THE IMPLEMENTATION OF *QUIZIZZ* IN VOCABULARY LEARNING ACTIVITIES: EFL STUDENTS' PERCEPTION AND MOTIVATION

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Abstrak

Salah satu media berbasis game digital yang cukup terkenal adalah Quizizz. Quizizz merupakan media pembelajaran yang sangat membantu dalam pembelajaran dan membantu siswa menikmati dan lebih bersenang-senang saat mengikuti pelajaran. Penelitian ini bertujuan untuk mendeskripsikan bagaimana persepsi dan motivasi siswa terhadap penggunaan "Quizizz" di dalam kelas. Penelitian ini menggunakan metode kualitatif karena menggunakan studi kasus. Selain itu, peneliti melakukan penelitian ini dalam studi kasus yang terbatas atau skala kecil. Sumber data dalam penelitian ini adalah siswa dari salah satu SMP di Surabaya. Peneliti menggunakan observasi dan wawancara semi terstruktur untuk mendapatkan data yang lebih dalam dari partisipan. Partisipan dari penelitian ini adalah delapan mahasiswa dari kelas online. Peneliti menggunakan analisis data deskriptif untuk menginterpretasikan data yang ditranskrip dari wawancara. Pembelajaran kosakata dengan menggunakan media pembelajaran "Quizizz" berhasil menarik perhatian siswa untuk tetap mengikuti pelajaran. Persepsi siswa terhadap penggunaan Quizizz sebagai media pembelajaran di kelas memberikan respon yang positif. Ketika siswa tertarik dengan pelajaran, mereka menjadi lebih termotivasi dan lebih mudah untuk memahami materi. Penelitian ini berfokus pada bagaimana persepsi dan motivasi siswa terhadap media pembelajaran berbasis game digital "Quizizz" sebagai media pembelajaran untuk mempelajari kosakata bahasa Inggris di kelas. Penggunaan media yang tepat dan menarik sebagai sarana pembelajaran dapat membantu siswa lebih tertarik dan termotivasi dalam mengikuti pelajaran bahasa Inggris.
Kata kunci: Game digital, Quizizz, Media pembelajaran, Pembelajaran kosakata, Persepsi siswa, Motivasi siswa.

Abstract

One of the well-known digital game-based media is called *Quizizz*. Quizizz is an instructional media that is very helpful in learning and helps students enjoy and have more fun when taking lessons. This research aims to describe how students' perception and motivation towards the use of "Quizizz" in the classroom. This research used a qualitative method since it employed a case study. Moreover, the researcher conducts this research in a limited or small-scale study case. The data source in this research is students from one of Junior High School in Surabaya. The researcher used observation and semi-structured interview to get the deeper data from the participants. The participants of this research are eight students from online classes. The researcher uses descriptive data analysis to interpret the transcribed data from the interview. Learning vocabulary using instructional media "Quizizz" succeeds in attracting students' attention to keep them following the lesson. Students' perception towards the use of Quizizz as a learning media in the classroom gives positive responses. When students are interested in the lesson, they get more motivated and easier for them to understand the materials. This research focuses on how students' perception and motivation towards digital game-based media "Quizizz" as instructional media to learn English vocabulary in the classroom. Using appropriate and interesting media as a learning tool can help students be more interested and motivated in following the English lessons.
Keywords: Digital games, Quizizz, Instructional media, Vocabulary learning, Students perceptions, Students motivation.

INTRODUCTION

Yolageldili and Arikan (2011) stated that teachers often consider games as time consumers or just for fun only. However, from the other way of thinking, games have a particular role in several foreign language teaching programs because they simplify foreign language learning for young learners. However, Gee (2007) argues that games create principles of effective learning. In the side of Shaffer (2006), he suggested that digital games can make the students think and act both critically and creatively. Additionally, Whitton (2010) argues that games can be

successfully used to support learning, teaching, and assessment. Moreover, according to Wright, Betteridge, and Bucky (2006), the word 'game' means an entertaining and engaging activity when students play it and interact with others.

Sari (2018) noted that Games become important for young learners and teachers because they are enjoyable and encourage students to use their language creatively. It is natural for games to be part of young students' life. Using digital games to learn vocabulary for EFL secondary students is expected to help the students to understand more about vocabulary. Simple games such as puzzles, quizzes, and scramble games can make students feel happy and relaxed in participating in these lessons, which can help students to be more interested in the material. Feeling happy when following the lesson makes students understand the lesson comfortably without pressure.

Digital games have various features and appearances that can appeal to EFL students. Digital games are designed in such a way that they can serve as a platform for attracting users. Quizizz is a digital game with a display that can attract many people, but its features are easy to understand. Arintia and Fitriarti (2017) in their research stated that colorful animated games with fantastic background music as a learning medium for EFL secondary students makes them feel more motivated in the learning process. Games are supposed to establish enjoyment for students when in the learning process. However, teachers need more convincing reasons to achieve what they have planned and the learning goals or objectives. Additionally, (Harmer, 2007) noted that teachers must consider which games they will use and how to link them to the materials. Most young students have the attention that they are easily distracted and lose interest. Monotonous lessons decrease students' enthusiasm for learning,

Ramadhaniarti (2016) found that learning vocabulary is a boring subject, so the teacher uses games to keep students engaged in the learning process. The students in her research were from one of State Junior High School in Bengkulu City's first-grade junior high school. Her research is characterized as qualitative research and is classified as a case study. She reports that learning vocabulary through games is a fun and effective method that can be implemented in any classroom. She suggests that games are used not only for more fun but also for more effective practice and review of language lessons, resulting in improved communicative competence for learners.

The internet contains various topics that can be used to intensify and improve language learning. Turgut and Irgin (2009) report that online computer games promote language learning, especially vocabulary. However, Harmer (2007) notes that most young learners have short attention spans and quickly lose interest. Additionally, he suggests that teachers must prepare the students to learn from various sources. Therefore, online games are needed to make students enjoy the learning process.

Since playing online games and teaching procedures can attract students' attention to new English vocabulary, it is suggested that this method can be used in learning English vocabulary for EFL students. However, an effective and enjoyable English class for both learners and teachers must consider the availability of a well-operated computer and good internet connection. It is impossible to overcome the entire problem of learning vocabulary using games. Sometimes it could be hard to use games for study activities because some students are not active in the class and are not well-prepared to study. The materials the teacher wants to deliver to them are not clear enough, or some students still do not understand the materials.

From the reasons and theories stated above and from previous research, online games can benefit teaching and learning. Although there will be some problems, such as the introverted student who does not want to socialize with others, or maybe some of them, have technologically backward students. There is a wide variety of sources of computer-based online games to teach vocabulary to EFL students. Teachers also can use this learning media to take the score of students. Digital Games-Based Learning is more practical and effective in learning vocabulary for students. The gap of this research is, th data collection from at small amount of participants due to the c-19 pandemic conditions and the implementation of hybrid learning where there are only a certain number of students who attend face to face, the data is still not deep enough to be able to know more about students' perception and motivation toward the use of Quizizz as a learning media in the classroom.

Digital Games

Digital games are any games played online and offline on an electronic device. There are also digital games that are currently popular among youth, called Digital Games-Based Learning (DGBL). DGBL is popular among millennials in the field of education. DGBL is a media developed to involve students in the learning process, combining games into the learning environment. The development of this DGBL is based on the people's mindset that students nowadays have used technology above average and found traditional learning less interesting. Prensky (2001) as one innovator who incorporates game-based technology into the business education and training system, stated, "Digital game-based

learning can meet the needs and learning styles of current and future students".

Vocabulary

The definition of vocabulary is a collection of words an individual knows called vocabulary stated (Linse, 2005). Additionally, Neuman and Drawyer in Bintz (2011) stated that vocabulary could be mentioned as the words someone must know to communicate effectively. Hornby (2006) mentioned that vocabulary is all the words a person uses when talking about a particular subject in a particular language. It can be said that vocabulary is the base element of languages someone needs to understand to communicate effectively with others.

Vocabulary is one element that has a crucial role in English learning. Vocabulary links all four skills of speaking, reading, listening, and writing. Students need to have good vocabulary knowledge to master those skills. When someone uses most of their time to learn grammar, their English is not significantly improved. The significant improvement of their vocabulary mastery can be seen if someone learns words and expressions. People can arrange sentences with grammar, but it would be difficult if someone does not know the words or the vocabulary. Vocabulary is a really important element in English learning because vocabulary will support the students in improving their English skills. According to (Haycraft in Hacth and Brown,1995: 1), vocabulary can be categorized into two types; Productive Vocabulary is a set of familiar words.

Moreover, it is a collection of words that someone usually uses in speaking or writing something. Receptive vocabulary is a set of words that someone recognizes and understands when they find or read in unexpected circumstances but cannot produce correctly. Students need to learn five aspects of vocabulary: meaning, spelling, pronunciation, word classes, and word use. Meaning is how the word gives its meaning to the language users. A word may have more than one meaning when used in different conditions. For example, "season". The word "season" can be clarified as weather, or the other meaning of "season" is "flavor". Spelling is about students' understanding of the spelling of words. Students understand and know how to write it in written text. In pronunciation, students need to know how a word sounds. If a word sounds incorrect, it will not be easy to understand its meaning. Students need to know how to pronounce correctly to avoid misunderstanding when they are having a conversation. Word Classes are categories of a word. There are nouns, verbs, adverbs, adjectives, and prepositions. Word use may involve grammar when how a word is used in language.

Vocabulary Learning

When learning about languages, or in this example, when students are studying English, vocabulary plays a crucial part. When students are studying English for the first time, one of the first things the teacher should consider is introducing new vocabularies to the students. The objective of learning new vocabularies for students is to engage them with new terms that they are unfamiliar with and serve as a springboard for further learning about listening, reading, writing, and speaking skills. That is why vocabulary is the first thing that must be mastered at an early age.

Ur (2012) writes some aspects of vocabulary knowledge that students need to learn. Those aspects are: Form, pronunciation and spelling, the students have to know what a word sounds like (pronunciation) and what it looks like (spelling). Meaning, the meaning of words or their expression. Grammar also needs to be taught the general grammatical rules. Collocation is the way words tend to co-occur with other words or expressions. Connotation, positive-negative associations that it implies. Appropriateness is the topic that relates to a certain context.

The teacher must give particular attention to ensuring that they understand what material that being teach. The teacher also needs to implement some techniques to engage and make new vocabularies simpler to memorize because of several characteristics of the student. This element can be implemented based on the students' levels (beginner, intermediate, or advanced), and this research focuses on learning vocabulary for young learners (beginners).

Online Games

Currently, gadgets are relatively easy to obtain by everyone, even children. People's interest in gadgets is also due to various things, for using social media, business, entertainment, and games. Games are required in gadget applications both offline and online. Offline games can be played anytime without being connected to the internet. Nevertheless, online games need an internet network to be played. Most people are more interested in playing online games than offline games. Sometimes online games have the same concept as the offline version, but there is more fun in the online version. For example, online games have more features, goods or accessories, can increase the ability to socialize with players, and can be played with many friends and others. According to the Webster Dictionary (2013), the term game is defined as "a contest, physical or mental, according to certain rules, for amusement, recreation, or for winning a stake; as, a game of chance; games of skill; field games. ".

Games for Education

Educational games are one of the learning media in their function. There are techniques in teaching and learning activities with the aim that social interactions related to scholarly communication take place effectively and efficiently. It can stimulate students' feelings, thoughts, attention and interest in the learning activities. An educational game is one type of media used to provide teaching in the form of games to stimulate students' thinking and creativity, Handriyantini (2009). Additionally, Prensky. M (2012) defines educational games as a form of a game that is intentionally created and designed for learning purposes, but educational games usually offer to play for fun and balanced with increased knowledge.

As a medium in education, educational games have the following advantages: Gaming is something fun and entertaining to do. The game allows active participation of students to learn. It is known that good learning is active learning, and games can implicate students in the active learning process. The game can provide immediate feedback. Quick feedback on what is being done will make the learning process more effective. Games are flexible and can be used for various educational purposes by changing a few tools, rules, or problems.

Learning activities that use games as a medium of learning affect the role of the teacher or tutor, being slightly invisible, but the interaction between students becomes more prominent. Through games, each student has a role as a source of learning for each other. Then, the weakness of educational games is that the teacher or students often forget about the time available for the lesson, and sometimes students get a hard time keeping up with the game's instruction, so the teacher should make sure all of the students that they can follow the instructions of the game.

Instructional Media

Tools used by teachers to deliver learning material to students in the learning process to reach certain learning goals. Gerlach and Ely (1980) in Bakri (2011:3) divide media for learning into wide and narrow meanings. People, materials, or events can create a condition so that students can get new knowledge, skill, and attitude in the wide meaning. However, in narrow meaning is a picture, graphic, or mechanic that expresses visual and verbal information. Meanwhile, Briggs (2013:10) M. Briggs stated that all physical forms that can deliver messages and stimulate students to learn could be called media. Using instructional media to learn vocabulary can help students in their studies, making the teaching-learning process more interesting, motivating, and easier to understand.

Digital Games-Based Learning as a Media for Learning Vocabulary

Technology is very advanced today. Using computer technology as a learning medium is very helpful in the learning process and helps students enjoy and have fun more when taking lessons. When students feel enjoyed and happy, the classroom atmosphere becomes brighter. If the classroom atmosphere is very good, the learning process in the classroom makes students learn English without pressure and makes it easier for them to understand the lesson.

One technology that the teachers can use is DGBL. It is beneficial for them to learn English vocabulary interestingly. Using online digital games in teaching vocabulary for young learners have several purposes, enriching their vocabulary and helping them to memorize vocabulary easier. The topic of the games used must be related to the material that has been conveyed to students. On this website, many games can be used to help students improve their vocabulary knowledge. There are many online games related to games, but this research focuses on quiz games as media games to use.

QUIZIZZ

Quizizz is an Indian creativity software company headquartered in Bengaluru, India, that creates and sells a gamified student engagement platform. The software is used in class, group assignments, pre-test reviews, formative assessments and pop quizzes. Quizizz can also be called an application that resembles a game. In Quizizz, students can learn with pleasure and are not forced to work. When doing quizzes on quizizz, the participants do not feel burdened when doing it. This platform is quite fun and is highly recommended for use as a medium in the learning process.

Quizizz is an online platform that facilitates quizzes, questions, or tests. In Quizizz, there are self-paced and gamification perceptions. Self-paced is a work on questions that adapts to the student's pace. Furthermore, gamification is the platform trying its best so that students do not get bored doing the questions. Quizizz is a free tool to teach and learn anything, on any device, in person or remotely.

The quality and features in Quizizz are always developed to keep up with modern developments. Quizizz provides tons of free questions with features that are easy to use for both teachers and students. A full report feature also contains details of the work and the results. Quizizz has a feature that can provide five types of questions, multiple-choice, checkboxes, fill-in-the-blanks, surveys, and essays.

With this platform, learning vocabulary becomes more fun and not boring. It is just how the teacher applies the correct approach technique when using Quizizz as a medium. If the teacher uses the right approach, this platform makes the students even more enthusiastic when participating in the learning. In Quizizz, many quizzes can be used, such as for English, Science, Mathematics, and arts and culture. The teacher only focused on English. In the English menu, students can choose a quiz that only focuses on vocabulary because this research only focused on students' vocabulary skills.

Quizizz is more suitable for learning media in junior high school because the materials are still easy to use as a daily quiz. The quiz uses reasoning and calculations that do not take time, so the participants are expected to answer the quiz quickly and responsively. The faster students answer questions, their scores will be higher than others. Quizizz media is quite suitable for learning media to help students improve their vocabulary skills.

Learning procedure using Quizizz as one of the media that can be used to learn vocabulary for Junior High School students described in three stages: pre-teaching, whilst-teaching and post-teaching. After the lesson, students are first guided to open the link to one of the online game websites that the teacher has prepared on their computer or mobile phone. Next, in the second stage, they are doing their main activity, choosing the answer they think is right and enjoying the online games. The last part of the teaching stage is assessing students' ability of certain vocabulary by using vocabulary quizzes related to the games that have been played.

This research is conducted based on the following research questions:

1. What is EFL students' perception towards the use of "quizizz" as digital game-based media in learning vocabulary?

2. How is the students' motivation in using Quizziz as game-based media in the classroom?

METHOD

This research is characterized as qualitative research, categorized as a case study conducted in a limited or small-scale study case. This research investigated the students' perceptions and motivations about using Quizizz as a medium to learn vocabulary in the classroom. The participants in this research are in second grade at one of State Junior Highschool of Surabaya. In their second grade, there are eight students from online classes. The data and information are needed to answer the research question above. The research data taken from students' responses or utterances in the interview session. There are observation and semi-structured interview to collect the data for this research. The design of this research is that

the teacher requires students to play the Quizizz. In the classroom, the teacher conducts activities by scheduling 10-20 minutes of classroom time to play one quiz. Second, the teacher instructs students to use the join code to access Quizizz. Finally, the teacher instructs students to respond to the questions in the Quizizz platform. The results will be displayed when they have completed the quizzes. For example, after discussing each chapter, the teacher invites students to play a quiz game using Quizizz. Semi-structured interviews are conducted to gain deeper data or information about students' perceptions and motivation toward implementing Quizizz in the classroom. The researcher transcribed the students' utterances as verbal data from the interview to become a written text to gain the data from the interviews.

RESULTS AND DISCUSSIONS

Most of students' perception on the use of Quizizz as digital game-based media in learning vocabulary gives positive responses toward Quizizz that the platform is very interesting to be used in the classroom: (RQ.1)

"I think it is a good idea Mister, because quizizz is so much fun." (S1)

"Study English with playing quizizz is fun Mister, we do not feel that we are studying." (S2)

"The quizzes are easy and interesting but sometime I got troubles because the tricky question." (S3)

"I am a little bit confused about the rules the first time, Mister, because it is in full English. However, after I understood the rules, it is so much fun. (S4)

From the utterances above, it can be understood that students' perceptions of Quizizz as a digital game base media are fun and help students not to get bored in learning English in class.

The students' responses in using Quizizz as a media for learning vocabulary almost has the same responses, "it is challenging", "want to play it more", and "want to get better score" as the indicator from students' utterances about their motivation towards the use of Quizizz as learning media in their class. It could be seen in students' utterances: (RQ.2)

"It is fun and challenging, sometimes I got mistake in choosing the answer, it <u>makes me want to play the games and to get better score.</u>" (S5)

"It is fun Mister, i <u>want to do it more</u>." (S6)

"Everytime I choose the wrong answer, <u>I feel like Quizizz challenged me to do it again until I get perfect answer Mister</u>." (S7)

"Sometimes the quizzes are tricky, but I want to get a better score, so I just want to do it more, Mister."

This statements to give more explanation about the answer of RQ 2. When they work on the quiz, researcher can see how students are motivated to learn when using Quizizz as a learning media. From the data sources could be seen that the students' perception towards Quizizz as learning media gives positive responses, they get more motivated to play the quiz game and they also want to play it more to get better score than the others.

Quizizz is a tool that allows teachers to easily transform introductory and review activities into fun multiplayer activities for students. The Quizizz app works on any device and allows teachers to create their activities and use quizzes created by other educators. The second option is for students to simply go to Quizizz and enter the game using the code provided by the teacher. After answering the Quizizz questions, the teacher receives a detailed report of the student's responses, which can be saved and downloaded. The Quizizz then provides real-time updates on the students' progress, allowing the teacher to personalize each learning activity. The teacher can combine the types of questions in the last one. It can be used to determine whether timers and leaderboards should be used and whether a list of correct questions and answers should be provided at the end of the quiz. Quizizz gives teachers excellent feedback on how their students did during the quiz at the end.

Additional research has shown that commercially created online games can be adapted for use by EFL students and that beneficial EFL material used to support such games can help with vocabulary acquisition. The findings also suggest that online educational games like Quizizz may be popular among EFL students from various backgrounds. The participants respond positively to Quizizz. It assists students in learning vocabulary in fun and novel ways. Students claim that it aids in acquiring vocabularies in just one game shot. It implies that more game shots aid in their acquisition of vocabularies, particularly through clear direction and instruction. Furthermore, the game's design and interface piqued students' interest, with the majority claiming that the interface is simple and engaging.

The implementation of Quizizz in the language learning classroom activities as a media to learn vocabulary to junior high school students is explained in three stages pre-teaching, while teaching and post-teaching. After learning is complete, students are first guided to open a link to an online game website prepared by the teacher from their computer or mobile phone. Then in the second stage, they carried out their main activity, choosing the answer they thought was correct and

enjoying the Quizizz. The last part of the teaching stage is to assess the students' specific vocabulary skills by using a vocabulary quiz related to the games played.

The reason for choosing Quizizz as a medium for learning vocabulary is because Quizizz provides many options and features related to the material to be taught. Not only English but also quizzes in math, natural sciences, Indonesian, and other subjects. Quizizz is chosen as an intermediate medium in learning by the teacher because the features are friendly to new users. Students' responses during the use of Quizizz as a learning medium influence the ability to comprehend material, develop an interest in subjects, make students more active and less bored during teaching and learning sessions, and make it easier for students to remember what the teacher has taught.

The responses from several students in 2nd grade showed that they felt happier, were very interested and did not get bored during the lesson. One of them also said that:

"*When I answer wrong in an easy game like this it makes me very emotional and I want to try again to get a good score.*"

This answer shows that Quizizz as a learning media effectively makes students want to learn more. By performing actions while playing games, students can learn vocabulary more quickly and easily (Angelova & Lekova, 1995; Atake, 2003; Deng, 2006). According to Dewey's "learning by doing" (2005), children learn best by doing and acting in the world. When children touch something, they understand what it is and how it feels. Students can acquire a greater quantity of meaningful vocabulary and are less afraid of making mistakes when saying a new word by using a game that gives them many opportunities to do, act, and move.

CONCLUSION

From the result of this research, the conclusion that can be taken is that Quizizz, as one of the well-known Digital games-based media, can be considered an alternative media for secondary school students to help them learn vocabulary. Students feel more motivated to learn vocabulary by using Quizizz as the media. It is shown from the result of the verbal data and students' utterances that they felt challenged and motivated to do the quizzes more until they got their highest score. By using quiz games that only focus on vocabulary, the researcher can see that students enjoy the learning process. When students are excited about the game, they are indirectly also excited about learning the English that the teacher is teaching. Therefore, the conclusion is that using Digital games-based media "Quizizz" as instructional media is very good

and needs to be used more to learn vocabulary for EFL secondary students.

Suggestion

The researcher hopes that in the next research with the same discussion will be carried out with different methods in order to obtain more data and more detailed results.

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