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Improving young learners' vocabulary by using *quizizz* games

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ABSTRACT

This research underscores the importance of learning English from an early age to meet the demands of globalization, where English is essential for accessing global knowledge and technology. Vocabulary plays a pivotal role in developing speaking, reading, writing, and listening skills in English, and limited vocabulary can hinder language proficiency. Using Classroom Action Research (CAR), this study investigates the impact of the Quizizz game on improving English vocabulary in elementary schools. The results show a significant improvement, with the average score increasing from 60% in the pre-test to 94% after the first cycle, with most students exceeding the school's KKM (70%). Quizizz proved effective in boosting student interest and engagement through its competitive features and appealing design, creating a fun learning environment and reducing boredom. The tool also provides immediate feedback, helping both students and teachers track progress efficiently. The study suggests that game-based learning tools like Quizizz can enhance English vocabulary learning and motivation in elementary students. It offers practical guidance for teachers and contributes to the growing understanding of game-based learning in language education, laying the groundwork for future research in this area
Keywords: improving vocabulary, young learnes, Quizizz

ABSTRAK

Penelitian ini menyoroti pentingnya pembelajaran bahasa Inggris sejak usia dini sebagai respons terhadap globalisasi, karena bahasa Inggris menjadi kunci akses teknologi dan pengetahuan global. Kosakata memiliki peran krusial dalam berbicara, membaca, menulis, dan mendengar, sementara keterbatasan kosakata dapat menghambat kemampuan bahasa secara keseluruhan. Penelitian ini menggunakan metode Classroom Action Research (CAR) untuk menguji pengaruh permainan Quizizz dalam meningkatkan kosakata bahasa Inggris di sekolah dasar. Hasilnya menunjukkan peningkatan signifikan, dari pre-test 60% menjadi 94% setelah siklus pertama, dengan sebagian besar siswa melampaui KKM sekolah (70%). Quizizz terbukti efektif meningkatkan minat dan keterlibatan siswa melalui fitur kompetitif dan desain yang menarik, menciptakan suasana belajar yang menyenangkan. Siswa mendapatkan umpan balik langsung dan dapat memantau kemajuan mereka, sementara guru juga dapat memantau perkembangan belajar dengan lebih efisien. Penelitian ini merekomendasikan penggunaan alat pembelajaran berbasis game seperti Quizizz untuk meningkatkan efektivitas pembelajaran dan motivasi siswa. Selain itu, penelitian ini memberikan kontribusi pada pemahaman mengenai metode pembelajaran berbasis game dalam pendidikan bahasa dan membuka peluang untuk penelitian lebih lanjut di bidang ini.
Kata Kunci: ***Anak usia dini , Quizizz , meningkatkan kosakata***

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I. INTRODUCTION

The need for learning English from an early age, such as in elementary school, is increasingly essential in this era of globalization. English helps students access technology, and even at a young age, children are expected to compete in academic subjects. If elementary students fall behind in English, it may lead to a lack of self-confidence due to their inability to keep up with their peers (Maili, 2018). Thus, early exposure to English is vital for their development and future competitiveness.

Vocabulary is an integral part of language learning, and its mastery is fundamental to acquiring the four key language skills: reading, writing, speaking, and listening. Without a solid vocabulary, it becomes difficult for students to engage fully with the language, particularly in English, which is a foreign language for most learners. Therefore, vocabulary serves as the foundation for language acquisition and must be prioritized in language instruction.

Teaching vocabulary is critical in English language learning. According to Dwi (2017), teachers must focus on vocabulary as the first step because it is a basic skill required to achieve proficiency in other language competencies, such as writing, reading, speaking, and listening. Effective vocabulary teaching lays the groundwork for broader language skills and helps students build the necessary language foundation for future success.

However, despite teachers' best efforts, many students still struggle with vocabulary retention, especially when lessons are delivered monotonously (Darmawan & Fatmawati, 2019). Engaging students through interactive methods, such as games, can significantly improve vocabulary learning. For example, playing vocabulary games makes learning more enjoyable, especially for elementary students, who often find English challenging. When learning is engaging, students are less likely to feel overwhelmed and more likely to retain vocabulary (Khusniyah & Hakim, 2019).

Learning outcomes are a key measure of the success of any educational process. These outcomes reflect the knowledge, skills, and competencies students acquire (Utomo, 2020). Summative assessments, as described by Brown (2004), measure learning outcomes at the end of a learning phase, while formative assessments provide continuous feedback during the learning process. In a tense assessment environment, many students may feel anxious, which can affect their performance, underscoring the need for more relaxed and engaging evaluation methods.

The use of *Quizizz*, a game-based learning platform, has proven to be an effective tool for enhancing student engagement and learning outcomes. *Quizizz's* interactive and competitive features make learning fun, while its instant feedback helps students identify areas for improvement (Zuhriyah & Pratolo, 2020). Studies have shown that using *Quizizz* can improve students' attention, concentration, and overall learning outcomes (Setiawati, 2021). Its wide use in classrooms has demonstrated significant benefits, especially in improving vocabulary skills.

Focusing on SDN Kelayan Timur 11, this research explores how *Quizizz* can enhance vocabulary learning and boost students' motivation. The school's high interest in English presents a great opportunity to introduce innovative learning tools. By addressing the gap between student interest and traditional teaching methods, this research aims to make English learning more engaging and effective, ultimately improving students' vocabulary and overall language proficiency.

II. METHOD

This study aims to improve students' vocabulary using Classroom Action Research (CAR), specifically by integrating the Quizizz game into the learning process. CAR is designed to address and resolve problems within the classroom setting, as emphasized by Suyadi (2012). The primary goal of CAR is to enhance educational practices by improving teaching and learning outcomes. According to Kember (2012), action research is characterized by its focus on social practices, direct teacher-student interaction, and a cyclical process of planning, action, observation, and reflection. In this study, the cyclical nature of CAR allows for continuous improvement through multiple cycles, ensuring that teaching strategies are refined and adapted to meet the needs of students. This participatory approach, involving teachers and students, fosters collaboration and a shared commitment to enhancing educational practices and outcomes.

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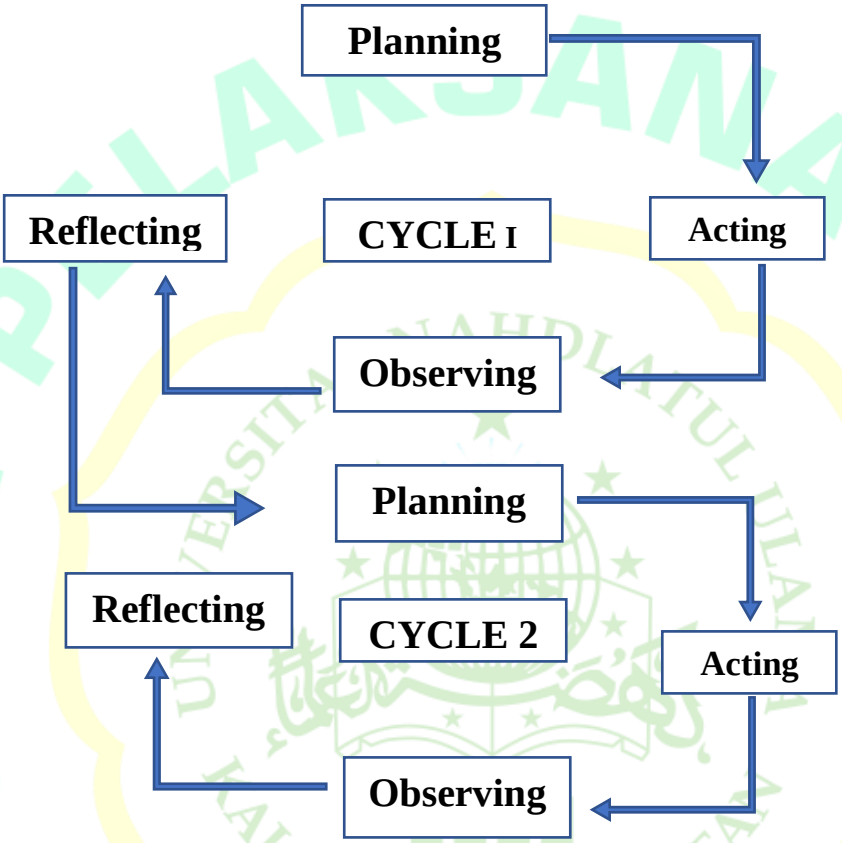
Figure

Kurt Lewin's Action Research



The research design for this Classroom Action Research is collaborative, involving the researcher working alongside the English teacher at SD Kelayan Timur 11. The researcher acted as the English teacher, implementing active learning strategies, while the English teacher served as an observer and collaborator, assisting in lesson planning, instruction, assessment, and data analysis. The research followed several stages:

1. Planning: The researcher developed lesson plans, gathered materials, established learning goals, and set success criteria for implementing the *Quizizz* game.
2. Acting: This phase involved conducting a pre-test, introducing the *Quizizz* game, addressing students' questions, and administering a post-test.
3. Observation: The researcher observed student behavior and engagement throughout the learning process, using field notes and assessing pre- and post-test results to evaluate success criteria.
4. Reflection: Finally, the researcher reflected on the observations and student performance to identify challenges and areas for improvement in future cycles.

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III. RESULT AND DISCUSSION

Tabel 02
Student Scores in Pre-Cycle and Cycle 1

No	Score category		The Number Of Students	
			Pre-Cycle	Cycle 1
1	Complete	100-90	0 Persons	5 Persons
		90-81	3 Persons	4 Person
		80-70	6 Persons	5 Persons
2.	Incomplete	<70	6 Persons	1 Persons

Based on the results of the Cycle 1 test, the students achieved an average score of 70. In this cycle, 6% of the students (1 person) scored in the lowest range of 50-69, while 33% of the students (5 people) were in the 70-80 range. Additionally, 26% of the students (3 people) scored between 81-90, and the remaining 33% (5 people) achieved scores in the 91-100 range. This indicates that 94% of the students (14 people) met the KKM score of 70, while only 6% (1 student) did not meet the KKM. These data demonstrate an improvement in learning outcomes in Cycle 1 compared to the pre-cycle results, as shown in Table 2 and Figure 4.

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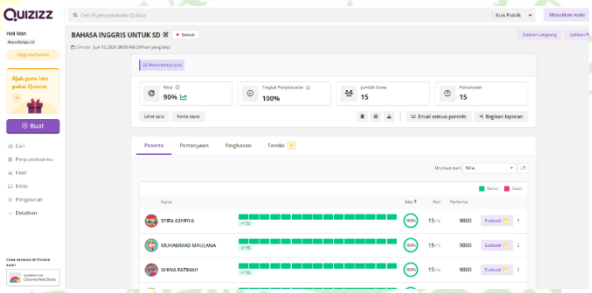

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Table 02. Student Scores in Pre-Cycle, Cycle 1 and Cycle 2 post test

No	Score category		The Number of Participants			
			Pre-Cycle	Cycle 1	Cycle 2	Post test
1	Complete	100-90	0persons	5persons	5persons	8person
		90-81	3persons	4persons	6persons	1person
		80-70	6persons	5persons	5persons	4person
2.	Incomplete	<70	6persons	1persons	1persons	1person

Based on the test results in Cycle 2, the number of students who did not complete the post-test was only 6%, a significant improvement compared to the 40% in Cycle 1. Meanwhile, 94% of students achieved passing grades, up from 60%. This increase in student learning outcomes, as shown in Table 3, indicates the success of the Classroom Action Research (CAR), having surpassed the success indicator of 90% completeness. Additionally, Figure 6 shows that 87% of students successfully reached the required proficiency level, with only 13% not meeting the expected outcomes. While further support will be provided for those students, the research was declared successful in

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improving student learning outcomes, with the data from Cycles 1 and 2 deemed sufficient to conclude the study, despite the potential for a Cycle 3 to test result consistency.

Discussion

Multiple studies have demonstrated the effectiveness of *Quizizz* in helping students master vocabulary, including its application in educational settings. This research aimed to evaluate the effectiveness of *Quizizz* in enhancing vocabulary acquisition among sixth-grade students at SDN Kelayan Timur. A pre-test was administered before the students used *Quizizz*, with an average score of 60%. After completing Cycle 1, there was a significant improvement, with an average score of 94%, exceeding the school's minimum competency criterion (KKM) of 70. However, since a few students still did not meet the required grades, Cycle 2 was implemented, during which some students achieved a perfect score of 100. These findings align with Agustin (2022), whose study also highlighted the positive impact of *Quizizz* on vocabulary mastery, particularly in understanding word forms, synonyms, and antonyms. *Quizizz* fosters student motivation and engagement, making vocabulary learning both effective and enjoyable, as shown by its ability to enhance student focus and retention. The positive student responses and improved learning outcomes underscore *Quizizz* as a valuable tool for both teachers and students.

IV. CONCLUSION (12 PT BOLD)

Multiple research investigations, including this study, have demonstrated the effectiveness of *Quizizz* in helping students master vocabulary, with data showing an improvement from an average pre-test score of 60% to 94% in Cycle 1, surpassing the school's minimum competency criteria (KKM) of 70; although a few students did not meet the required grade, further assessment in Cycle 2 led to some achieving perfect scores of 100, confirming *Quizizz* as a powerful and engaging tool for enhancing students' vocabulary retention, focus, and motivation, consistent with findings by Agustin (2022) and Brahmana (2022).

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