such as entering code to join the quiz, choose the topic, and choose an avatar. In this case Quizizz has basic and easy-to-use features; around 90% of students appreciate the convenience and simplicity in using Quizizz. The next item from number two in the table above indicated that 88% of students agreed that they did not feel the complexity and difficulty in using Quizizz.

Table 4.4
The students' response related to motivation in learning vocabulary using Quizizz

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Quizizz motivates me to learn English vocabulary	43%	42%	11%	4%
2	Quizizz encourages	57%	27%	9%	7%

	me to compete with other students				
3	Quizizz makes me lazy to compete with other students	6%	7%	29%	58%

The next category is about students' motivation in learning vocabulary using Quizizz. About 85% of students felt that Quizizz motivated them to learn vocabulary. The second item indicates 84% students competed with each other while using Quizizz. Third item then indicates 87% of students did not lazily compete with each other because it is challenging and improves their vocabulary mastery.

Table 4.5

The students' response related to the class atmosphere when doing Quizizz

No.	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Quizizz enables the class atmosphere to become more interactive	34%	47%	15%	4%
2	Quizizz allows the class atmosphere become quieter than before	9%	10%	36%	45%
3	Learning with Quizizz is a pleasure way to learn English vocabulary in an enjoyable atmosphere	50%	39%	5%	6%
4	Learning English vocabulary using Quizizz is boring	7%	6%	32%	55%

The last category asked about the class atmosphere when doing Quizizz. The first item is that the students felt that the class atmosphere became more interactive while the teacher used Quizizz in the learning process at about 81%. The second item indicated 81% of students did not feel the class atmosphere quieter than before using Quizizz. The next item in this category inquired about learners who appreciate learning

vocabulary with Quizizz. It was indicated that 89% of students agree that learning with Quizizz is a fun approach to learning English vocabulary in a fun environment. The last item is that about 87% of students were not bored while learning English vocabulary using Quizizz. It means that most of the students enjoyed it and the class atmosphere became more interactive while learning English vocabulary using Quizizz.

Besides, the researcher also interviewed six students from 7th class of SMPN 1 Surabaya. From the interview with the students, most of them were easy and enjoyed learning English vocabulary using Quizizz. One of them said that

> *"I am contented enough because when playing Quizizz there is a music that make me not boring"*

Other student stated that

> *"It is easier because in Quizizz there are not only questions from the teacher but there are others too. So, we can also learn from other Quizizz questions"*

Student C also said that

> *"It is pretty easy because Quizizz has corrected the answer. So we can immediately know which one is right and which one is wrong"*

While student D claimed that
> *"Before there was Quizizz, I had to find a practice questions book, I had to buy it outside, it is a bit difficult, and it is definitely expensive. Now, this Quizizz is really helpful online, especially because it is free. My time is more effective, I don't have to leave the house, I don't have buy a practice questions book"*

Besides, student E love the feature of Quizizz, he said that
> *"Quizizz is fun because there are several features like power ups, power ups are like for example there is one that can eliminate one wrong question, then there are power ups that are used to double the points. That's one of the cool things about Quizizz"*

Moreover, student F argue that

"In this pandemic period, I think it's really helpful because the teacher has very limited teaching time, especially when online. Using Quizizz can add a lot of insight, especially in the current pandemic era."

The students' responses are in line with Hermagustiana and Rusmawaty's research findings showed that the professors thought that modern technology, which learners currently use to perform many things, such as the internet, may help students increase their English vocabulary.[69] This current study showed that Quizizz facilitates the students' English vocabulary learning, from students A to students F agree that Quizizz makes it easy to learn English using Quizizz and their learning activity becomes more interesting.

B. DISCUSSION

The purpose of this study was to learn about the procedure of using Quizizz and the students' reactions to using Quizizz to help them acquire vocabulary at SMPN 1 Surabaya. The outcomes of this study support Quizizz's usefulness. Based on the interview, the participants learn, add new language, and their vocabulary level improves. This study found that, according to social theories, Quizizz provides fascinating benefits to students studying English vocabulary.

This research's findings are consistent with those of Samet's study. In this study, the students of a university in Turkey used Quizizz and paper-based activities in the classroom to improve their vocabulary. The study compared the effectiveness of Quizizz in vocabulary teaching and learning to traditional paper-based methods.[70] The results revealed that Quizizz performed better on students who trained vocabulary on mobile phones than on students who utilized paper-based activities. The students are also motivated to improve their vocabulary learning after using Quizizz.

---

[69] I. Hermagustiana and D. Rusmawaty, "Technology for Vocabulary Instruction in EFL Classrooms: Support and Challenges". *Advances in Intelligent Systems Research (AISR)*. Vol. 144, 2017, 139.

[70] Samet BAL, "Using Quizizz.com to Enhance Pre-intermediate students' vocabulary knowledge". *International Journal of Language Academy*. Vol. 6 No.3, September 2018, 299.

Furthermore, the current study looked at the use of Quizizz to improve students' vocabulary learning in junior high school. The findings are consistent with Samet's study. The present study's findings indicate that Quizizz makes it easier for students to study vocabulary than ever before. According to the interview and questionnaire, Quizizz provided a wide range of educational games so that they have an opportunity to learn more vocabulary.

This research focused on determining the response of students about Quizizz application on the online vocabulary learning in English. Wulandari's study was almost identical to that of the previous study. Based on the research, learning English using Quizizz is useful in enhancing students' lexical fluency.[71] Based on the findings, the questionnaire of student responses that they learn and add new English vocabulary through Quizizz. Moreover, students mostly argue that utilizing this program helps them understand the definition of English vocabulary because when they play this game application, they can review the question and answer in the feature of application.

The current study's findings are consistent with the findings of Rahman et al. Their study had an impact on the students' vocabulary performance. The fact showed that the experimental group which was treated with the Quizizz game were noticeably higher than in the control group. So, the Quizizz application is recommended to use in English class according to that research results. Moreover, based on Abdullah et al., research, Quizizz allows users to learn within their own speed, time, and location. This new investigation produced the same results.

In reality, this research has a purpose to find out how successful Quizizz applications apply in SMPN 1 Surabaya. The discussion portion is divided into two parts: a review of past research on the usage of Quizizz to assist students learn English and an appeal using a theoretical framework to

---

[71] Upik Wulandari, *The Use of Quizizz to Improve Students' Vocabulary Mastery in SMAN 1 Yogyakarta* (Yogyakarta: Sanata Dharma University, 2020), 20.

create the agreement and contradiction between this research's conclusion and previous research and theories. This presents a summary of the conversation.

1. The Procedure of Quizizz to Facilitate Learners' Vocabulary Learning in SMPN 1 Surabaya

According to the findings, the teacher's statement was in line with Huebener's theory about the important role of the media. Huebener stated that media has a significant part in learning anything, including foreign language acquisition, because it increases the efficacy of learning by assisting individuals in absorbing knowledge in a more relevant and entertaining manner.[72] Besides, the teacher's statement about educational games is also in compliance with Donald Clark. He stated that games are not the sole way to solve educational challenges, but they can help where motivation is low. They are more suited than many people believe for a broader range of learning tasks than most people believe.[73] The following explanation was the teacher's activities from pre to post, but the detailed exegesis of the procedure to use Quizizz in teaching English vocabulary that related to Donald Clark theory explained on post-activities.

a. Pre-activities

1. Give apperception and communication to arouse the students' curiosity.

The teacher started the lesson by doing apperception. The teacher did some activities such as spelling and asking the meaning of some words. He looked for some words in the course book and requested the student to spell some topic-related terms. He also asked the students the meaning of the words, he would like the students to think first before they receive the material from the teacher. While the common teacher tells and describes the topic that will be done in the class, this teacher is the opposite, he questioned several students about the topics that will be covered on that day

---

[72] Theodore Huebener, *Why Johnny Should Learn Foreign Languages* (Chilton: Chilton Company, 1962), 78.

[73] Donald Clark, *Games and e-learning* (Sunderland: Caspian Learning, 2006), 20.

through the clue of spelling and asking the meaning of the words' activities. He asked some questions like 'what do you think?' and 'what kind of topic are we going to talk about?' From those questions the students can explore their knowledge. The teacher did that in an effort to arouse the learners' curiosity and help the students want to learn about the subject. Based on Donald Clark, the teacher should give stimulation to the students before delivering the material to wake their consciousness in learning. To a similar degree, the teacher's approach to apperception is related to the theory of Donald Clark. As mentioned, the teacher gives apperception as the stimulation before he delivers the materials.

The way teacher in apply apperception is in accordance with one of the principles of the Minister of Education and Culture's Regulation of the Indonesian Republic (Permendikbud RI) issue 103 for the year 2014 about learning in primary and secondary school. It stated that students are facilitated to find out.[74] It is associated with the teacher's perception during pre-activities. The teacher facilitated the learners to find out what material that will be discussed on that day through spelling, look for meaning, and ask some questions that activities are relevant with one the principle in Permendikbud number 103 year 2014 which mentioned above.

In this study the teacher implemented apperception and communicated the subject matter to be discussed. Students' reactions on how the teacher began the learning activity, both student A and B said that it makes them interested and motivated to learn English. The finding is related to Lumley and Bailey's study. It stated that teachers must walk on a continual path of discovery, learning new things that will help them embrace a pedagogy that inspires and

---

[74] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103 Tahun 2014 tentang Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah, 3.

engages students.[75] Thus, the students' interest and motivation to learn English appears from the teacher's action in these pre-activities. Moreover, the teacher always prepares the lesson plan and the equipment to learn English in order to attain the target curriculum.

b. Whilst-activities

2. Watch an educational video and slides to deliver the materials

Learning a language does not always have to use a book course, it can use various learning sources such as learning using technology. In this research, the teacher is aware of the students' need to learn English. According to the teacher, the students love to learn in a fun way. So, he decided to use educational videos from YouTube to make the learning activities fun and also he used PowerPoint slides to deliver the material easier to understand by the learners. This is consistent with Watty and colleagues, which said that the tendency in higher education is to incorporate technology into the classroom.[76] The students love to learn with technology because it is interesting and makes the learning activity not boring.

The teacher's activities were connected with two of the principles in Permendikbud number 103 year 2014.[77] First, it said that students learn from various learning sources. The teacher tried to use various learning sources by not only using the course book in teaching but he also used videos and slides to deliver the material. Second, the use of information and communication technologies to

---

[75] Lumley and Bailey, "Improving Student Motivation". *Electronic Learning,* Vol. 11 No.3, 1991, 14.

[76] Watty, Mc.Kay, and Ngo, "Innovators or inhibitors? Accounting Faculty Resistance to new educational technologies in higher education". *Journal of Accounting Education*, Vol. 36, 2016, 3.

[77] Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103 Tahun 2014 tentang Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah, 4.

increase learning quality and productivity. In this study, the teacher showed the activities in the class using a laptop, LCD projector and internet connection. It means he did one of the principles of the principle of Permendikbud number 103 years 2014.

3. The scientific approach comprises five learning experiences as included in Permendikbud number 103 year 2014.[78]

Table 4.6
Learning Step Description

Learning Step	Activity Description	Learn Outcome Form
Observing	The students watch and observe attentively the video that relates to the material and collect the information from the slides that were shown by the teacher by writing some notes.	Attention when listening and reading an explanation on a slide, watching and observing a video, notes being made about the observed, patience, and time spent observing.
Questioning	The students get the opportunity to ask questions regarding the video and information that is not understood yet or just for clarification.	Type, quality, and number of questions asked by students.
Experimenting	The teacher questioned some learners about the video that was shown and the material that was delivered through slides. The teacher and the students discussed the video.	Number and quality of sources used, completeness of information about the video and material.
Associating	The teacher questioned the learners to write sentences that describe the video as a mini-resume in a piece of paper.	Develop interpretations, arguments and conclusions regarding the relationship of

---

[78] Ibid, 5.

		information from two concepts.
Communicating	Some students provide their mini-resumes to the class and the rest have to collect their paper for the teacher to be checked.	Present the result of the investigation in the form of writing.

c. Post-activity

4. Quizizz as media to evaluate the vocabulary learning

At the end of the teaching, the teacher provides a quiz to evaluate the learning activities and reflect the material with the students. Huebener stated that the media has a significant part in learning anything, including foreign language acquisition, because it increases the efficacy of learning by assisting individuals in absorbing knowledge in a more relevant and entertaining manner.[79] The statement is in line with the teacher's statement about the important role of the media. Not only that but also the teacher's statement about educational games is also in compliance with Donald Clark that stated Games may not be the only answer to the educational challenge, but they can help if motivation is weak. In this case, the teacher used the Quizizz application because he said that this application is effective in helping the students' difficulty to learn English, especially vocabulary.[80] In fact, this application interests the students to learn English together with their friends. One of the students said that they can see their friends' scores and also how much they can answer the questions with true or false.

After the teacher delivered the materials by playing a video and showing the slides, he used Quizizz as a tool to evaluate the learning activities and reflect on the material. First, the teacher will share a code or link to the learners through WhatsApp for the learners to join the quiz easier. This step is true as Abdullah, et.al,

---

[79] Theodore Huebener, *Why Johnny Should Learn Foreign Languages* (Chilton Company, 1962), 77.

[80] Donald Clark, *Games and e-learning* (Sunderland: Caspian Learning, 2006), 20.

stated that to play the Quizizz, students need to enter a game code which will be provided by the creator of the quiz, which is the teacher in this case.[81] Although the teacher did not make the quiz by himself; he took from the existing quiz in Quizizz, it does not matter because the point is on the game content, if it is related to the material that they discuss on that day, they still can play anyone's game.

The students will type the game code on the application or directly click the link to play the Quizizz together. After playing Quizizz together, they can also check their answers by themselves. They will know while their answer is true or false, in this case they did self-assess learning indirectly. As Rahayu and Purnawarman stated, students can also review each question found in the quiz to display the right response.[82] The teacher invited the learners to review the questions in the quiz in order for the students to know the reason why their answer is true or false.

5. Give appreciation, motivation, and ready to help students' difficultness

This study finds that the teacher often gives some students appreciation even if it is something small such as giving applause, saying "good" to the students' opinion, and giving them a chance to say some words in front of their friend to make others motivated by them. He did that because appreciation has an effect on the students' learning, it can make them more spirit to learn again.

The teacher also does not hesitate to give motivation to the students and always helps the students while they have some difficulty in learning English. It is because the teacher is a very

---

[81] Yasmine Liong Pui Kwan Abdullah, Alia Nathara Abdullah, Peremalatha Govindasamy, and Melor Md. Yunus, "Learn Idioms The Fun And Mobile Way With Quizizz". *International Journal of Scientific and Technology Research*, Vol. 8 No. 12, December 2019, 1750.

[82] Intan Sinta Dewi Rahayu, and Pupung Purnawarman, "The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment". *Advances in Social Science, Education and Humanities Research*, vol. 254, 2018, 103.

strategic element in an education system as the spearhead in achieving goals. The teacher's activities are in line with Sujarwo who stated that the teacher's personality in providing warm and supportive attention is shown to be capable of motivating learners to study.[83] Empathy of a teacher can help the development of student learning significantly. Therefore, teachers need to build a positive image in front of their students. Sujarwo also said that if a teacher wants communicative interactions with the students, the teacher should try as optimally as possible to build a positive image in front of his students.

When learners utilize Quizizz, the teacher claims that they are more eager to study English vocabulary. Moreover, some students that were interviewed by the researcher said that Quizizz gives a positive response to their English learning, especially learning vocabulary. Student A said that Quizizz makes it easy for them to understand the material. Student B said that they can learn English more in their home through playing some quizzes in the Quizizz application. The researcher agree with Samet's findings, this earlier study is similar to this study in their publication named "Using Quizizz.com to Enhance Pre-intermediate Students' Vocabulary Knowledge".[84] This journal has similarity to this current study, it was found that the result of the research showed students who used Quizizz or mobile phones performed better than students who used traditional paper-based. Moreover, the procedures of the teacher using Quizizz in this research is the same as the teacher's activities in this current study.

---

[83] Sujarwo, "Peranan Guru dalam Pemberdayaan Siswa", *Dinamika Pendidikan Majalah Ilmu Pendidikan,* Vol. 17 No. 01, Mei 2010, 2.
[84] Samet BAL, "Using Quizizz.com to Enhance Pre-intermediate students' vocabulary knowledge". *International Journal of Language Academy.* Vol. 6 No.3, September 2018.

2. The Response of Students about the Use of Quizizz to Facilitate Students' Vocabulary Learning in SMPN 1 Surabaya

A variety of responses due to the use of Quizizz disclose from the data. There are ten points that in the questionnaire, the majority of students agreed. First, Quizizz enables students to learn vocabulary of various topics such as math, science, arts, and many others. Second, Quizizz enables students to understand the meaning of English vocabulary easier than before using Quizizz. Third, Quizizz enables students to overcome the difficulties in learning English vocabulary. Fourth, Quizizz motivates students to learn English vocabulary. Fifth, Quizizz enables students to modify their style of thinking by adhering to the game rules during the problem-solving phase. Sixth, Quizizz provides features that are simple and easy to use. Seventh, Quizizz enables the class atmosphere to become more interactive. Eighth, Quizizz encourages students to compete with others. Ninth, learning with Quizizz is a pleasure way to learn English vocabulary in an enjoyable atmosphere. Lastly, Quizizz enables students to learn and add new English vocabulary. The detailed description is written as follows.

1. Learn vocabulary from various topics

Quizizz is an educational game-based that provides some features, one of the features is the various topics of the game that can be played by the students freely. It gives students more opportunities to learn vocabulary through the topics that they want, such as about animals, fruits, math, science, arts, things around the world, and many others. Dwi et.al stated that teachers can connect with all teachers in the world and can access online quizzes made by other teachers for free.[85] Therefore, the teacher can be as creative as possible in the classroom and will not run out of ideas. Based on the students' response through a questionnaire that was given by the researcher,

---

[85] Dwi Yulianto Nugroho, Komilie Situmorang, Peggy Saea Tahulending, Maria Maxmilla Y. A., and Christie Lidya Rumerung. "Pemanfaatan Teknologi dalam Pendidikan: Penggunaan Fitur Gamifikasi Daring di YPK Penabur Bandarlampung" *Prosiding PKM-CSR*. Vol. 2 No.1, 2019, 77.

86% agree that Quizizz enables them to learn vocabulary of various topics.

2. Learn and add new vocabulary

Quizizz provided many quizzes that can be played by the students, there is also feedback that makes students know if their answer is true or false. Uberman said that after learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful manner.[86] Thus, from the feedback feature they can add new vocabulary because they enjoy learning the words that they have not read before. Besides, through the questionnaire, According to the students' responses, 91 percent of them agree that Quizizz enables them to learn and add new English vocabulary.

3. Understand the meaning

Not only learn and add new vocabulary, but the students also understand some meaning of words through playing Quizizz. Through the questions that are answered by the students, sometimes they easily understand the meaning of some words. The teacher also has a role to explain in more detail about some words that they did not know. As Nation that written in Linse states that teachers should support vocabulary development by teaching relevant terms and assisting students in determining definitions under their own.[87] It was also said by Arum that teachers should use a strategy to provide as clear an explanation of the meaning of the terms being taught as feasible.[88] On the other hand, 81% students agree that Quizizz enables them to understand the meaning of English vocabulary easier than before using Quizizz.

4. Overcome the difficulties in learning

---

[86] Uberman, A. The Use of Games: for Vocabulary Presentation and Revision. *English Teaching Forum.* Vol.36 No.1, 1998, 56.

[87] Linse, Caroline T. 2006. *Practical English Language Teaching: Young Learners*. In Nunan, David (Ed.). New York: Mc. Graw-Hill, 31.

[88] Arum Nisma Wulanjani, "The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning''. *Transformatika*. Vol. 12 No.1, March 2016, 80.

Gamification can help to overcome learning hurdles and increase involvement in learning processes stated by P. Bruder.[89] Also Quizizz, that helps students to overcome their difficulties in learning English, especially vocabulary learning. Although 19% of students disagree with the statement of Quizizz that enables them to overcome the difficulties in learning English vocabulary, 81% of students agree with that statement. Suo, et.al also claim that learners are willing to conquer challenging hurdles in order to get a sense of accomplishment through digital game-based learning.

5. Change the way of thinking

According to Zicherman and Cunningham, gamification allows learners to modify their methods of mindset in the problem-solving process, adhere to the gaming rules. In the Quizizz, there are several quiz formats available, including slide, multiple choice, open-ended checkbox, poll, and fill-in-the-blank. Some of the issues give a problem-solving question that makes students criticize in answering the question. As Suo, et.al stated that when compared to traditional programs, virtual simulation approach allows learners to retain more course knowledge and participate in more critical thinking.[90] Digital game-based approach for learning has the ability for creating influential and powerful training settings where the learners may improve critical thinking and problem-solving abilities. Furthermore, according to the survey results, 82 percent of students feel that Quizizz allows them to modify their way of thinking by implementing the gaming principles in the problem-solving phase.

6. Simple and easy features of Quizizz

There are some features of Quizizz such as free quizizz, variety of topics, code, timing, and ranking. In Quizizz, It also offers a

---

[89] P. Bruder, "Game on: Gamification in the Classroom". *Education Digest.* Vol. 80 No. 7, 2015, 58.
[90] Mei, Suo Yan., Suo Yan Ju, and Zalika Adam. "Implementing Quizizz as Game Based Learning in the Arabic Classroom." *European Journal of Sciences Education and Research*, Vol.5 No.1, 2018, 14.

colorful UI, characters, and sounds that enable students the game-like expertise. The features are simple and easy to use as a game does. Besides, Miller stated that after students are asked each question, Quizizz will display meme-themed pictures to indicate whether or not the response is right. This is a special reward for students that makes them feel the atmosphere of the game. According to the questionnaire, 90% of students agree that Quizizz provides features that are simple and easy to use.

7. Motivated to learn English through Quizizz

Quizizz is a game-based education that provides pleasure, interest, and self-comfort from the interactive features. As Mei et.al claimed, when the students are playing a game, they will enjoy and be motivated to study English.[91] Besides, Quizizz was tested in the Arabic classroom by Suo and colleagues and found to be a good game-based education tool for improving students' understanding. According to the survey results, 85 percent of students agree that Quizizz motivated them to learn English vocabulary.

8. Compete each other

Students are loved in a competition, it makes them spirit to do activities that involve a score or win-lose activity. Quizizz provides an educational game that makes the students compete with each other. There is a feature that shows the rank and the score of the participants that join the live game at that time. From that, the students can see other students' scores and their rank numbers on the screen shown by the teacher. As Zhao stated that Quizizz allows learners to participate with one another while also motivating students to study.[92] Learners did the quiz in class simultaneously and looked at students' current position on the scoreboard. Aside from that, the questionnaire result

---

[91] S. Y. Mei *et.al*., "Implementing Quizizz as Game Based Learning in the Arabic Classroom". *European Journal of Social Science Education and Research*. Vol. 5 No. 1, April 2018, 195.
[92] F. Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom". *International Journal of Higher Education*. Vol. 8 No. 1, January 15, 2019, 37.

showed that 84% of students agree with the statement 'Quizizz encourages me (the student) to compete with other students'. Suo et.al also said "Quizizz" is a potentially boost educational practice which enables the whole of the learners to study here on a desktop, tablet, IPad, or Mobile phone.[93]

9. Interactive class atmosphere

While using Quizizz, the class atmosphere became more interactive because they felt the enthusiasm of answering the question in Quizizz and also the time to answer was limited. Lim[94] claim that interest, expectancy, control, and interactive characteristics are common in games, and they can increase learners' learning motivation and internal motivation. Zhao also stated that Quizizz is a game-based educational program that incorporates multi-activity into the classroom and includes dynamic and entertaining activities. Therefore, 81% of students agree in the questionnaire that has the statement 'Quizizz enables the class atmosphere to become more interactive'.

10. Quizizz is a fun platform to understand vocabulary

Learn vocabulary in a fun way that makes it easy for the students to remember the vocabulary, they are not forced to memorize vocabulary and the vocabulary will stick by itself in the student's brain. Arum stated that there are several approaches and tactics for making English teaching and learning entertaining and fascinating. One of them is playing a game. Besides, 89% of students agree that learning with Quizizz is a pleasurable way to learn English vocabulary in an enjoyable atmosphere.

Based on the research findings, the employment of Quizizz gives a positive response to the majority of students. About 85% of students felt that Quizizz motivated them to learn vocabulary. The finding is

---

[93] Mei, Suo Yan., Suo Yan Ju, and Zalika Adam. "Implementing Quizizz as Game Based Learning in the Arabic Classroom." *European Journal of Sciences Education and Research*, Vol.5 No.1, 2018, 1
[94] C. P. Lim *et.al*., "Gaming in a 3D Multi User Virtual Environment: Engaging Students in Science Lessons". *British Journal of Educational Technology*. Vol. 37 No.2, 2006, 214.

strengthened by Samet in their article entitled "Using Quizizz.com to Enhance Pre-intermediate Students' Vocabulary Knowledge".[95] The research goal is to know how effective Quizizz is in teaching vocabulary for university students. The relevant research indicates that Quizizz promotes good learner attitudes and motivation, and research shows that students who utilize mobile applications to study a second language do better on tests.

The researcher regard the students' response as three categories based on Skinner and Pitzer's theory as cited in Karpin and Ai's article.[96] It stated that cognitive participation (psychological investment in classroom activities), affective emotional involvement (social and emotional links to the classroom), and behavioral engagement (student conduct in the classroom) are three types of student reactions to different types of training. The three subscales used are: value (the extent to which students see activity as valuable (cognitive), positivity (the extent to which students have positive or negative feelings about learning activities (affective-emotional), and participation (the extent to which students participate, do not participate, or show resistance) (behavior).

1. Cognitive involvement

The first category was cognitive involvement or psychological investment in classroom activities which students see as valuable. This first category had six statements that were given to the students. The students who are participating in this research agree that they could learn vocabulary of various topics such as math, science, arts, and many others through Quizizz easily. It is because of Quizizz's concept that was stated by Fang Zhao, stating that Quizizz enhances students'

---

[95] Samet BAL, "Using Quizizz.com to Enhance Pre-intermediate students' vocabulary knowledge". *International Journal of Language Academy*. Vol. 6 No.3, September 2018, 300.

[96] Karpin and Ai, "Student Response – Based Learning: A Strategy for Improving Student Participation in Learning". *Innovation of Vocational Technology Education*. Vol. 16 No.1, 29 February 2020, 43.

learning experiences.[97] Moreover, the students also agree that they learnt and added new English vocabulary by playing Quizizz. It is consistent with the outcome of an interview with one of the learners. F student said that "Quizizz has increased my vocabulary, because previously some vocabs that I didn't know, I learned through various questions on Quizizz". This finding is also obedient with what Arum stated that vocabulary teaching is vital in language development since mastery of vocabulary will help children learn all language abilities, including speaking, listening, writing, and reading.[98] Therefore, through learning English using Quizizz, the students not only master the vocabulary but also the various topics of vocabulary. Thus, learning and mastering English vocabulary with various topics is important because it will assist children in mastering all of their language abilities.

2. Affective-emotional involvement

Affective emotional involvement or social and emotional connections to the classroom is the second category. This category shows students' positive or negative feelings about learning activities. There are five statements in the questionnaire that is given to the students to know their affective emotional responses. The result showed that the majority of students feel the ease and simplicity in using Quizizz. The students agree that Quizizz provides simple and easy features such as entering code to join the quiz, choose the topic, and choose an avatar. The students also enjoyed learning English vocabulary using Quizizz. As student E stated that "the class atmosphere became more interactive while learning English using Quizizz". It is because the features of Quizizz can give students a lot of great learning experience that make them feel comfortable in

---

[97] Fang Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom". *International Journal of Higher Education*. Vol. 8 No. 1, January 15, 2019, 42.
[98] Arum Nisma Wulanjani, "The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning''. *Transformatika*. Vol. 12 No.1, March 2016, 78.

learning English vocabulary. This finding is related to Bahriah, et.al that stated "Quizizz is a game-based educational application that brings multiplayer activities in the classroom and makes it an interactive exercise and fun".[99] To an extent, the fun learning that applied in Quizizz made students comfortable in learning English and the class atmosphere being interactive.

3. Behavioral engagement

The last category is students' behavioral engagement or classroom conduct in which students participate or do not participate or express opposition. There are four statements that are asked in the questionnaire to know their participation in the class while studying English vocabulary using Quizizz. The majority of students showed that they compete with each other while using Quizizz. The students agree that they are not lazy to compete with each other. It means that they are actively participating in learning using Quizizz. Student B stated that "it is challenging and improves my vocabulary mastery". This finding is in line with Samet's article.[100] It stated that mastery of vocabulary improves learners' competency and allows them to better grasp the target language or express themselves. So, Quizizz supports students' behavioral engagement in the classroom by the active participation that makes them improve their vocabulary mastery.

In the prior study, the researcher sought for students who excelled in vocabulary learning. However, the present study also looked at students' perspectives on using Quizizz to help them learn new words. The students expressed their good impression in learning English using Quizizz. In this current study, Quizizz gave some positive impact on students' learning experience. It proved that students are motivated in

---

[99] Bahriah, E.S., Dewi, L.U., & Irwandi, D., "Pengaruh Media Penilaian Formatif Online Quizizz Terhadap Hasil Belajar Siswa Materi Sistem Periodik Unsur". *Jurnal Riset Pendidikan Kimia*. Vol. 11 No. 1, July 2021.
[100] Samet BAL, "Using Quizizz.com to Enhance Pre-intermediate students' vocabulary knowledge". *International Journal of Language Academy*. Vol. 6 No.3, September 2018, 298.

learning English vocabulary. Therefore, their English vocabulary mastery is increasing. So, this research recommends the teachers to use Quizizz to apply in English class, especially for vocabulary learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter will provide you with a quick conclusion based on the data that was evaluated in the previous chapter. This chapter will also include recommendations for more research.

A. CONCLUSION

Based on the research finding and discussion to answer the research questions on "How does the teacher use Quizizz to facilitate students' vocabulary learning at SMPN 1 Surabaya?" and "What are the students' responses about online vocabulary learning through the use of Quizizz at SMPN 1 Surabaya?", there are some conclusions that can be drawn as follows.

First, related to the first question about the implementation to use Quizizz in English vocabulary teaching. The researcher found that the teacher used Quizizz in eighth grade of SMPN 1 Surabaya for evaluation of the learning activities towards the conclusion of the lesson. The teacher gave Quizizz after delivering the substance. Before playing Quizizz together, the teacher shares the link or the code to play Quizizz. While the students play Quizizz, the teacher always monitors the class to make sure there is no problem with the students' activity. After playing Quizizz, the teacher and the learners discuss the questions and answers during the game and let the students ask about the substance which they discovered that day. They can see the scores from their device, so they will be motivated to always do their best.

The second conclusion related to the answers of the students about Quizizz being used in facilitating them to learn English vocabulary at SMPN 1 Surabaya. In the questionnaire, the majority of students respond positively. First, Quizizz enables students to learn vocabulary of various topics such as math, science, arts, and many others. Second, Quizizz enables students to understand the meaning of English vocabulary easier than before using Quizizz. Third, Quizizz enables students to overcome the difficulties in

learning English vocabulary. Fourth, Quizizz motivates students to learn English vocabulary. Fifth, Quizizz enables students to modify their style of thinking by adhering to the game rules during the problem-solving process. Sixth, Quizizz provides features that are simple and easy to use. Seventh, Quizizz enables the class atmosphere to become more interactive. Eighth, Quizizz encourages students to compete with others. Ninth, learning with Quizizz is a pleasure way to learn English vocabulary in an enjoyable atmosphere. Lastly, Quizizz enables students to learn and add new English vocabulary.

Meanwhile, some of the students said that their vocabulary mastery has increased, they also enjoy the learning activity and actively participate while learning using Quizizz. The result of this study is in line with Suo, Suo, and Adam who concluded that a game provides pleasure, interest, and self-comfort from the interactive features. When they played a game, they enjoyed it and were motivated to study English. Other researchers investigated the effectiveness of Quizizz in improving students' learning experiences and found that students agree that Quizizz is simple to use; utilizing Quizizz in-class exercises is enjoyable, helps them recall course contents, and increases their passion in learning, said Zhao.[101]

B. SUGGESTION

The researcher has recommendations based on the preceding chapter's study findings for the following parties.

1. Next researcher

This study focused on media used by the teacher at SMPN 1 Surabaya to help students acquire vocabulary. If there is another researcher who would like to conduct research with the same topic, it will be better if they develop the topic for the senior high school aspect or choose other English skills.

2. English Teacher

---

[101] F. Zhao, "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom". *International Journal of Higher Education*. Vol. 8 No. 1, January 15, 2019, 38.

The teacher in this study has already used Quizizz as media to help students acquire vocabulary, and there are few schools that use Quizizz as media in both online and offline learning. So, the teacher can discuss and communicate with other teachers in different schools through MGMP about the quizzes in Quizizz, so the students can use new games and not just the ones that are commonly used.

3. School

The school plays a vital part in the learning process; in this situation, the school must encourage students to be more active, like studying, and be motivated to learn. In this instance, the school has to facilitate them such as by preparing a media, a preferable class, and enjoying the atmosphere of the school environment.

4. Government or Indonesian Ministry of Education

Online games become very popular since there is online class, it will make students addicted to online games. Through using educational games such as Quizizz in learning activities, especially in English, it will make students play games but with valuable goals. The government must use educational games to make the learning activity more interesting.

5. Students

Media in learning activities is very important. It influences and motivates students to learn, so by using online educational media they will be facilitated to learn.

REFERENCES

Abdellatif, Z. (2015) "Exploring students' perceptions of using powerpoint in enhancing their active participation in the EFL classroom action research study", *Journal of Literature, Languages and Linguistics*, 5(-), pp. 36-39.

Abdullah, Y. L. P. K., A. N. Abdullah, P. Govindasamy, and M. M. Yunus. (2019) "Learn Idioms the Fun and Mobile Way with Quizizz", *International Journal of Scientific and Technology Research*, 8(12), pp. 1749-1752.

Amato, P. A. Richard. (1996) Making it Happen: Interaction in the Second Language Classroom: from Theory to Practice. USA: Longman

Ayala, R.J. de. (2009) The Theory and Practice of Item Response Theory (New York: The Guilford Press.

Bahriah, E.S., Dewi, L.U., & Irwandi, D., (2021) "Pengaruh Media Penilaian Formatif Online Quizizz Terhadap Hasil Belajar Siswa Materi Sistem Periodik Unsur". *Jurnal Riset Pendidikan Kimia (JRPK)*. 11(1), pp. 19-26.

BAL, Samet, (2018) "Using Quizizz.com to Enhance Pre-intermediate students' vocabulary knowledge", *International Journal of Language Academy*, 6(3), pp. 295-303.

Basuki, Yudi., Hidayati, Yeni Nurmala. (2019) "Kahoot! Or Quizizz: the Students' Perspectives", *English Language and Literature International Conference (ELLIC)*, 8(1) pp. 1-11.

Bicen, Huseyin., - Senay Kocakoyun. (2018) "Perceptions of Students for Gamification Approach: Kahoot as a Case Study", *iJET (http://www.i-jet.org)*, 13(2), pp. 72-93.

Bruder, Patricia. (2015) "Game on: Gamification in the Classroom", *Education Digest,* 80(7), pp. 55-63.

Castro, Ruth B., Kimhachandra, Pariyanuch. (2019) "The Effects of Using Gamification in Enhancing the Medical Vocabulary Learning of English III Nursing Students at a Private University in Nakhon Pathom", *Christian University Journal*, 25(1), pp. 46-62.

Clark, Donald. (2006) *Games and e-learning*. Sunderland: Caspian Learning.

Creswell, John W. (2012) *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research.* London: Pearson.

Dalton, B. and D. L. Grisham, (2011) "eVoc Strategies: 10 ways to use technology to build vocabulary". *The Reading Teacher.* 64(-), pp. 33-43.

Dewi, I. S., and Pupung P. (2018) "The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment", *Advances in Social Science, Education and Humanities Research*, 254(-), pp. 102-106.

Enders, Brenda. (2013) *Gamification, Games, and Learning: What Managers and Practitioners Need to Know.* Santa Rosa: The eLearning Guild.

Gozcu, E. and C. K. Caganaga. (2016) "The Importance of Using Games in EFL Classroom", *Cypriot Journal of Educational Sciences*, 11(3), pp. 126-135.

Graves, M. F. - S. Watts- Taffe. (2008) "For the love of words: Fostering word consciousness in young readers", *The Reading Teacher*, 62(3), pp. 185-193.

Hakim, M. Farkhi Faishol. (2019) *The Use of Telegram to Facilitate Students Vocabulary Learning at SMPN 1 Surabaya.* Thesis. Surabaya: State Islamic University of Sunan Ampel Surabaya.

Hermagustiana, I., - D. Rusmawaty. (2017) "Technology for Vocabulary Instruction in EFL Classrooms: Support and Challenges", *Advances in Intelligent Systems Research (AISR)*, 144, pp. 137-143.

Hill, C., (2008) *Teaching with e-learning in the lifelong learning sector* (2nd Ed.). Glasgow: Learning Matters Ltd.

Huebener, Theodore. (1962) *Why Johnny Should Learn Foreign Languages.* Chilton: Chilton Company.

Jamaludin, Z., Syaharuddin., Ahmad., N. I. Sari., V. Mandailina, and D. Pramita, (2021) "Analysis of Students Responses to Online Learning Using Unified Theory of Acceptance and Use of Technology Model". *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan.* 12(1), pp. 75-82.

Jusuf, Heni. (2016) "Penggunaan Gamifikasi dalam Proses Pembelajaran", *Jurnal TICOM*, 5(1), pp. 1-6.

Karpin and Ai Mahmudatussa'adah. (2020) "Student Response – Based Learning: A Strategy for Improving Student Participation in Learning". *Innovation of Vocational Technology Education.* 16(1), pp. 42-52.

Kemp, J. E., Smellie, D. C., & Kemp, J. E. (1989). *Planning, producing, and using instructional media.* New York: Harper & Row.

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development.* Englewood Cliffs, NJ: Prentice Hall.

Larsen-Freeman, D., - Anderson, M. (2015). *Techniques and Principles in Language Teaching.* (3rd Ed.). New York: Oxford University Press.

Lestari, Tika Wahyu. (2019) "Kahoot! and Quizizz: A Comparative Study on The Implementation of E-Learning Application toward Students' Motivation", *Journal of English Language Teaching Learning and Literature*, 2(2), pp. 13-22.

Lim, C. P., Nonis, D., - Hedberg, J. (2006). "Gaming in a 3D multi user virtual environment: Engaging students in Science lessons". *British Journal of Educational Technology*, 37(2).

Lumley, D., and Bailey, G. (1991). "Improving Student Motivation". *Electronic Learning*, 11(3).

Mei, Suo Yan., Suo Yan Ju, and Zalika Adam. (2018). "Implementing Quizizz as Game Based Learning in the Arabic Classroom." *European Journal of Sciences Education and Research*, 5(1) pp. 208-212. DOI: 10.2478/ejser-2018-0022.

Musthofa, P. R. & Sujadi, A. (2019) "The Students' Perception of the Teacher's Apperception and Its Influence on Students' Initial Knowledge." *Journal of Physics: Conference Series.* 1465 012063 pp. 1-7. DOI: 10.1088/1742-6596/1465/1/012063

Nation, I. S. P. (2001) *Learning Vocabulary in another Language.* Cambridge: Cambridge University Press.

Patton, Quinn. (1990) *Qualitative Evaluation Method.* London: Sage Publications.

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103. (2014) tentang Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah

Pinter, A., (2006) *Teaching Young Language Learners.* Oxford: Oxford University Press.

Pitoyo, M.D., Sumardi, & Asib, A. (2019). "Gamification based assessment: A Test Anxiety Reduction through Game Elements in Quizizz Platform." *International Online Journal of Education and Teaching (IOJET),* 6(3), pp. 456-471. http://iojet.org/index.php/IOJET/article/view/626.

Priyanti, N. W. I., M. H. Santosa, and K. S. Dewi. (2019) "Effect of Quizizz towards the Eleventh-Grade English Students' Reading Comprehension in Mobile Learning Context", *Language and Education Journal Undiksha,* 2(2), pp. 71-80.

Purba, Leony Sanga Lamsari. (2019) "Peningkatan Konsentrasi Belajar Mahasiswa Melalui Pemanfaatan Evaluasi Pembelajaran Quizizz Pada Mata Kuliah Kimia Fisika I", *JDP*, 12(1), pp. 29-39.

Rahayu, I. S. D., - P. Purnawarman. (2019) "The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment", *Advances in Social Science, Education and Humanities Research*, 254(1), pp. 102-106.

Rahman, A. A., R. S. Roslan, N. Kamarudin, and M. Yakub. (2015) "The Effects of Gamification on the Students' Vocabulary Performance through Quizizz", *International Journal of Education and Research*, 3(5), pp. 179-186.

Reeves, T. C. (1998) *The Impact of Media and Technology in Schools. A Research Report prepared for The Bertelsmann Foundation.* United State of America: The University of Georgia.

Rice, R. E., and Bunz, U. (2006) "Evaluating a wireless course feedback system: the role of demographics, expertise, fluency, competence, and usage". *Studies in Media and Information Literacy Education*. 6(3), pp. 1-32.

Scott, W. A., - Ytreberg, L. H., (1990) *Teaching English to Children.* London, New York: Longman.

Subova, Alena. (2011) Thesis: *"Games in ELT"*. Olomouc: Palacky University Olomouc.

Sujarwo, (2010) "Peranan Guru dalam Pemberdayaan Siswa", *Dinamika Pendidikan Majalah Ilmu Pendidikan,* 17(1), pp. 1-10.

Uberman, A. (1998) The Use of Games: for Vocabulary Presentation and Revision. *English Teaching Forum.* 36(1).

Ur, Penny. (2012) *A Course in English Language Teaching.* Cambridge: Cambridge University Press.

Utami, Theresia Avila Tri. (2017) *Students Responses on the Use of Online Dictionary at SMPN 15 Yogyakarta.* Thesis. Yogyakarta: Sanata Dharma University.

Watty, K., McKay, J., & Ngo, L. (2016). Innovators or inhibitors? Accounting faculty resistance to new educational technologies in higher education. *Journal of Accounting Education*, 36, pp. 1-15. doi: 10.1016/j.jaccedu.2016.03.003.

Weinland, J. D. (1957). *How to Improve Your Memory*. New York: By Barnes & Noble, INC.

Wilkins, D. A. (1972) *Linguistics in Language Teaching.* Cambridge: MFT Press.

Williams, E., (1991) *Reading in the Language Classroom.* London and Basingstoke: Macmillan Publishers Limited.

Wulandari, Upik (2020) *The Use of Quizizz to Improve Students' Vocabulary Mastery in SMAN 1 Yogyakarta.* Yogyakarta: Sanata Dharma University.

Wulanjani, Arum Nisma. (2016) The Use of Vocabulary-Games in Improving Children's Vocabulary in English Language Learning. *Jurnal Transformatika.* 12(1).

Yin, Robert K. (2003) *Case Study Research: Design and Methods Third Edition.* London: Sage Publications.

Zhao, Fang. (2019) "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom", *International Journal of Higher Education (http://ijhe.sciedupress.com)*, 8(1), pp. 37-43. doi:10.5430/ijhe.v8n1p37.