

Using Quizwhizzer Game to Improve Students' Vocabulary Mastery of Seventh Grade of SMP N 2 Rembang in the Academic Year 2021-2022

Firda Indri Oktika¹, Rr. Festi Himatu Karima² * and Siti Musarokah³

¹Universitas PGRI Semarang, Indonesia

²Universitas PGRI Semarang, Indonesia

³Universitas PGRI Semarang, Indonesia

[*firda5502@gmail.com](mailto:firda5502@gmail.com)

Abstract.

Vocabulary is collection of word that used and understood by the people. However, many students still have difficulties to learn new vocabulary and the students' vocabulary ability is still low. It is caused by traditional method in teaching vocabulary, so the students feel bored and passive. For this reason, the variety of teaching vocabulary is very needed to improve students' vocabulary mastery such as using game. This study aims to know that Quizwhizzer game can enhance the student's vocabulary ability of seventh grade. The objectives are: 1) to find out the students' vocabulary mastery before they are taught using quizwhizzer game 2) to find out the students' vocabulary mastery after they are taught using quizwhizzer game, and 3) to find out whether or not there is any significant difference in students' vocabulary mastery before and after taught using quizwhizzer game. Pre-experimental design with the one group pre-test and post-test was used as design in this study. The sample is consisted of 32 students in class VII.4. The technique of data analysis is SPSS 21. From the calculation, we know that the instrument is valid and reliable, it can be seen from the result of the data. The writer used SPSS to analyze t-test. The aim of t-test is to know whether there is a significant difference between before and after using quizwhizzer game. Thus, the result of t-test value is higher than t-table ($8.504 > 1.695$). It means that teaching vocabulary using quizwhizzer game is effective for improving students' vocabulary ability.

Keywords: Vocabulary, Method of learning, Quizwhizzer Game.

1. Introduction

According to Repka (2020), language is a verbal and non-verbal symbol used by people to communicate with others or humans and to participate in group activities of society or speech community. Thus, language is a media that must be mastered. Because English a foreign language that is often used to communicate with each other. Many languages that used by people but one important language is English. English has four skills for learning, there are writing, speaking, listening, and reading. Vocabulary was very needed to improve the mastery. Vocabulary is also a foundation in English, because without the vocabulary we can not communicate with each other. So, students must study a lot of vocabulary. According to Lehr et al., (2004), vocabulary is spoken or written language either produced or received that is written, listened, spoken, and read about knowledge and meaning of words. Vocabulary is also used in foreign languages, so it was very important to improve and achieve the student's skills

in languages. Meanwhile, according to Herlina (2015), vocabulary can be interpreted as collection of words that are understood by people. Therefore, students will be difficulted to learn and communicate in learning activities without vocabulary.

According the pre-observation in one of Junior High School Rembang, it found that many students still have difficulties learning new vocabulary, which is caused by some problems. The problems such as; the teacher mostly used a teacher-centered method which is the teacher more active than students, the students' vocabulary ability was still low, the students felt the English were difficult, and the students were passive and bored during the learning. In teaching-learning of Seventh Grade of SMP N 2 Rembang was also still using the traditional method such as find the difficult words, finding the meaning in the dictionary, doing exercise on paper, and memorizing the words. Thus, The variety of teaching strategies is very important in learning activities to motivate the student to be more enthusiastic and active. Farrel (2009), also claims that one of the ways that the teacher can use this game to make students fun, interactive, and empowering in learning vocabulary is by using various games. So, the writer provided to solve this problem by using games in learning and teaching English.

2. Literature Review

This section explains the theories adopted to analyze your data and interpret your findings. Provide the main theories underline your study. Written as much as 10-20% of the length of the article

Vocabulary

According to Neuman & Dwyer (2009), vocabulary words in speaking and word in listening are what we must know to communicate successfully. While, based Alqahtani (2015), highlighted that vocabulary is all the words required to express the speaker's meaning and to communicate ideas. So, it is important to learn vocabulary. Vocabulary has an significant part in language skills without vocabulary knowledge, students have difficulty in the learning process. So, vocabulary is very useful for anyone.

According to the definition above, we know that vocabulary is collection the words in a language used to communicate with each other. A wide variety of activities have been used to enhance students' vocabulary ability, such as playing a game. Moreover, the students in seventh grade, game is considered to be suitable and effective for learning vocabulary.

Method of Learning

Method is considered one of the important aspects of studying and teaching English. Method is refers to particular strategy or series of structured steps based on a credible approach, so it focused on achieving those goals. According to Afandi et al., (2013), the techniques or steps applied in students and teachers interaction to get learning objectives have been determined by the material of the learning method. Wina (2006), also claims that the method is a way in achieving something. So, method is the strategy that used to implement the plans that have been prepared in the form of real activities and practices to achieve learning objectives. Based on the definition above, any ways and strategies used by teachers to help students in learning process is method.

Quizwhizzer Game

There are many methods to make the English learning process enjoyable and interesting. Games were one of strategies to enhance the students' vocabulary ability effectively and actively. According to Syarfuni (2010), games can be used as method of teaching-learning, because it can assist and support the students to improve their vocabulary ability. Uberman (1998), also confirms that games have an significant part in teaching vocabulary. She observed of students' enthusiasm for learning English through game education. She claimed that games are considered to be worthwhile in assisting students not to only enjoy the class, but also in putting them into practice automatically. In conclusion, game is fun way to practice and learning English so it can motivate the students to learn language easily. Games have values of worthwhile and powerful learning tools that are recommended to be applied in vocabulary classes. It is implementation would affect the class to be greater fun, exciting, and active.

According to Bartrum (2020), it is a technology that used gamification to improve the classroom experience. The game adds friendly competition to self-paced quiz games. It is a race to the finish line in which you advance by answering questions correctly. So, this game can be used to create great and interactive learning and to use in learning method that are connected with learning materials and quizzes. According to Wahyuningsih et al., (2021), it showed that the quizwhizzer was very useful and effective in terms of being employed in the learning and teaching process because this games have many variations so it was very suitable to teach the students.

Based on the definitions above, we know that quizwhizzer as educational game which is interesting and used to create interactive quizzes. Furthermore, the game can help the teacher to teach many new vocabularies through doing the quiz. By getting the quiz codes, students and other participants can participate in the quizzes. The score of students' work will be showed at the end of game so the teacher can download it directly. Moreover, the students can see the true questions and answers from the quizzes that they have worked on. So, this game is very easy to use for students and teachers.

3. Method

The writer used quantitative as a research method in this study. According to Creswell (2018), quantitative research is an interconnected group of variables or constructs that have been formed into prepositions or hypothesis which explain the relationships between variables. In this study, a pre-experimental design with the one-group pre-test post-test was chosen to conduct. During the pre-experiment one group design, the writer investigated one group only and applied an intervention. Thus, the design is illustrated as follows:

Group A O1 X O2

Descriptions:

- O1 : Pre-test
- X : Treatment
- O2 : Post-test

Subject of the Research

4. Population

According to Urdan (2016), population is a characters or categories representing all individuals of a selected organization of interest. In this study, the students in seventh grade from SMPN 2 Rembang in academic year 2021/2022 was chosen as population.

5. Sample

Based on Urdan (2016), sample is a subset of the total population. Based on this statement, the sample is part of the population and must represent of the population. The writer used one class as the sample of this study whereas one class consisted of 32 students in SMP N 2 Rembang.

6. Sampling

Purposive sampling is the technique that used in this study. According to Cohen et al., (2007), purposive sampling is a sampling technique that based on their assessment of their typicality or perception of the specific traits sought and choose the cases to be included in the sample. Therefore, the researcher selected the sample because it is appropriate to the characteristics of the class and based on information from the teacher in SMP N 2 Rembang. Thus, the sample is VII 4.

Instrument of the Research

A measurement device was referred to as an instrument in this study. There were several kinds of data collection that used by the writer such as survey, test, questionnaire, interview, and experiment. Test is chosen as the research instrument.

To know that quizwhizzer game can improve the students' vocabulary ability so test is very needed. Test is one of tools to get the data in the research. It is to measure the presence or absence and the ability of the object of research. According to Brown (2006), a technique for determining a people's skill, understanding, and performance in a certain area is called test. The goal of test is to measure skill, knowledge, talent, and intelligence. In this study, the writer used pre-test and post-test.

Method of Data Collection

Techniques to collect the data were very important to conduct the research. The method is as follows:

1. Pre test

Test applied to student by the writer before gave the treatment. The purpose of the test is to train vocabulary ability and to utilize the capability of the students to develop their vocabulary ability before they finally have their vocabulary lessons with Quizwhizzer game. The pre-test applied in one class of seventh grade SMP N 2 Rembang in academic year 2021/2022. The writer gave the multiple-choice and the total of questions was thirty. The students was did the test individually.

2. Treatment

In this treatment process, the exercise given by the writer with the game two times. Quizwhizzer was the game that be used. After that, the teacher made the quizzes and shared the code. The students joined the game with the code and did the exercise in the game. After the students completed the exercise, the score would be showed at the end of game so we know the highest and lowest score in there. The teacher also can download the students' scores in the sheet. It was very practice and easy to use. The aims of this treatment was improving the students' vocabulary mastery.

3. Post-test

This test gave, after the students got the treatment twice. This step functioned as a means to investigate the students' vocabulary ability after the students got their vocabulary lessons with Quizwhizzer game. The test was multiple-choice and the questions were thirty.

The writer used some methods to collect data, consisting of:

1. Choosing SMP N 2 Rembang to conduct this study.
2. Coming to SMP N 2 Rembang and asked permission from Headmaster.
3. Meeting the English teacher who is teaching seventh-grade students to ask permission and consult about the sample, instrument, and schedule to do the research.
4. Doing the research in SMP N 2 Rembang
5. Giving the pre-test in one class
6. Giving the two times treatment by using quizwhizzer game
7. Giving the post-test in one class
8. Finally, getting the result of pre-test and post-test scores to find out the different significance before and after using the game.

Technique of Data Analysis

The technique of data analysis was using statistical analysis. Statistical procedure is step that used to analyze the achievement of the students' improvement in vocabulary. The writer used SPSS 21 as a technique to analyze the data and to find out of the mean, standard deviation, standard error, and t-test.

Then, to find out the result, the writer used the formula below :

1. Scoring the test

In this scoring, the writer analyzed the data from the students' answer. The score is 1 for the true answers and 0 for the false answers.

The formula as follows:

$$\text{Students' score} = \frac{\text{right answer}}{\text{total items}} \times 100$$

2. Analyzing the levels of the students' ability

The level of student's ability can be observed by categorizing the students' scores in some classes. So, the writer used the code of A B C D and E to give the students' score. The technique of scoring the test of students' results as follows:

Table 1. *Level of Students' ability*

Score	Grade	Category
90 – 100	A	Excellent
80 – 89	B	Good
70 – 79	C	Adequate
60 – 69	D	Inadequate
Less than 59	E	Failing

(Brown, 2006)

Finding the mean

Statistical procedure is step that used to analyze the achievement of the students' improvement in vocabulary. The writer used SPSS 21 as a technique to analyze the data and to find out of the mean, standard deviation, standard error, and t-test.

7. Finding and Discussion

The results of the study are as follows:

1. The Students' Vocabulary Mastery before They are Taught Using Quizwhizzer Game

Pre-test was given by the writer for knowing students' vocabulary ability before being taught using quizwhizzer game in the class of VII.4. Pre-test was did for analyzing the degree of English in vocabulary mastery. The test had thirty questions, and the students did the test in the paper. There were 32 students in one class did the pre-test. They needed forty minutes to do pre-test. Pre-test was conducted before the treatment; it purposed to determine what strategies used in showing treatment using the quizwhizzer game. After the students finished to do the pre-test, the writer gave a score. Pre-test was multiple choice so the students should choose the most correct answer. The score of true answer was 1 and the false answer was 0. Thus, the total correct answer was divided 30 and multiplied 100; the maximum score was 100.

The result of mean score can be showed 62.56 and the result of Standard Deviation is 14.018. From the result, we know that the average of students' score is less than 70 and many students got the score less than 60. It can be categorized that students' vocabulary ability in VII.4 is very low. Therefore, the writer decided to continue the treatment using Quizwhizzer game to increase students' vocabulary ability.

2. The Students' Vocabulary Mastery after They are Taught Using Quizwhizzer Game

Post-test was given by the writer after being taught using quizwhizzer game. The treatment was given twice for improving students' vocabulary ability after that post-test was hold. The treatment was done by using quizwhizzer game so the students of VII.4 joined and played in there. It aimed for measuring the students' vocabulary ability after being taught quizwhizzer game. The writer gave thirty questions for the students. The questions were same with the pre-test but it has been randomized by the writer. The score of true answer was 1 and the false answer was 0. Thus, the total correct answer was divided 30 and multiplied 100, and to achieve the maximum score was 100.

From the result, we know that the mean score of post-test was 80.41 and the standard deviation was 10.907. It can be stated that these results were quite good because many students got the good score and grade A. The distance of mean and standard deviation values was also far. Thus, there was an improving of students' average ability of vocabulary in adjective.

3. The Significant Difference in Students' Vocabulary Mastery before and after being Taught Using Quizwhizzer Game

The writer was provided analyze of the data to answer the third research problem about the significant difference before and after being taught using quizwhizzer game. So, the result of the calculation using SPSS is as follows:

Table 2: *Descriptive Statistics Pre-test and Post-test*

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	32	33	90	62.56	14.018
Posttest	32	60	100	80.41	10.907
Valid N (listwise)	32				

From the pre-test results, we know that the minimum score was 33 and the maximum score was 90. Meanwhile, the mean score of pre-test was 62.56 and the standard deviation was 14.018. It can be categorized that the students' mastery of vocabulary was still low. On the other hand, there was also outcome of post-test; the minimum score was 60 and maximum score was 100. Meanwhile, the mean of post-test was 80.41 and the standard deviation was 10.907. From these results, we know that the mean score between pre-test and post-test were increase. There was also difference scores between pre-test and post-test scores. Thus, it can be showed that the quizwhizzer is effective to enhance students' vocabulary ability of class VII.4 and suitable to use for learning and teaching adjective.

Table 3: Paired Sample T-test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - Posttest	-17.844	9.006	1.592	-21.091	-14.597	-11.208	31	.000

From the result above, there was a basis for making the decisions. If the result of Sig. (2-tailed) < 0.05, it means that there is any significant difference between pre-test and post-test scores. But the result of Sig. (2-tailed) > 0.05, it means that there is no significant difference between pre-test and post-test scores. From the calculations above, it can be seen that the value of Sig. (2-tailed) is 0.000. Thus, it can be concluded that 0.000 < 0.05, it indicated that there was any significant difference of students' vocabulary ability after being taught using quizwhizzer game. The writer also calculated of the t-test as follows:

$$t = \frac{\bar{x}_2 - \bar{x}_1}{\frac{S_{x1-x2}}{\sqrt{n}}}$$

$$= \frac{80.41 - 62.56}{2.099}$$

$$\begin{aligned} &= \frac{17.85}{2.099} \\ &= 8.504 \end{aligned}$$

From the calculation above, we know that the t-test value was 8.504 and the t-table was 1.695. It can be concluded, that the result of t-test is higher than t-table ($8.504 > 1.695$). Thus, there was significant difference between students' vocabulary ability before and after being taught using quizwhizzer game. Therefore, the alternative hypothesis (H_a) was received and null hypothesis (H_o) was rejected. Thus, there was significant difference between students' vocabulary mastery before and after being taught using quizwhizzer game. Therefore, the alternative hypothesis was received and null hypothesis was rejected.

The conclusion of using the quizwhizzer game was very effective to improve students' vocabulary ability, so this game was a good method to use in learning vocabulary and effective strategy to teach new vocabulary for the students. The students were very interesting in learning process. They were also very active in teaching using the game. Thus, quizwhizzer game is suitable to apply in learning activity. This is in line with Syarfuni (2010), games can be used as method of teaching-learning, because it can assist and support the students to enhance their vocabulary ability. In addition, teaching and learning vocabulary through quizwhizzer game was approve for improving students' ability. It can be stated when teaching and learning process through the quizwhizzer game. The students were more exciting when they studied with the game Thus, they were very interesting and active to learn vocabulary with playing the game.

Discussions

The result of this study reveal that quizwhizzer game is very effective to use in teaching vocabulary. This study was aimed for knowing whether quizwhizzer game could improve students' vocabulary ability and to know whether there is any significant difference between pre-test score and post-test score. The writer chose VII.4 class as a subject in this study.

There were four meetings done by the writer. For the first time, the writer gave a pre-test and explained about rules for doing the test. Actually, many students felt difficult during the test because they did not understand about the vocabulary. But, some of the students did the test well. Following the outcome of the test, many students got the low scores than the high scores. It can be showed of the mean score was 62.56. Thus, the students' vocabulary mastery of VII.4 class was still low.

After that, the writer gave the treatment twice to increase students' vocabulary mastery. Quizwhizzer game was used by the writer as method with playing the game. The writer explained the rules for playing the game and the students joined through the code. The students were very happy, active, and interesting when they used the game. The game was very easy to access so the students were very excited to contribute. Therefore, they understood the material and got many new vocabularies of adjective through quizwhizzer game.

During the treatment was done, the writer gave post-test for knowing whether quizwhizzer game can increase the students' vocabulary ability. The mean scores of post-test was 80.41. It can be stated that the high score was more than low score. There were two students got the perfect score and no students got a score below 60. Thus, this treatment was effective to use. The students also could memorize the new words of adjective easily and motivate to learn vocabulary.

From the discussion above, the conclusion was teaching using quizwhizzer game in learning vocabulary could improve students' vocabulary mastery of seventh grade students.

Thus, this game is very suitable and good for teaching vocabulary because the students feel enjoy and not bored. Moreover, the students are more interesting and exciting for using smartphone than paper. Thus, quizwhizzer game is recommended game used of process in teaching and learning english.

8. Conclusion

Based on the result of the study, there are several points that can be stated as follows: 1) The mean result of pre-test was 62.56 before being taught using quizwhizzer game. So, we know that the students' vocabulary ability before being taught using the game was still low. 2) The mean result of post test was 80.41 after the students were being taught using quizwhizzer game. The score was greater than pre-test score. Thus, quizwhizzer game helped the students for improving their vocabulary mastery. 3) There was a significant difference between students' pre-test and post-test score in learning and teaching process.

The outcome of significant value was 0.000, it was smaller than 0.05. Thus, it proves that there is a significant difference between pre-test and post-test scores of VII.4 of SMP N 2 Rembang before and after being taught using quizwhizzer game. In addition, teaching vocabulary through quizwhizzer game was approve for improving students' ability. It can be stated when teaching and learning process through the quizwhizzer game. The students were more exciting and understanding when they studied with the game Thus, they were very interesting and active to learn vocabulary with playing the game. The teachers should use quizwhizzer game for improving students' vocabulary ability as an effective method in teaching and learning activity, as a result learning activities are enjoy, active, and fun. From the discussion above, the conclusion was teaching using quizwhizzer game in learning vocabulary could increase students' vocabulary ability of seventh grade students. Thus, this game is very suitable and good for teaching vocabulary because the students feel enjoy and not bored. Moreover, the students are more interesting and exciting for using smartphone than paper. Thus, quizwhizzer game was recommended game used of process in teaching and learning english.

References

- Afandi, M., Chamalah, E., & Wardani, O. P. (2013). *Model & Metode Pembelajaran di Sekolah* ii. Unissula Pres.
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34. <https://doi.org/10.20472/te.2015.3.3.002>
- Bartrum, T. (2020). *Quizwhizzer*. <https://blog.quizwhizzer.com/about-our-story/>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches* (Fifth Edit). SAGE.
- Farrel, T. S. C. (2009). *Teaching reading to English language learners*. San Francisco: Corwin Press.

- Herlina. (2015). *Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo*. 10.
- Lehr, F., Osborn, J., & Hiebert, E. H. (n.d.). *Enhancing Instruction for Striving Readers A Focus on Vocabulary Early Reading Series published by the Regional Educational Laboratory at Pacific Resources for Education and Learning*. <http://www.prel.org>
- Neuman, S. B., & Dwyer, J. (2009). *Missing in Action: Vocabulary Instruction in Pre-K*. 62(5), 394–392. <https://doi.org/10.1598/RT.62.5.2>
- Repka, R. (2020). Towards a Definition of Language. In *Philologi* (Vol. 1).
- Sanjaya, W. (2006). Strategi Pembelajaran.
- Syarfuni. (2010). *Nomor 2. Juli-Desember 2010 / 75 Volume I Nomor 2. Juli-Desember*. 1, 76.
- Uberman, A. (1998). *The Use of Games for Vocabulary Presentation and Revision*. 36(1).
- Urduan, T. C. (2016). *Statistics in Plain English, Fourth Edition*. Routledge. <https://doi.org/10.4324/9781315723112>
- Wahyuningsih, F., Dyah Woroharsi, R. P., Saksono, L., & Imam Samsul, S. (2021). Utilization of QuizWhizzer Educational Game Applications as Learning Evaluation Media. www.quizwhizzer.com.