IMPROVING STUDENT'S VOCABULARY MASTERY BY USING QUIZIZZ APPLICATION AT SEVENTH GRADE STUDENTS OF SMP NEGERI 6 TERBANGGI BESAR

(Undergraduate Thesis)

By

Tiyur Dwi Atmojo

2113042038

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

LAMPUNG UNIVERSITY

2025

IMPROVING STUDENT'S VOCABULARY MASTERY BY USING QUIZIZZ APPLICATION AT SEVENTH GRADE STUDENTS OF SMP NEGERI 6 TERBANGGI BESAR

By

Tiyur Dwi Atmojo

(Undergraduate Thesis)

Submitted in a Partial Fulfillment

Of the Requirement for S-1 Degree

In

The Language and Arts Department

of Teacher Training and Education Faculty

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

LAMPUNG UNIVERSITY

2025

ABSTRACT

IMPROVING STUDENT'S VOCABULARY MASTERY BY USING QUIZIZZ APPLICATION AT SEVENTH GRADE STUDENTS OF SMP NEGERI 6 TERBANGGI BESAR

By

TIYUR DWI ATMOJO

This study investigates the effect of Quizizz application on improving vocabulary mastery among seventh-grade students at SMP Negeri 6 Terbanggi Besar. A total of 31 students from class VII A participated in the study. Three treatment sessions were conducted using Quizizz application. A pretest-posttest design was employed, with 40 multiple choice questions, and data were analyzed using the Wilcoxon Signed-Rank Test. Based on the results of the Wilcoxon Signed-Rank Test, the p-value indicates statistical significance because $p < 0,05$. This means there is a significant difference between pretest and posttest scores that the treatment (Quizizz) has an effect on improving vocabulary mastery. These data indicate that the Quizizz app is a useful media for teach vocabulary in grade seven students.

Keywords: *Quizizz application, vocabulary mastery, seventh-grade, quiz-based technology learning.*

Research Title : **IMPROVING STUDENT'S VOCABULARY MASTERY BY USING QUIZIZZ APPLICATION AT SEVENTH GRADE STUDENTS OF SMP NEGERI 6 TERBANGGI BESAR**
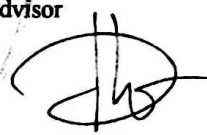
Student's Name : **Tiyur Dwi Atmojo**

Student's Number : **2113042038**

Study Program : **English Education**

Department : **Language and Arts Education**

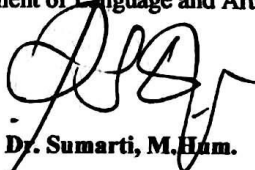Faculty : **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor   Co-Advisor

Prof. Dr. Cucu Sutarsyah, Dip. TESL., MA.   **Dian Shafwati , S.Pd., M.Pd.**
NIP 195704061986031002   NIP 198909132019032012

The Chairperson of
The Department of Language and Arts Education

Dr. Sumarti, M.Hum.
NIP 197003181994032002
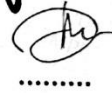
ADMITTED BY

1. Examination Committee

   Chairperson   : **Prof. Dr. Cucu Sutarsyah, Dip. TESL., MA.**
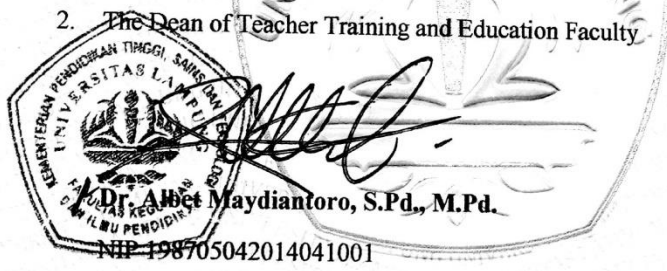
   Examiner   : **Dr. Feni Munifatullah, M.Hum.**

   Secretary   : **Dian Shafwati, S.Pd., M.Pd.**

2. The Dean of Teacher Training and Education Faculty

   Dr. Albet Maydiantoro, S.Pd., M.Pd.
   NIP 198705042014041001

Graduated on: **April 15th, 2025**

LEMBAR PERYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Tiyur Dwi Atmojo

NPM : 2113042038

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : IMPROVING STUDENT'S VOCABULARY MASTERY BY USING QUIZIZZ APPLICATION AT SEVENTH GRADE STUDENTS OF SMP NEGERI 6 TERBANGGI BESAR

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertebtu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa peryataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

Bandar Lampung, 15 April 2025

Tiyur Dwi Atmojo
NPM 2113042038

CURRICULUM VITAE

Tiyur Dwi Atmojo, the second daughter of Ponco Atmojo and Umiyati, was born on November 19th, 2002 in Bandar Mataram, Central Lampung. She started her schooling at SDS 01 Gula Putih Mataram and finished in 2015. She then continued her studies at SMP Gula Putih Mataram, graduating in 2018, before moving on to SMAS Sugar Group, where she graduated in 2021. In the same year, she was admitted into the English Education Study Program at the University of Lampung's Teacher Training Education Faculty. Her academic experience involves conducting research for her undergraduate thesis, focusing on the effectiveness of Quizizz application in improving students' vocabulary mastery.

MOTTO

"It is during our darkest moments that we must focus to see the light."

— Aristotle

DEDICATION

This thesis is committed to my loved ones, particularly my parents, for their unwavering support and encouragement. I also thank my friends for their belief in me, making the journey joyful and memorable.

ACKNOWLEDGEMENTS

CONTENTS

LIST OF APPENDICES

LIST OF TABLES

I. INTRODUCTION

This chapter will be divided into six parts of the discussion which deals with several points i.e., background, research question, research objective, uses of the research, scope of the research, and also the definition of terms in order to provide explanation of this research.

1.1 Background

For numerous individuals, mastering a foreign language brings both pride and confidence. This concept signifies not only a comfortable command but also the effective utilization of a skill. Mastery of a target language encompasses more than merely comprehending vocabulary; it can also suggest an advantage over others who communicate in that language. Language mastery consists of four essential skills: reading, writing, speaking, and listening. Laufer (1997) emphasizes the importance of learning vocabulary, as it is necessary for language understanding and output. Therefore, vocabulary serves an essential role in facilitating the four language skills.

Vocabulary instruction should be an integral part of classroom activities, holding equal importance to other skills like listening, speaking, reading, and writing (Cameron, 2002). Students with a limited vocabulary may experience interruptions in their language skills (Gass and Selinker, 2001). A student's poor English vocabulary mastery can hinder their ability to choose appropriate words, even if they are proficient in sentence structure. So, vocabulary mastery is a crucial tool for second language learners, since a limited vocabulary can obstruct effective communication. Furthermore, mastering vocabulary enables learners to express their messages clearly and accurately, thereby preventing miscommunication (Fauziati, 2015).

The existing level of vocabulary mastery among seventh-grade students at SMP Negeri 6 Terbanggi Besar is generally inadequate, which negatively impacts their overall language proficiency. Based on the interview with an English teacher for grade seven at SMP Negeri 6 Terbanggi Besar, there are reasons why their mastery of English vocabulary is still lacking. First, the perception among

students that English is a difficult subject to understand causes the lack of interest in learning English. Second, the lack of direct interaction with peers and teachers makes students feel less confident and incapable when asked to express their opinions or attempt communication in English. Therefore, these shortcomings also discourage students from practicing English words which is the most important thing in learning English and affect students' English communicative skills. One example, in writing, they still have difficulty conveying simple messages using English vocabulary. The teacher has taken several steps to address these problems, such as approaching the students to ask about the challenges they face during the English learning process. The teacher has also implemented various teaching methods to make students more active, enthusiastic, confident, and perceive English as an enjoyable subject. One of these methods is asking about real-life topics related to the students, such as their hobbies or daily activities before starting the lesson. However, learning strategies are still needed to make students more active and enthusiastic in learning English, especially in expanding their English vocabulary mastery so the students can express their opinions and communication in English better.

Developments in the digital era have influenced the world of education, especially in learning activities that require active involvement of students in developing 21st century skills through learning innovation and the use of technology. Technological advancements in recent decades have opened up new options beyond teaching approaches and tactics (Seferoglu, 2010). According to Pavlik (2015), technologies have resulted in important changes in the process of teaching and learning. Quizizz is one of a technology based learning application that revolutionizes classroom assessments. Designed to enhance student engagement and learning outcomes, Quizizz offers educators some features that is easy to use and understand to create and administer interactive quizzes (Medvedovska et al., 2016). Quizizz incorporates elements that transform learning into an immersive and enjoyable experience for students. Quizizz's intuitive design and customizable features enable educators to create personalized learning experiences based on their students' needs and learning objectives.

There are several previous studies that discuss the use of Quizizz. A previous study conducted by Pusparani's (2021), examine the influence of Quizizz to improve the students' vocabulary mastery. The result of the study showed that the use of Quizizz platform as asynchronous learning can improve students' vocabulary mastery. In addition, Imran et. al. (2023) showed that the use of Quizizz can improve the vocabulary mastery among tenth-grade students. The study found that this approach not only improved students' vocabulary but also provided a fun and effective learning experience. Based on the findings of the two prior research studies, it is clear that a consensus among nearly all participants was reached, affirming that the utilization of Quizizz application can significantly enhance English vocabulary. Therefore, the integration of Quizizz in EFL classroom is recommended by this study.

Based on the explanation above, the students' limited English vocabulary is influenced by their lack of interest, insufficient interaction with peers and teachers. Thus discouraging students from practicing and restricted their progress in mastering vocabulary, all of which contribute to their struggles in understanding, using, and feeling confident with the language. Therefore, the researcher decides utilizing the Quizizz app to enhance and help students' mastery in English vocabulary.

1.2 Research Question

Based on what has been written in the background of the study, the researcher formulates the problems as follow:

- Is there a significant difference in student's vocabulary mastery before and after being taught using Quizizz application at SMP Negeri 6 Terbanggi Besar?

1.3 Research Objectives

In relation to the research question above, the aim of the study is to determine whether there is a significant difference in students' vocabulary mastery before and after being taught using Quizizz application at SMP Negeri 6 Terbanggi Besar.

1.4 Uses of The Research

The researcher believes that this study will make significant contributions to the field of English language instruction, including theoretical, practical, and academically aspects. The findings are expected to support previous hypotheses about the effectiveness of using the Quizizz application for vocabulary education. On a practical level, this research is expected to benefit English teachers, students, and educational institutions.

1. The Teachers

   Teachers will have a broader range of practical approaches for increasing their students' writing, especially in vocabulary aspect.

2. The Student

   Students, in turn, are expected to benefit from an enhanced learning experience enabled by the Quizizz application, resulting in improved vocabulary abilities.

3. The School

   Schools can use the study's findings to employ a variety of approaches and procedures for improving the quality of language training.

Finally, the researcher expects that this work will be academically relevant, providing as a reference point for future research endeavors in related domains, and therefore contributing to the growth of academic discussion in the subject.

1.5 Scope of The Research

Based on the background of the study, the researcher limited this research to the effort of improving student's vocabulary mastery by using Quizizz application. The researcher focuses the content words of vocabulary such as noun, adjective, verb, and adverb. The researcher took cluster random sampling in grade 7 of SMP Negeri 6 Terbanggi Besar which consists of 31 students' sample in 7A class. The materials will be adjusted for writing class which more emphasize on vocabulary aspect, using quizizz application.

1.6 Definition of Term

To avoid misunderstandings, terms are defined below:

Vocabulary: is the entire amount of words required to transmit ideas and represent the speaker's meaning.

Quizizz application: is one of a game based learning application that revolutionizes classroom assessments. Quizizz offers educators a user-friendly interface to create and administer interactive quizzes, surveys, and polls.

The discussion of these terms concludes the first chapter, which elaborates on the background, research questions, research objectives, uses of the research, scope of the research, and definitions of terms. The next chapter delves into the theories and prior studies that support this research.

II. LITERATURE REVIEW

This chapter will be divided into eight parts of the discussion which deals with several points, there are definition of vocabulary, types of vocabulary, teaching vocabulary, aspects of vocabulary, concept of Quizizz application, related research study, theoretical assumptions and hypothesis in order to provide more information of this research.

2.1 Definitions of Vocabulary

There are several definitions of vocabulary according to experts. According to Schmitt (2000), vocabulary consists of many different kinds of words. Some are short, some are long, some are old, and some are new. Some words have one clear meaning, some have many meanings, and some carry positive or negative feelings. Some words are used often, while others are rarely used. Furthermore, according to Lehr et al. (2005), vocabulary is the collection of words that a person learns and uses in a specific language. It is a crucial component of language learning and development of literacy. Similar to Lehr et al., Hatch and Brown (1995) states that vocabulary is a set of words for a particular language that individual speaker of a language might use. In agreement with this, Murcia (2001) states that vocabulary plays a crucial role in learning any language, whether it is a first, second, or foreign language.

Mastering vocabulary is crucial for learning English as it enables access to a greater range of information (Schmitt, 2000 cited in Rahmah et.al, 2023). According to Porter (2001), mastery is the ability to fully grasp or comprehend something and use it without any problems. Students study spelling and pronunciation in addition to word meanings as they work to expand their vocabulary. Align with that, according to Pavita (2021), developing vocabulary is crucial for foreign language learners to improve their ability to talk, listen, write, and read effectively.

Therefore, vocabulary mastery refers to an individual's ability to comprehend and master words. In addition, Vossoughi and Zargar, (2009) state that communication will be challenging and meaningless without master in vocabulary and a lack of

meaning comprehension. Accordingly, a person can improve their ability to communicate and articulate their views by expanding their vocabulary mastery.

Based on the definition above, it can be concluded that vocabulary defined as a set of words held by an individual or belonging to a specific language, is crucial for communication and literacy development. Experts like emphasize its importance in conveying meaning and representing a speaker's thoughts. Mastering vocabulary for English language learners as it enables access to a wider range of information.

2.2 Types of Vocabulary

Pennebaker (2011) divide vocabulary into two categories: content words and function words. They are explained as follows:

a. Content Words

   Content words are the words that carry significant meaning in a sentence. They include noun, adjective, verb, and adverb. These words convey the primary ideas and concepts in communication, indicating what the speaker is discussing. These words also provide the essential information about the action and subjects involved.

   1) Noun: it refers to a person, place or thing, i.e. Jake, teacher, book, etc.

   2) Adjective: it refers to the words that give more information about a noun or pronoun, i.e. kind, smart, beautiful, etc.

   3) Verb: it refers to the words that denote action, i.e. walk, read, run, etc.

   4) Adverb: it refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. carefully, diligently, honestly, etc.

b. Function Words

   In contrast, function words serve a grammatical purpose rather than conveying specific meaning. They help structure sentences and establish relationships between content words.

1) Pronoun: it refers to nouns that have already been mentioned, i.e. she, he, it, etc.

2) Preposition: it refers to the words that help locate items and actions in time and space, i.e. at, on, under, between, etc.

3) Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and, so, but, etc.

4) Determiner: it refers to the words that used before a noun to show which particular example of the noun you are referring to, i.e. the, a, an, my, your, that, this, those, etc.

Therefore, this study will focus on the mastery of vocabulary for content words because they are essential to language learning and usage. The foundation of effective communication is made up of content words, which include nouns, verbs, adjectives, and adverbs. They give precise information and are essential for understanding and communicating ideas. By focusing on content words, the study seeks to investigate the fundamental components of language that support students' ability to express concepts, explain experiences, and communicate effectively.

2.3 Teaching Vocabulary

Teaching vocabulary is genuinely crucial to language learning. For the pupils to acquire vocabulary properly, the teacher must be able to teach it in an acceptable manner. According to Nation (1974), the process to help students understand the vocabulary as follows:

1. Demonstrating: involves displaying an object, making a gesture, or performing an action.
2. Pictures: such as photographs, chalkboard drawings, illustrations, or book images.
3. Explanation: include providing a description, giving synonyms or antonyms, explaining the word, and translating it.

Therefore, according to Harmer (2001), teachers have always used pictures-whether drawn, illustration, or photograph to facilitate learning. Presenting and verifying meaning is one of the best applications for pictures. Additionally,

pictures can be utilized to spark students' inquiries and discussions. Furthermore, for many years, using videos to teach vocabulary has been a regular practice. One of the primary benefits of video is that it allows students to see in addition to hearing (Harmer, 2001). As a result, we can see how facial expression and intonation can coincide.

In this study, the researcher applied demonstrating which is displaying an object or a picture in the first step of learning. The researcher also demonstrated how to pronounce the words after the students watched the videos. In addition, the researcher also explains the meaning of each vocabulary displayed. Then, the researcher demonstrated in the form of giving examples of how to make simple sentences using the vocabulary in the video. The researcher uses pictures in the learning process that was applied using Quizizz. The pictures were modified in the form of matching pictures and arranging letters according to the pictures displayed (see Appendices 1,2,3).

2.4 Concept of Quizizz Application

Quizizz is an innovative online platform that uses interactive quizzes and gamified evaluations to improve learning outcomes. Quizizz, which was launched as an educator tool, allows teachers to build engaging quizzes that can be used both in the classroom and remotely.

2.4.1 Definition of Quizizz Application

Quizizz is an online tool or game-based educational program created in 2015. The goal of this application is to make things easier. For example, like teachers can analyze student achievements. According to Medvedovska et al (2016), Quzizz is a quiz-based technology with several participants that provides an enjoyable learning experience. Using Quizizz in the learning process fosters enthusiasm for learning by allowing students to view their achievements on a leaderboard. Quizizz is a learning tool with engaging features that help drive students to learn. It allows for the creation of quizzes that can be accessible via various platforms, including computers, cellphones, and tablets (Amornchewin, 2018).

This application delivers more randomized questions so the user would not worry about cheating. Quizizz also served as the possibility to accomplish the quiz with

amusing "correct" or "incorrect" response graphics accompanied by music (Medvedovska et al., 2016). Quizizz's learning platform offers dynamic and engaging features to enhance the classroom experience. The teacher can administer formative assessments, design courses, and offer assignments. The Quizizz app can assess students' knowledge and progress in learning (Rahayu & Purnawarman, 2018). This application has been shown to be effective in teaching foreign languages. Basuki and Hidayati's (2019) study examined students' perceptions of Kahoot! and Quizizz's effectiveness in daily online quizzes and found that Quizizz is more effective in increasing engagement and learning.

In conclusion, Quizizz is a dynamic and engaging tool that enhances the learning experience through varied assessments such as multiple choices, arrange the letters, essay, matching pictures and etc. It allows teachers to analyze student performance, fosters enthusiasm, and creates interactive quizzes accessible on multiple devices. With randomized questions to prevent cheating and entertaining feedback features, Quizizz keeps students motivated and engaged. Research has shown its effectiveness in improving learning outcomes, particularly in foreign language education. Overall, Quizizz serves as an innovative platform that supports both teachers and students in achieving educational success.

2.4.2 Quizizz Application as Media Teaching of Vocabulary
These are the following stages of Quizizz application as media teaching of vocabulary:

- Making Teaching Materials
    1) Creating an account in the Quizizz app
       Open the website https://quizizz.com or download the Quizizz application on Playstore/Appstore. To register in the Quizizz application, you can either use a Google account or an email address. Then, select a role (e.g., teacher), complete the identities, and click Complete Signup. To access your account, log in with the username and password you created the first time.
    2) Create mini games on Quizizz app

And then, to involve students in the learning process and make the learning process more enjoyable, the researcher created mini games for each meeting. The researcher uses "Match the following pictures" game as media to engage the students. The samples are on appendices 1,2, & 3.

3) Create work groups on Quizizz app

To help students achieve learning goals and ensure students understand the material, the researcher asks the students to do worksheet through Quizizz. The name of the worksheet is "Arrange the words". This will run for 3 meetings. The samples are on appendices 1,2, & 3.

In conclusion, from these steps, it can be concluded that Quizizz can be used as media for teaching vocabulary by utilizing the features in it such as matching pictures and arranging letters.

2.4.3 Advantages and Disadvantages of Quizizz Application
a. Advantages of Quizizz Application

According to Nokham (2017), using Quizz allows teachers to create material explanations, including videos and audio, and allows students to monitor the teacher's presentations. Additionally, random questions prevent cheating. As a result, their concentration will shift towards the quiz. Moreover, Junior (2020) stated that there are several advantages of Quizizz:

1. Students can access the quiz on their own device and share it with their group, enabling autonomous and collaborative learning.
2. Quizzes can be designed to require students to complete homework assignments by a certain deadline (day and time). Quizizz's design includes gaming aspects including avatars, music, and scoreboards. Including these components can increase student engagement and enjoyment of quizzes. The system analyzes individual or group performance using an Excel spreadsheet and automatically enters grades into a journal, whether electronic or physical.

b. Disadvantages of Quizizz Application

Quizizz has several disadvantages:

1. Quizizz is only available online, so an internet connection is required to create and respond to quizzes. Students who experience internet connection issues may find it challenging.

2. Students cannot skip questions as they want. To move on to the next question, pupils must complete the previous one first.

In conclusion, based on the advantages and disadvantages of Quizizz, it can help researcher to design learning media and pay attention to the shortcomings of the application such as the need for adequate internet.

2.5 Related Research Studies

Most research on using quizz app to teach English have found excellent effects. The next study will look at Quizizz application and terminology utilized with other variables. According to Pusparani's (2021) study, the students were classified into two groups as experimental and control group. The acquired data was examined using a t-test. Both groups' vocabulary mastery has improved, therefore, it can be concluded that the use of Quizizz platform as asynchronous learning can improve students' vocabulary mastery. Quizizz helps students expand their vocabulary while playing games. Similar to that, Imran et. al. (2023) demonstrated that Quizizz can effective in enhancing vocabulary mastery of tenth-grade students. The study using a quantitative method with a pretest-posttest single-group design was employed in this study. The research instruments included tests and interviews. The sample consisted of two classes, namely, 10th-grade students in the IPA and IPS streams.

Additionally, Pavita (2021), highlighted that Quizizz can improve students' vocabulary mastery. The study investigates the use of Quizizz game-based learning to enhance students' vocabulary mastery at SMA Bruderan Purwokerto. The findings underscored Quizizz's ability to motivate students and enhance their vocabulary mastery. Hidayah et. al. (2024) in their study showed that integrating the game-based Quizizz application inhances vocabulary mastery among the

students of SMKN 2 Bengkulu. Furthermore, Sani et. al. (2023) found that the use of Quizizz significantly improved students' vocabulary mastery, as evidenced by the higher mean score of the experimental group compared to the control group. Align with that, Agustin (2022) in her research that aims to examine the impact of using the Quizizz application on the vocabulary mastery of 7th-grade students at SMPN 6 Bekasi. The research employed an experimental design involving all students from classes VII-G and VII-H. The experimental group, which used Quizizz, achieved higher scores compared to the control group. The findings suggest that students in class VII-G who utilized Quizizz showed greater motivation and improved mastery of English vocabulary. This confirms that Quizizz effectively enhances both vocabulary acquisition and student motivation.

Another research from Putra (2023), used Paper-Mode Quizizz to enhance student's vocabulary at grade eight. This research used Action Research Model that is conducted in four steps; (1) Planning, (2) Action, (3) Observing, and (4) Reflecting. This study was carried out in two cycles and demonstrated that using Paper-Mode Quizizz significantly enhanced the vocabulary mastery of eighth-grade students. The students found the learning process more enjoyable, actively participated, showed increased motivation, and were more engaged when learning new vocabulary through Paper-Mode Quizizz.

Furthermore, Lianja (2024) in her study that aims to assess students' vocabulary mastery before and after using the Quizizz application and to determine whether Quizizz has a significant effect on vocabulary mastery. Employing a quantitative approach with an experimental design, specifically a pretest-posttest control group design, the research involved randomly selected samples: class VII-2 with 31 students as the experimental group and class VII-1 with 31 students as the control group. Data were gathered through multiple-choice pre-tests and post-tests. Using an independent t-test for analysis, the results showed that the experimental group's mean score after learning with Quizizz was higher than that of the control group. Therefore, it was concluded that the Quizizz application significantly improves vocabulary mastery among seventh-grade students.

In summary, Quizizz has been proven to enhance students' vocabulary mastery through quiz-based technology learning. The platform's impact is evident across different educational levels and reinforcing its value as an effective tool for vocabulary learning.

2.6 Theoretical Assumptions

Vocabulary is a collection of words owned by a person or entity and related to a provided language. Vocabulary instruction should be a fundamental component of classroom activities, valued as highly as other essential skills such as listening, speaking, reading, and writing. A limited English vocabulary can prevent a student's ability to select the right words, despite their proficiency in sentence structure. Therefore, vocabulary mastery is essential for second language learners, as a restricted vocabulary can hinder effective communication. By mastering vocabulary, learners can convey their messages clearly and accurately, avoiding miscommunication.

Seventh-grade students at SMP Negeri 6 Terbanggi Besar generally have inadequate vocabulary mastery, which harms their overall language proficiency. Many students find it challenging to understand and use a broad range of vocabulary. The lack of English vocabulary mastery is due to low interest in learning, as students find English is difficult and limited interaction with peers and teachers, which reduces their confidence in communication. This not only affects their performance but also their willingness to use the language. These issues underscore the necessity for creative and engaging teaching media to enhance vocabulary learning among seventh-grade students at SMP Negeri 6 Terbanggi Besar. Quizizz is introduced as a media to help vocabulary learning by addressing these challenges. Quizizz integrates gamification elements that turn learning into an engaging and enjoyable experience for students. Its user-friendly design and customizable options allow teachers to tailor learning activities to meet their students' specific needs and educational goals. In summary, the theoretical assumption of this research is that Quizizz will lead to significant improvements in students' vocabulary mastery. The use of Quizizz is expected to facilitate a

clearer understanding of content words (adjective, verb, noun, and adverb) for students.

2.7 Hypothesis

The hypothesis of this research can be formulated:

H0 : There is no significant difference in student's vocabulary mastery before and after being taught using Quizizz application at SMP Negeri 6 Terbanggi Besar.

H1 : There is a significant difference in student's vocabulary mastery before and after being taught using Quizizz application at SMP Negeri 6 Terbanggi Besar.

This chapter has already discussed about definition of vocabulary, types of vocabulary, teaching vocabulary, aspects of vocabulary, concept of Quizizz application, related research study, theoretical assumptions and hypothesis.

III. METHODS

This chapter covers research design, research variables, population and sample, data collection, research instruments, procedure of the research, validity and reliability, data analysis, and hypothesis testing.

3.1 Research Design

The researcher will perform quantitative research with a pretest-posttest design. This design aims to answer the research question of whether using Quizizz improves students' vocabulary ability. In this study, students will take a pretest before treatment and a post-test afterward. The research design can be represented as follows (Setiyadi, 2018):

T1 X T2

T1 refers to the pretest administered before the researcher begins teaching with the Quizizz application, to measure the students' performance before receiving the treatment.

X refers to the treatments provided by the researcher using a Quizizz application to improve students' vocabulary.

T2 refers to the posttest given after the Quizizz application is implemented to measure the students' improvement following the treatment.

3.2 Research Variable

In this research, there is only one variable which is independent variable. The independent variable is a variable that influences or causes changes in the dependent variable. In this study, the independent variables are pre-test and post-test of vocabulary.

3.3 Population and Sample

According to Arikunto (1998), population refers to the overall group comprising objects or subjects with specific qualities and characteristics defined by the researcher. A sample represents a portion of the population, selected based on its size and specific characteristics (Arikunto, 1998).

1. Population

   The population of this research was the seventh grade students of SMP Negeri 6 Terbanggi Besar.

2. Sample

   In this research, the researcher took cluster random sampling in grade 7 which consists of 31 students' sample in 7A class. They are active students of SMP Negeri 6 Terbanggi Besar.

3.4 Data Collection

The researcher collected the data from procedures namely: try out, pre-test, treatment, and post-test. Those are described in the procedures below:

a. Try out

   Before conducting the pre-test, the researcher first conducts a try-out consisting of 60 questions in the form of multiple-choices, determine whether the instrument is valid and reliable.

b. Pre-test

   Prior to administering treatment, the researcher conducts a pre-test for one meeting. The students will work on questions based on the previous try-out. The questions will focus on content words such as adjectives, noun, verb, and adverb. After doing the pre-test, the researcher gives score dealing with vocabulary test.

c. Treatment

   The researcher conducts the treatment sessions across 3 meetings, each meeting runs 2X40 minutes. During each session, one specific topic was addressed. The topics covered are as follows:

   Treatment 1:   Describing People

   Treatment 2:   Describing Daily Activities

   Treatment 3:   Describing Hobbies

   Each treatment is given using Quizizz application as media to teach vocabulary in writing class. It runs in every meeting.

d. Post-test

   The post-test will have a similar format to the pre-test; consist of the questions based on the try out before. The questions will focus on content

words such as adjectives, noun, verb, and adverb. After doing the pre-test, the researcher gives score dealing with vocabulary test.

3.5 Research Instrument

The instrument of this research is vocabulary test. For both tests (pre-test and post-test), each student is given the questions based on the try out before. The goal is to ensure that both the pre-test and post-test have an equal proportion and level of difficulty. The researcher employs one instrument to collect the data. Since the focus aspect in this research is vocabulary, the test given is a vocabulary test. The students will be given the 40 multiple-choice questions as pre-test and post-test based on the 60 multiple-choice try out before. The questions will be focus on content words such as adjective, noun, verb, and adverb. To assess the quality of the test, the researcher conducts a trial of the test instrument. The test could be concluded as good quality if it demonstrated good validity and reliability.

3.6 Validity and Reliability

Validity shows if a test fits the situation well, and reliability shows if the test scores can be trusted. You cannot make valid conclusions from a test score unless the test is reliable. But even if a test is reliable, it might not be valid.

3.6.1 Validity of Vocabulary Test

Ghauri and Gronhaug (2005) explained that validity indicates how effectively the collected data represents the actual area being studied. Essentially, validity means "measuring what is intended to be measured" (Field, 2005). In this research, content validity and construct validity are used to assess the test.

1. Content validity

   The researcher evaluated the validity of the vocabulary test by aligning it with the Merdeka Curriculum used at SMP Negeri 6 Terbanggi Besar. To evaluate content validity, the expert judgment method was employed, involving evaluations by two English teachers for seventh grade at SMP Negeri 6 Terbanggi Besar. These experts reviewed the strength and relevance of each test item. Their input ensured that the

instrument was appropriate and effective for data collection in the context of this research.

On the expert judgment questionnaire there are three questions; relevance to vocabulary material in the Merdeka Curriculum for grade 7, clarity of each item so that it is easily understood by students, and suitability for the difficulty level of grade 7. The experts will score each item with scale; 4 = very relevant, 3 = relevant, 2 = less relevant, and 1 = not relevant. They can also provide suggestions or comments if any in the column provided. The results of the expert evaluations of content validity can be found in Appendix 7.

Table 3.1 Specification Used to Expert Judgment

Categories	Number of Items	%	Number of Questions
Adjective	15	25%	1,2,3,4,5,7,14,19,20,28,29,36,37,38,39
Verb	15	25%	6,8,9,10,11,12,21,22,23,24,44,45,46,47,48
Noun	15	25%	13,25,26,27,30,31,32,33,34,35,40,41,53,54,55
Adverb	15	25%	15,16,17,18,42,43,49,50,51,52,56,57,58,59,60
Total	**60**		

2. Construct validity

Shohamy (1985) explained that construct validity focuses on whether a test aligns with the theoretical framework of what it means to have language proficiency. This implies that the test items must evaluate students' vocabulary mastery. In this study, the researcher assessed vocabulary in the test by focusing on content words, such as nouns, adjectives, verbs, and adverbs. The test was designed based on this theory, ensuring that each item aims to measure students' vocabulary mastery. To evaluate the construct validity, an expert judgement is required. Two English teachers for seventh grade at SMP Negeri 6 Terbanggi Besar were selected as raters for the construct validity of the instrument.

There are three questions on the construct validity questionnaire. They focus on whether each item measures vocabulary mastery, the relevance of each item to the context or words familiar to grade 7 students, and whether each item covers all the types of words tested (adjective, verb, noun, and adverb). Therefore, this instrument is considered to have met construct validity. The results of the expert evaluations of construct validity can be found in Appendix 8.

3.6.2 Reliability of Vocabulary Test

Reliability is about how consistently and dependably a measurement gives the same results over time (Carmines et al., 1979). A test consider reliable when it consistently produces the same outcomes. In this study, the split-half reliability method was used to ensure the consistency of the vocabulary pre-test and post-test. The researcher divided the 60 vocabulary test items into two groups, separating them based on odd and even numbers. To ensure score reliability, researcher used the split-half method which is processed by using Pearson Product Moment and Spearman Brown formula.

The reliability test formula as follows:

$$rxy = \frac{n \sum xy - (\Sigma x)(\Sigma y)}{\sqrt{[(n \sum x^2 - (\Sigma x)^2][(n \sum y^2 - (\Sigma y)^2)]}}$$

rxy = Instrument reliability
n = Number of subjects
$\sum$ = Number of value variants
x = Odd questions score
y = Even questions score

(Hatch & Farhady, 1982)

With the standard of reliability:
0.00 to 0.19 : very low reliability
0.20 to 0.39 : low reliability
0.40 to 0.59 : average reliability
0.60 to 0.79 : high reliability
0.80 to 0.100 : very high reliability

(Arikunto, 1998)

Based on the calculation and standard of reliability set by Arikunto (1998), The correlation between the test forms calculated in this study

was approximately 0,841, indicating a high degree of internal consistency in the test instrument. This method involves splitting the test into two equal halves (odd and even items) and analyzing the correlation between their results. A coefficient of 0,841 demonstrates that the test items reliably measure the same construct, underscoring the instrument's dependability and stability in capturing the intended data (see appendix 9). After obtaining the reliability results from the split-half test, the researcher then calculates the reliability of the entire test using the Spearman-Brown formula.

$$rxx' = \frac{2(rxy)}{1 + rxy}$$

rxx' = Spearman Brown reliability coefficient
rxy = correlation coefficient between the two half

Based on the reliability test criteria, the results indicate that the instrument has a very high reliability of 0,913 (see appendix 10). This outcome aligns with previous calculations, confirming the high consistency of the test items. The reliability coefficient demonstrates that the test items effectively assess vocabulary proficiency.

3.6.3 Discrimination Power

Discrimination power is a key concept in test item analysis that evaluates how effectively a question distinguishes between participants with varying levels of ability. The degree of discrimination for a test item indicates how well it differentiates between individuals with higher and lower abilities. To determine the discrimination power of the test, the researcher applied the following formula:

$$DP = \frac{U - L}{1/2N}$$

U = Number of students in the upper group who answered the item correctly.
L = Number of students in the lower group who answered the item correctly.

N = Number of students in each group (the upper and lower groups should be of equal size).

Criteria according to Heaton (1975):

0.00 – 0.19 : Poor

0.20 – 0.39 : Satisfactory

0.40 – 0.69 : Good

0.70 – 1.00 : Excellent

- (negative) : Bad items, should be omitted

The analysis revealed that 9 items were classified as poor, 13 items as satisfactory, 18 items as good, 15 items as excellent, and 5 items as bad. To improve the test's reliability, all poor and bad items were eliminated. The remaining items, rated as satisfactory, good, and excellent, were carefully selected, resulting in a reduction of the total number of questions from 60 to 40 (see appendix 11).

3.6.4 Level of Difficulty

The difficulty level reflects how easy or challenging the test questions are perceived to be from the learner's perspective. Student test results were arranged in descending order, from highest to lowest. To evaluate the difficulty level, the researcher applied the following formula:

$$LD = \frac{U + L}{N}$$

LD : Level of difficulty
U : The number of upper group who answer correctly
L : The number of lower group who answer correctly
N : The total number of students in upper and lower groups

The criteria are:
< 0.3 refers to difficult question
$0.3 – 0.7$ refers to average question
> 0.7 refers to easy question

(Shohamy, 1985)

Table 3.2 Difficulty Level of Items

No.	Number of Items	Result	Criteria
1.	2, 13, 21, 23, 24, 39, 45, 46	< 0.3	Difficult
2.	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 22, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 40, 41, 42, 43, 44, 47, 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, 59, 60	0.3 – 0.7	Average
3.	1, 14, 31, 52	> 0.7	Easy

The majority of the items fall within the Average level, where a fair number of students answered correctly, indicating a balanced level of difficulty. The items categorized as Easy are found in numbers 1, 14, 31, and 52. Meanwhile, items categorized as Difficult appear in numbers 2, 13, 21, 23, 24, 39, 45, and 46. In conclusion, the difficulty index of each item reflects an Average level, indicating that these items have a balanced degree of challenge.

Table 3.3 Specification of Pre Test and Post Test

Categories	Number of Items	%	Number of Questions
Adjective	9	22,5%	1,3,4,5,7,14,19,20,36
Verb	7	17,5%	8,11,22,44,45,47,48
Noun	11	27,5%	25,26,27,30,31,34,40,41,53,54,55
Adverb	13	32,5%	16,17,18,42,43,49,50,51,52,56,58,59,60
Total	**40**		

Based on the results of validity, reliability, discrimination power (see appendix 11) and difficulty level (see table 3.3 and appendix 12), 40 questions out of 60 questions were selected for the pretest and posttest.

3.7 Procedure of the Research

In finding out whether there is any improvement in student vocabulary ability, the researcher conducted the research using the following steps:

1. Determining Problem

   The researcher chooses SMP Negeri 6 Terbanggi Besar for the study because interviews with English teachers revealed that students have low English vocabulary knowledge and understanding meanings, memorization, also writing of English words impacting their writing clarity due to limited interaction and varied learning approaches.

2. Selecting and Determining Population and Sample

   The researcher chooses cluster random sampling of grade 7 of SMP Negeri 6 Terbanggi Besar, Central Lampung.

3. Selecting the Instrument and Material

   The instrument is vocabulary English test. The teaching materials are from English book and the internet. The materials are based on Merdeka curriculum.

4. Conducting The Try Out

   Before conducting the pre-test, the researcher first conducts a try-out consisting of 60 questions in the form of multiple-choices, determine whether the instrument is valid and reliable.

5. Administering The Pre-Test

   The pre-test is administered for about 90 minutes to determine the students' vocabulary before getting any treatment. The students will be given the questions in the form of multiple-choice based on the try out before. The researcher focuses on adjective, noun, verb, and adverb.

6. Conducting The Treatments

   The treatments were conducted in three meetings and each meeting lasted 90 minutes. The researcher implemented Quizizz application and the students are guided to understand each material and provided some exercise about adjectives, noun, verb, and adverb.

7. Administering The Post-Test

   The post-test is conducted after the treatments to find out the progress of students' vocabulary after given the treatments. The test is basically the same as the pre-test.

8. Analyzing the data

   In this step, the researcher analyzes the data that are obtained from students' pretest and post-test by using Jamovi.

9. Interpreting the report findings

   In the final stage, the researcher compiles a report on the students' scores. Subsequently, the researcher draws conclusions by analyzing the students' performance in both the pre-test and post-test, comparing the two sets of scores.

   In conclusion, the researcher studied vocabulary improvement in 7th-grade students at SMP Negeri 6 Terbanggi Besar by giving a pre-test, using Quizizz for lessons, and then giving a post-test. The tests focused on adjectives, nouns, verbs, and adverbs. The results were analyzed to see if students' vocabulary improved after the treatments.

3.8 Data Analysis

This study examined the students' vocabulary ability and calculated their scores based on test results to determine their improvement in vocabulary ability through the use of the Quizizz application, following these steps:

1. In analyzing the collected data, the researcher applied specific formulas devised by Arikunto. Initially, the researcher used the following formula to evaluate the students' test scores:

$$s = \frac{R}{N} \times 100$$

   S = The test score,

   R = The number of correct answers, and

   N = the total number of test items

   (Arikunto, 1993)

2. After scoring the pre-test and post-test, the researcher calculated the average scores for both assessments using the formula below:

$$x = \frac{\Sigma x}{N}$$

   X = Mean (average score)

   Σ = The total score of all the students

N = The total of students

3. Before conducting hypothesis testing, normality testing is performed using the Shapiro-Wilk test method in Jamovi software. The normality testing is used to check whether the pre-test and post-test data are normally distributed. If the data is not normal, hypothesis testing switches to non-parametric tests such as the Wilcoxon Signed-Rank Test.

4. Drawing conclusions from the organized pre-test and post-test results by statistically analyzing the data with the Repeated Measures t-test in the Jamovi software. This test determines whether the improvement in students' scores is significant, with significance defined as $p>0.05$.

This study analyzed students' vocabulary improvement using pre-test and post-test scores after learning with the Quizizz app. The data were tested for normality and analyzed using the Repeated Measures t-test in Jamovi. The results showed whether the improvement was statistically significant.

3.9 Hypothesis Testing

The researcher compared the pre-test and post-test results to analyze whether there is a significant difference in students' vocabulary mastery after using Quizizz as treatment. The hypothesis was tested using the Repeated Measures t-test (if the data is normally distributed) or using Wilcoxon Signed Rank Test (if the data is not normally distributed) in the Jamovi software, with a significance level set at 0.05. If the p-value < 0.05, the researcher rejects the null hypothesis, which means there is evidence that the treatment (Quizizz) has an effect on improving vocabulary mastery. If the p-value $\geq 0,05$, means there is not enough evidence to state that the treatment has a significant effect. The hypothesis testing is as follows:

H0: There is no significant difference in student's vocabulary mastery before and after being taught using Quizizz application at SMP Negeri 6 Terbanggi Besar.

H1: There is a significant difference in student's vocabulary mastery before and after being taught using Quizizz application at SMP Negeri 6 Terbanggi Besar.

In summary, this chapter provides explanations related to research design, population and sample, data collection methods, research procedures, research instruments, validity and reliability, data analysis, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions drawn from the data collected during the research and offers recommendations for future researchers and educators interested in using the Quizizz application in the learning process, particularly for teaching vocabulary.

5.1 Conclusion

Based on the results and discussion, the researcher draws the conclusion that the implementation of the Quizizz application for teaching vocabulary mastery to seventh-grade students at SMP Negeri 6 Terbanggi Besar proves to be an effective and engaging media. The study demonstrates that Quizizz successfully improves students' vocabulary mastery, as reflect in the results of the pre-test and post-test, despite the modest nature of the improvement. The interactive features of Quizizz foster active participation and motivation among students, leading to enhance learning outcomes. Although the study has some limitations, such as the short duration and small sample size, the findings align with previous researches supporting the effectiveness of technology learning platforms. The results suggest that Quizizz can be a valuable tool for educators to create dynamic and motivating learning environments. Further research with larger sample sizes and longer intervention periods is recommended to explore the full potential of this media.

5.2 Suggestions

From the result of this research, researcher would like to provide several suggestions:

1. Based on the findings of this research, English teachers are highly encouraged to integrate Quizizz into their teaching media. The platform has proven effective in enhancing vocabulary ability. Teachers can adapt Quizizz to focus on different vocabulary categories, such as nouns, verbs, adjectives, and adverbs, aligning them with lesson content for optimal results. For instance, when teaching adjectives, teachers can have students participate in a "match the pictures" mini game on Quizizz. This activity allows students to visualize and link the meanings of adjectives with corresponding images, improving their ability to use descriptive language more effectively. Teachers can also use

Quizizz at the beginning of the lesson as an ice-breaker or at the end of the lesson as a summary for the students. However, an adequate internet is also needed for learning activities to run smoothly.

2. Future studies can expand on this research by exploring the long-term effects of using the Quizizz application on vocabulary acquisition or other areas of language learning, such as grammar, reading comprehension, or writing skill. Researchers can also increase the sample size or involve students from various educational levels and settings to generalize the findings further. Additionally, comparing Quizizz with other digital learning platforms can provide valuable insights into the most effective tools for language learning.

By using Quizizz and tackling specific challenges, teachers can cultivate a more engaging and effective learning environment that promotes a deeper understanding of vocabulary and supports overall language growth. Researchers, meanwhile, can aid in the ongoing enhancement of vocabulary instruction and increase the effectiveness of Quizizz by exploring its use across various English skills and examining different levels of improvement for more effective implementation.

REFERENCES

Agustin, N. T. (2022). *The Effect of Using The Quizizz Application on Students' Vocabulary Mastery.* Dialectical Literature and Educational Journal, 7(2), 96-102.

Amornchewin, R. (2017). *The Development of SQL Language Skills in Data Definiton and Data Manipulation Languages Using Exercises with Quizizz for Students' Learning Engagement.* Indonesian Journal of Informatics Education, 88-90.

Arikunto, S. (1998). *Prosedur Penelitian: Suatu Pendekatan Praktek.* Rineka Cipta.

Basuki, Y. H. (2019). *Kahoot! or Quizizz: The students' perspectives.* In Proceedings of the 3rd English Language and Literature International Conference.

Cameron, L. (2002). *Measuring vocabulary size in English as an additional language. Language Teaching Reasearch, 2.*

Carmines, E. G. (1979). *Reliability and validity Assessment (Vol. 17).* Thousand Oaks, CA: Sage.

Fauziati, E. (2015). *Teaching English as A Foreign Language: Principle and Practice.* Surakarta: PT. Era Pustaka Utama.

Field, A. P. (2005). *Discovering Statistics Using SPSS.* Sage Publications Inc.

Fries, C. C. (1985). *Teaching and Learning English as a Foreign Language.* New York: The University of Michigan.

Gronhaug, P. G. (2005). *Research Methods in Business Studies: A Practical Guide (3rd Edition).* London: Financial Times Prentice Hall.

Harmer, J. (2001). *The Practice of English Language Teaching Third Edition.* Essex: Longman.

Hatch, E. and Farhady, H. 1982. *Research Design and Statistic for Applied Linguistics.* London: New Bury House Production, Inc.

Hatch, E., & Brown. S. (1995). Vocabulary, Semantics, and Language Education. New York: Cambridge University Press.

Heaton, J. B. (1975). *Writing English Language Tests.* Longman.

Hidayah, et. al. (2024). *The Effect of Using Game-Based Quizizz Application Towards Students' Vocabulary Mastery (A Quasi-Experimental Study at The Tenth Grade at SMKN 2 Bengkulu).* Pendas: Jurnal Ilmiah Pendidikan Dasar.

Imran, M. C., Sulviana, S., & Tuajo, H. (2023). *Quizizz Effectiveness In Improving Students Vocabulary Mastery at MA Ulul Albab Makassar.* VERBA: Journal of English Language Issues, Trends and Studies, 1(3), 33-42.

Indratno, Toni Kus et. al. (2024). *N-Gain vs Stacking: Analisis perubahan abilitas peserta didik dalam desain one group pretest posttest.* Yogyakarta: Surya Cahaya.

Laufer, B. (1997). *The lexical plight in second language reading: Words you don't know, words you think you know, and words you can't guess. In J. Coady & T. Huckin (Eds.) Second language vocabulary acquisition: A rationale for pedagogy.* Cambridge University Press.

Lehr, F., Osborn, J., & Hiebert, E. H. (2005). *A focus on vocabulary.* Honolulu: Pacific Resources for Education and Learning.

Lianja, I. A. (2024). *The effect of Quizizz Application on vocabulary mastery at The VII Grade Students of SMP N 1 Badiri Tapanuli Tengah* (Doctoral dissertation, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan).

Medvedovska, Y. S. (2016). *Integrating online educational applications in the classroom.* European Humanities Studies: State and Society, 145-156.

Murcia, M. (2001) Teaching English as a Second or foreign Language. 3rd Edition, Heinle & Heinle Publisher, Boston.

Nation, P. (1974). *Techniques for Teaching Vocabulary.* Wellington: English Teaching Forum.

Nokham, Y. C. (2017). *The effect of Kahoot, Quizizz and Google Forms on the student's perception in the classrooms response system.* 2nd Joint International Conference on Digital Arts, Media and Technology 2017: Digital Economy for Sustainable Growth.

Nurweni, A., & Komariyah, E. (2023). Word number, level, and frequency in current English course books. Corpus study. Journal of English Language Teaching Innovations and Materials (JETLIM), 5(2), 1-15.

Pavita, M. D. (2021). *Using Quizizz Game Based Learning To Improve Students' Vocabulary Mastery.* Journal of Linguistics, Literature, and language Teaching, 222-223.

Pavlik, J. V. (2015). *Fueling a Third Paradigm of Education: The Pedagogical Implications of Digital, Social and Mobile Media.* Contemporary Educational Technology.

Pennebaker, James. (2011). *The Secret Life of Pronouns.* New York: Bloomsbury Press.

Porter, D. (2001). *Check your vocabulary for english for academic purposes: A workbook for users.* London: A&C Black Publisher.

Pusparani, A. D. (2021). *Quizizz Platform as The Realization of Asynchronous Learning to Improve Students' Vocabulary Mastery*. ELT Echo: The Journal of English Language Teaching in Foreign Language Context, 6(2), 195-204.

Putra, R. W. P. (2023). *Improving students' vocabulary through paper-mode quizizz: A classroom action research in Indonesian EFL setting.* English Learning Innovation (englie), 4(1), 22-31.

Rahayu, P. P. (2019). *The Use of Quizizz in Improving Students' Grammar Understanding through Self-Assessment.* Atlantis Press.

Rahmah, et. al. (2023). *The Effect of Vocabulary Mastery on Students' Reading Comprehension.* International Journal of Business, English, and Communication.

Sani, et. al. (2023). *Get Ahead with Quizizz: Advancing Junior High School Students' Vocabulary Mastery in Online Learning*. Elsya : Journal of English Language Studies

Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.

Selinker, S. G. (2001). *Second Language Acquisition: An Introductory Course.* Mahwah: Lawrence Erlbaum Associates.

Setiyadi, A. B. (2018). *Metode Penelitian Untuk Pengajaran Bahasa Asing, Pendekatan Kualitatif dan Kuantitatif (Edisi 2).* Yogyakarta: Graha Ilmu.

Shohamy, E. (1985). *A Practical Handbook in Language Testing for the Second Language Teacher.* Oxford : Oxford University Press.

Vossoughi, H., & Zargar, M. (2009). *sing Word-Search-puzzle Games for Improving Vocabulary Knowledge of Iranian EFL Learners.* Journal of Teaching English as a Foreign Language and Literature, 79-85.