PENINGKATAN PENGUASAAN KOSAKATA BAHASA INGGRIS SISWA MELALUI MEDIA PEMBELAJARAN QUIZIZZ KUIS DI KELAS X IPS 1 SMA NEGERI 9 PANGKEP

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Abstrak

Media pembelajaran dalam kelas sangat berpengaruh bagi siswa dalam keberhasilan penguasaan materi pelajaran. Maka dari itu, sangat diharapkan kepada guru untuk menggunakan media yang menarik dalam pembelajaran, khususnya peningkatan penguasaan kosakata. Karena ini menjadi salah satu masalah yang seharusnya diatasi dengan baik. Penelitian ini bertujuan untuk menemukan apakah Quizizz mampu meningkatkan penguasaan kosakata Bahasa Inggris siswa atau tidak. Jenis penelitian yang digunakan dalam studi ini adalah Penelitian Tindakan Kelas (PTK). Subjek dari penelitian ini adalah kelas X IPS 1 SMAN 9 Pangkep, tahun ajaran 2022 / 2023 yang berjumlah 13 siswa. Penelitian ini terdiri dari dua siklus yang masing - masing terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Sedangkan teknis analisis data menggunakan teknik analisis deskriptif kuantitatif dan kualitatif. Instrumen yang digunakan ada dua yaitu lembar observasi dan tes. Hasil dari penelitian ini menunjukkan bahwa ada peningkatan dari pra siklus ke siklus I dan dari siklus I ke siklus II. Hal ini bisa dilihat dari nilai rata - rata tes diagnostik adalah 52,6, siklus I adalah 68,4, dan siklus II adalah 77,6. Selain itu, perhatian dan motivasi siswa terbantu dengan menggunakan Quizizz karena kuis yang diberikan melalui aplikasi Quizizz berbasis game. Namun, keterbatasan fasilitas dan Wi-Fi di sekolah menjadi penghambat dalam penggunaannya.

Kata Kunci: *Aplikasi Quizizz, media pembelajaran, kosakata*

Abstract

Learning media in the classroom is very influential for students in the success of mastering the subject matter. Therefore, it is highly expected that teachers use interesting media in learning, especially increasing vocabulary mastery. Because this is a problem that should be handled properly. This study aims to find out whether Quizizz is able to improve students' English vocabulary mastery or not. The type of research used in this study is Classroom Action Research (CAR). The subject of this study was class X IPS 1 of SMAN 9 Pangkep, academic year 2022/2023, with a total of 13 students. This study consisted of two cycles, each of which consisted of planning, implementing, observing and reflecting. While technical data analysis using quantitative and qualitative descriptive analysis techniques. There are two instruments used, namely the observation sheet and the test. The results of this study indicate that there is an increase from pre-cycle to cycle I and from cycle I to cycle II. This can be seen from the average value of the diagnostic test which is 52.6, cycle I is 68.4, and cycle II is 77.6. In addition, students' attention and motivation are helped by using Quizizz because the quiz given through the game-based Quizizz application. However, limited facilities and Wi-Fi in schools hinder its use.

Keywords: Quizizz Application, learning media, vocabulary

PENDAHULUAN

Education is a process of increasing human resources (HR), which encourages the government to make efforts to improve the quality of education. Education in Indonesia is far behind when compared to other countries. The low quality of education in Indonesia is caused by several factors, namely: the uneven distribution of teaching staff in schools, the lack of facilities and infrastructure, the inadequate amount of the budget, and the ineffective learning process.

The teacher's role as an actor in the learning process determines the success of the teaching and learning process. Learning takes place not only in the context of teacher-student interactions in formal classes, but also in teaching and learning activities where the teacher is not physically present; in other words, learning emphasizes student learning activities through planned efforts in manipulating learning resources to allow learning to take place.

Creative teachers must be able to use fun and interesting learning media for students because learning media is one of the determinants of the success of the teaching and learning process in the classroom. The use of media in the delivery of material is an important part of the education sub-component. Therefore, the teacher must choose the kind of media according to the condition of the subject matter, the level of student ability, or even the class or environment, and so on.

Based on the results of the observation, many problems were found. One of them is the problem of vocabulary mastery. The first problem is a lot of grammatical, spelling, and pronunciation errors. The second problem is that the majority of children do not understand the meaning of words. Another problem is that students are not interested in learning vocabulary because it is difficult to memorize, especially verbs, adjectives, and nouns, which students often forget the meaning of. In addition, this study found that students have a limited vocabulary and find it difficult to understand new words. Meanwhile, as we all know, vocabulary is an important part of the English language and is often used in language teaching and learning.

In order to meet the demands of digital literacy and improve vocabulary in X IPS 1 SMAN 9 PANGKEP, researchers tried to use Quizizz as an alternative learning medium. Quizizz app is an interactive medium that is fun, challenging, and fosters learning motivation for students. The use of Quizizz media as a learning medium for teachers is quite easy because teachers are only asked to prepare material in the form of questions and alternative answers in this application (Aini, 2019).

The concept in this study refers to game-based learning which is a game-based learning technique that can help increase the potential and quality of students' absorption of knowledge. According to Dellos, R (2015), states that game-based learning is a tool that can help students solve problems, improve critical thinking, and make assessments in the learning process.

In the 2022/2023 academic year, the use of interactive applications to attract students' attention remains minimal at SMAN 9 PANGKEP. Teachers only use blackboard media and PowerPoint to explain material to their students. During learning activities, the teacher always asks students questions to see if they are paying attention to the lesson. But when the teacher gives questions, the students' responses are less enthusiastic about answering questions because English lessons are considered boring and unpleasant.

Based on the problems found, the researcher is interested in providing a solution by using the Quizizz application as a learning tool for teaching vocabulary. In addition, the Quizizz application is also able to foster student activity.

LITERATURE

A. Quizziz

Quizizz is an interactive and engaging digital technology-based platform for students. Especially in learning from home today, the use of technology-based media is an integral part of learning so that it can take place without being boring and have maximum learning outcomes (Kurniawan & Huda, 2021). In addition, giving exercises using Quizizz media makes students more enthusiastic and motivated to learn so as to increase student understanding (Annisa & Erwin, 2021).

Quizizz is a digital platform that helps students understand learning in a fun way by utilizing their devices. With the use of gadgets, students will be more interested, and the implications of Quizizz are in line with the characteristics of today's students, who predominantly use smartphones in their daily lives. Learning media through adequate technology by applying this game-based quiz application is considered more effective in supporting student learning outcomes. There are several interesting features in it that can be accessed by students. The implication of the Quizizz application is that it not only aims to create interactive learning but can also foster student learning motivation. Game-based learning has good potential to be used as an effective learning medium because it can stimulate both visual and verbal components (Dewi, 2018).

In line with that, in order to create learning objectives and learning outcomes as expected, various learning media are worth trying, one of the learning media innovations that can be applied is the Quizizz application. The Quizizz application is a game-based online learning media that uses a fun system to help students understand learning and improve student learning outcomes. The lecture learning method, with educators delivering material directly through the media, will result in boring learning, which is obviously ineffective for achieving fun educational goals for students.

Media Quizizz shows its strengths by presenting various features that are packaged in an attractive way. It will be more varied and efficient. A significant advantage is that there are components that can improve memory, such as animation, so that students are able to store and collect material in a given memory for a longer period of time than using conventional educational methods (Indrawan et al., 2016). As an evaluation medium, the Quizizz application has various advantages. Evaluation of learning through Quizizz can make it easier for educators to assess learning in depth and objectively. As well, there is statistical data on the abilities of students, the results of which will be used as a benchmark for further evaluation. Meanwhile, the benefits of the Quizizz media for students include the presentation of interesting questions in addition to interesting learning. Working on questions has a time limit so that students can learn to manage time and think quickly and precisely when working on questions given by educators. Aside from that, a distinct and appealing appearance prevents students from becoming bored and allows them to grasp information more quickly. So that it will foster motivation to learn and the realization of learning objectives.

In addition, it is also hoped that the implementation of Quizizz can increase student understanding of learning so that student learning outcomes will also increase. According to Arsad (2015) in (Setiawan et al., 2019) state that, in addition to arousing student motivation and interest, teaching media can also help students improve understanding, present data in an interesting and reliable manner, facilitate the interpretation of data, and

condense information.

B. Learning Media

Suwana et al., (2005) in (Pendidikan & Rasyid, 2021), argued that "media" is the plural of "medium," which means intermediary. While the opinion of Sri Anitah (2007) suggests that learning media can be interpreted as something that conveys learning messages from the sender of the message to the recipient of the message. The Association for Educational Communications and Technology (AECT, 1997) defines media as any form used to convey information. Another opinion was expressed by Sudarwan Danim (1994: 7) in (Subarno, 2018), media in education is a set of tools or equipment used by teachers in order to communicate with students.

In line with the use of learning media, the purpose of learning media in general, according to Lestari Ariani, & Ashadi (2014) is to assist teachers in conveying messages or subject matter to their students so that messages are easier to understand, more interesting, and more fun for students. While the specific goals of using instructional media are as follows: 1) provide different and varied learning experiences to stimulate students' interest in learning; 2) cultivate certain attitudes and skills in the field of technology; 3) create learning situations that students will not easily forget; 4) create an effective learning situation; and 5) provide students with learning motivation (Rahmatia et al., 2017).

C. Vocabulary

Interactive media can help students remember vocabulary. Vocabulary is word that have meaning and can be used to create new sentences that will be communicated to others (Rahmawati, 2014). Vocabulary (English: vocabulary) is "a set of words that are known by a person or other entity, or are part of a particular language" (Febriyanto & Yanto, 2019). Vocabulary or language knowledge is a collection of words or phrases that are usually arranged sequentially and translated (defined) (Surakarta et al., 2022). Therefore, "vocabulary" is defined as the set of all words understood by that person or all the words that are likely to be used by that person to construct new sentences.

According to Tarigan (2011: 23) in (Ningsih & Andriyani, 2021), there are four ways to test vocabulary, namely as follows. Identification, which the student responds verbally or in writing by identifying a word according to its limits or usage. Multiple choice, in which the student chooses the correct meaning for the word being tested from three or four constraints. Matchmaking, namely words that are tested, is presented in one line, and the boundaries to be matched are presented haphazardly in another line. Actually, this is another form of a multiple-choice exam. Checking, namely the student checking the words he knows or does not know. He is also required to write down the boundaries of the words he examines.

The significance of vocabulary learning in improving and developing students' language skills makes it increasingly important to take it more seriously and purposefully (Pramesti, 2015). This is due to the fact that there are still many students who experience difficulties in learning English. In simple terms, vocabulary acquisition can be defined as the amount of vocabulary in a language that contains information about the meaning, form, and use in the context of communication. The first thing students need to acquire before learning English is basic knowledge. Vocabulary learning is a major problem in learning English because it is composed of the basic components of English sentences

RESEARCH METHOD

A. Research Design

The type of research used in this study is classroom action research. Classroom action research is research conducted by the teacher in the classroom (school) where he teaches with an emphasis on perfecting or improving learning processes and praxis (Chotibuddin, 2018). This research is a cyclical study. According to Kemmis Mc. Taggart, there are 4 stages namely; 1) Develop a plan of action (planning). Which explains what it's about; why; when; where; by whom, and how the action was carried out. 2) Implementation of the action or implementing the action in class. 3) Observation is the implementation of observations by observers. 4) Reflection is an activity to restate what has happened.
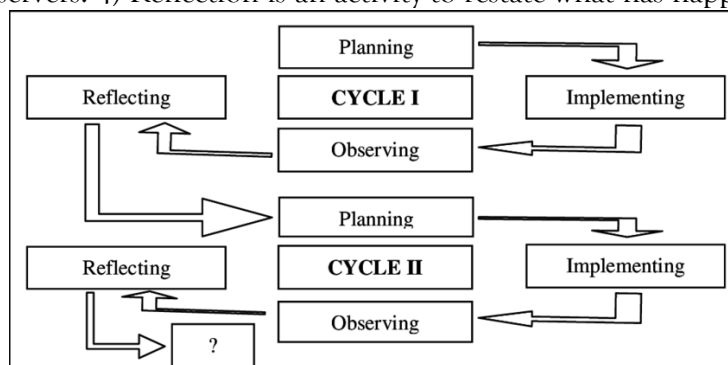
Picture 1. Stages of Classroom Action Research

This research is described in the form of quantitative and qualitative descriptive.

B. Location and Research Subject

This research was conducted at UPT SMAN 9 Pangkep which is located on Jl. Pasar Baru, Talaka Village, Ma'rang District, Pangkajene Islands Regency, South Sulawesi Province. The subjects of the study were class X IPS 1 that consist of 13 students, 6 men and 7 women in the 2022/2023 school year. This research was conducted on 25 August - 14 October 2022.

C. Data Collection

To obtain the data needed in this study, researchers made initial observations. This technique is used to develop instruments to be tested. The researcher conducted a test at the end of each cycle. The test is an instrument used to measure students' ability to master English vocabulary.

D. Data Analysis

Data analysis was carried out to translate the types of data from observations and tests into qualitative and quantitative data in descriptive form, the data is as follows:

1. Observational data about teacher activities in teaching and students' activities in learning

2. Data on student learning outcomes to determine students' ability to understand the material.

Analysis of data on the results of learning tests descriptively aims to describe the completeness of student learning outcomes. To analyze the results of the study test results, learning mastery was used based on the 2013 Curriculum implementation instructions. To determine the completeness of sociology learning outcomes for class X Ips 1 students of

SMAN 9 Pangkep, the formula can be used:

P = $\frac{fx}{N}$ 100 %

Description:

P: completeness of student learning outcomes classically

F: the number of students who scored > 70

N: number of students

In this Classroom Action Research (CAR), the researcher sets standards in accordance with the KKM is 70 that applies in schools with a standard score.

RESULTS OF IMPLEMENTATION AND LEARNING

A. Results of Implementation

The learning process was carried out in six meetings in class X IPS 1 of SMAN 9 PANGKEP using Quizizz media. By using this learning media, students are quite active in class and are also very supportive of learning, especially in vocabulary mastery because the use of this media is not boring because students learn while playing games. Therefore, it is easier for students to understand and remember the vocabulary given. Following are the results of the assessment of learning activities carried out during three tests, namely the diagnostic test, the first cycle test and the second cycle test.

Table 1. Students' English Vocabulary Mastery Score

No	Name	Pre Cycle	Cycle I	Cycle II
1	AN. A	80	95	95
2	AM	35	60	65
3	AR	40	65	90
4	L	50	55	70
5	M. ISR	50	90	90
6	M.Y	70	80	70
7	N	55	60	95
8	NH	35	55	70
9	NU	20	30	50
10	R	75	80	90
11	RAN	60	70	75
12	S	40	60	60
13	W	75	90	90
Mean		52,6	63,5	72,1

1. Quantitative Analysis

a. Descriptive of Diagnostic Test Result

Before conducting Cycle I, we conducted a diagnostic test in the form of multiple choice among 20 numbers to test the level of students' vocabulary mastery related to the material. Due to the low mastery of the students' English vocabulary, the results of the diagnostic test showed that the students' scores were below the Kriteria Ketuntasan Minimal (KKM). The mean score of the diagnostic test can be seen in the table below.

Table 2. Diagnostic Test Results

N	Min	Max	Total	Mean

| 13 | 20 | 80 | 685 | 52,6 |

From the data above, it can be seen that the mean score of the diagnostic test results is 52.6. The highest score is 80, and the lowest score is 20. Based on these average scores, it is concluded that many students have grades that have not been completed or are below the KKM standard of 70. In other words, the English vocabulary mastery of students in class X IPS 1 SMAN 9 PANGKEP still very low. Therefore, researchers need to improve students' vocabulary mastery in the next cycle.

Table 3. Frequency Distribution of Diagnostic Tests

No	Score	Frequency	Percentage (%)	Category
1.	0 - 54	7	54	Very low
2.	55 – 69	2	15	Low
3.	70 – 84	4	31	Moderate
4.	85 – 100	0	0	High
Total		13	100	

Based on the table above, it shows the frequency distribution data for diagnostic tests. The score ranges are categorized into four categories. The number of students who scored below the KKM was still large, namely around 69%, while only 31% had achieved the KKM. Therefore, it can be concluded that the diagnostic test results of students are very low.

b. Descriptive of Cycle I Test Results

Seeing that the results of the diagnostic test showed that the students' average score in vocabulary mastery was still very low or below the KKM score, the students were given action. The action given is to use Quizizz learning media to help students improve vocabulary mastery. After giving the action for two meetings, the researcher gave a test in the form of a multiple choice of 20 numbers, directly looking for the meaning or definition of the word in question.

Table 4. Cycle I test results

N	Min	Max	Total	Mean
13	30	95	890	68,4

Based on the table above, it can be seen that the average score of the first cycle test was 68.4, which means that there are still many students who have not reached the KKM score. The lowest score is 30, while the highest score is 95. The frequency distribution of cycle I can be seen in this table.

Table 5. Distribution of cycle I frequency

No	Score	Frequency	Percentage (%)	Category
1.	<54	1	8	Very low
2.	55 – 69	6	46	Low
3.	70 – 84	3	23	Moderate
4.	85 – 100	3	23	High
Total		13	100	

Based on the table above, it shows the frequency distribution data for cycle I test results. The number of students who scored below the KKM was still large, namely around 54%, while only 46% had achieved the KKM. So, it can be concluded that the students' vocabulary mastery has increased, even if just a little.

c. Descriptive of Cycle II Test Results

In cycle II, the action was carried out in two meetings and one meeting for the test. The form of the test given is multiple choice with 20 numbers that differ in form from the first cycle instrument is completing the sentence in question with choices a, b, c, d, and e which are the vocabulary that will be matched to complete the sentence. The results of the second cycle test are as follows:

Table 6. Cycle II test results

N	Minimum	Maximum	Total	Mean
13	50	95	1010	77,6

Based on the results of the cycle II test above, it is known that the mean score has reached 77.6 which is already above the KKM score. The distribution of cycle II frequency can be seen from the table below.

Table 7. Distribution of cycle II frequency

No	Score	Frequency	Percentage (%)	Category
1.	<54	1	8	Very low
2.	55 – 69	2	15	Low
3.	70 – 84	4	31	Moderate
4.	85 – 100	6	46	High
Total		13	100	

From the table above it can be seen that the percentage of student achievement below the KKM is around 23% and those who have achieved the KKM score are around 77%. From the results obtained from cycle II, there was an increase of 31% from the score of cycle I.

d. Comparison of the results of the percentage of completeness cycle I and cycle II

From the results of each cycle, there is an increase in the percentage after the implementation of the action. Following are the results of the completeness comparison of each cycle.

Table 8. Comparison of the percentage of completeness cycle I and cycle II

Percentage	Category	Cycle I		Cycle II	
		Frequency	Percentage (%)	Frequency	Percentage (%)
0-69%	Incomplete	7	54%	3	23%
70-100%	Complete	6	46%	10	77%
Total	13	100%	13	100%	

The table above shows that the frequency of incompleteness in cycle I was 7 and the other 6 were completed from 13 students. The frequency of incompleteness from cycle I decreased in cycle II. In cycle II, only 3 students did not complete, while 10 others did. Therefore, it can be concluded that the use of the Quizizz application can improve students' vocabulary mastery.

2. Qualitative Analysis

Data on student activities in English learning were collected using observation sheets from each cycle. The descriptive information about student activities while participating in the learning process in cycle I and cycle II are shown in the following table:

Table 9. Data of Students' Activity

No	Student Activity	Cycle I			Cycle II		
		1	2	3	1	2	3
1	Jumlah siswa yang hadir	17	19	16	19	20	15
2	Siswa memperhatikan penggunaan media yang diterapkan guru	11	14	14	15	18	15
3	Siswa mengartikan kosakata yang terdapat pada media pembelajaran	6	8	7	9	6	5
4	Siswa melafalkan kosakata dengan bantuan guru	7	6	4	12	15	15
5	Siswa membaca kosakata sesuai dengan contoh yang diberikan	12	15	15	15	18	15
6	Siswa menuliskan kosa kata dalam buku tulis masing-masing.	8	7	8	8	8	9
7	Siswa menggunakan kosakata dalam pembelajaran di kelas	2	4	5	5	7	6

a. Cycle I

During Cycle I of research, the activities of each student in relation to English lessons were recorded. The student activity was obtained from the observation sheet at each meeting, which was recorded in each cycle. The observation sheet is used to determine changes in student activity during the teaching and learning process taking place in class.

The student activities in cycle I are as follows:

1. There are still many students who do not attend lessons either absent, without explanation, or with permission.
2. Students pay less attention to the teacher's use of media.
3. The activeness of students in interpreting, pronouncing, and reading the given vocabulary is still in the medium category.
4. When it comes to keeping track of the newly acquired vocabulary, few do.
5. Students who use vocabulary in class during learning are still lacking.

b. Cycle II

During the research, apart from an increase in English vocabulary in cycle I and cycle II, a number of changes occurred in each student's attitude toward English lessons. These changes were obtained from the observation sheet in each cycle. The purpose of the observation sheet is to determine changes in students' attitudes during the teaching and learning process.

The increase and change in student activity in cycle II are as follows:

1. The attendance of students is increasing, and the enthusiasm to pay attention to the lesson is increasingly visible, although there are still some students who occasionally attend while doing other activities while the teacher is explaining. Seriousness and attention to learning have been seen when using interactive learning media.
2. The activeness of students in interpreting, pronouncing, and reading vocabulary has increased.
3. Students have recorded and tried to use English vocabulary in their learning.

B. Discussion

Based on the results of classroom action research conducted in two cycles using the Quizizz application as a learning medium to improve students' English vocabulary mastery, there was an increase. The KKM in English subjects that has been set is 70. This increase can be seen from the students' average scores before the action, namely the results of the diagnostic test, which is 52.6 which is still below the KKM score. The number of students who scored below the KKM was still large, namely around 69%, while only 31% had achieved the KKM. Based on the results of this diagnostic test, an action was taken to improve students' vocabulary mastery.

The average score of the students' vocabulary in cycle I was 68.4. This means that there is an increase in the average score. The number of students who scored below the KKM was still large, namely around 54%, while only 46% had achieved the KKM. However, it has experienced an increase even though it is still low and has not yet reached the KKM score.

Meanwhile, teaching and learning activities have been carried out well, even though there are several obstacles that occur that must be resolved. For example, some students still seem confused when playing the Quizizz game, and they need clear instructions. However, there were some students who passed the KKM score because they listened carefully to the instructions explained by the researcher. Some students also really enjoy learning using Quizizz. Therefore, there should be more efforts to improve students' vocabulary mastery through Quizizz. It needs to be improved again in the next cycle.

In cycle II, the researcher modified the previous lesson plan based on the results of the reflection phase in the first cycle. There is no significant difference from the previous learning plan. At the first meeting in cycle II, the situation in class was better than in cycle I, students were more focused on listening to the teacher's explanation during the learning process. Some of them were also more active in answering questions given by the teacher.

In the second cycle of action, the researcher made improvements and held a test at the end of cycle II regarding students' vocabulary mastery, which was different from cycle I. However, in this second cycle, the researcher is expected to be slower in explaining the use of Quizizz so that students are not confused about the instructions given. researcher. In addition, researchers are still preparing field notes to record class activities, and cycle II tests to collect data. Based on the results of the students' vocabulary tests, there was a better improvement in the students' abilities. The average score has reached 77.6, which means that it has reached the KKM score. The percentage of completeness has reached 77% of 13 students. This shows that the success criteria have been achieved. Therefore, the researcher decided to stop Classroom Action Research (CAR) because it was successful.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of Classroom Action Research (CAR) in class X IPS 1 SMAN 9 PANGKEP, we can conclude that using Quizizz as a learning medium can improve vocabulary mastery and help them remember their English vocabulary. This is because Quizizz is a game-based learning media that makes them more interactive and interested in learning.

There are several factors that hinder and support the implementation of the use of Quizizz games in teaching vocabulary. Inhibiting factors when using Quizizz in learning

vocabulary include limited school facilities such as LCD, speakers, and Wi-Fi; some students don't pay attention to the teacher and many students also don't have cellular data. There are also several factors that influence the successful use of Quizizz media in the learning process, including many students who have high motivation and attention.

B. Suggestion

Based on this research, we propose several suggestions:

1. For students to further improve vocabulary mastery, because the more we master vocabulary the more we can master English which is an international language.
2. School principals need to monitor and foster the impact of Classroom Action Research (CAR) activities, as material for assessing progress that has been achieved, so that what is found in CAR can be implemented in the implementation of learning in schools.
3. Seeing the research results obtained through the application of Quizziz learning media is very good, it is expected that English teachers can apply this learning media in the learning process.

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