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Improving the Students' Vocabulary Achievement by Applying Quizalize Application

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Abstract—This study investigated how students could expand their vocabulary of personal recall writing accomplishment by using the Quizalize application. This study is purposed on determining how well the Quizalize application enhances students' vocabulary acquisition of personal recount texts. Twenty-seven eighth-grade pupils from MTs Syekh Subakir 2 Nglegok Blitar served as the study's subjects. This study was carried out in a single cycle using the planning, acting, observing, and reflecting steps of classroom action research. The instrument used to measure the students' pre- and post-treatment test result was used to present the data quantitatively. The results demonstrated that using Quizalize to improve students' vocabulary for their personal recount texts was beneficial for the class it is 55.5 in pre-test and 79.6 in post-test.

Keywords—Quizalize application, vocabulary achievement, personal recount text, CAR.

INTRODUCTION

The Indonesian curriculum states that English as an International language should be learned by students who are not native speaker as Foreign Language subject (Kusuma, 2019; Triantoro et al., 2023). Becoming International language, English is important for students to be learned. The whole unity speak English for International communication, especially for education, academics, business, entertainment, and several purposes of information. In line with that statement, (Ilyosovna, 2020; Sari et al., 2023) said that English is a global language for communication around the world. Furthermore, to be able to communicate fluently in English either in written or spoken form the students must learn the skills and sub-skills of English. 4 essential skills of English must be learned by the students. The skills are the competence of English to be mastered. The first is listening, the second is speaking, the third is reading, and the fourth is writing (Sreena & Ilankumaran, 2018). Moreover, to support the success of the main skills learning targets, above, the students must also learn the subskills such as Vocabulary, Grammar, and Pronunciation (Cahyono et al., 2023; Katawazai et al., 2019).

Moreover, from the subskills mentioned above, vocabulary is the most important subskill in supporting the student's success in learning English, because without having enough vocabulary, the students will have difficulty using English for communication either oral or written (Puspitasari et al., 2022; Widiawitasari et al., 2020). Furthermore, (Dakhi & Fitria, 2019) said that vocabulary is essential for learning

English and becomes the key to success for students in mastering a foreign language (English). In addition, by having sufficient vocabulary for the materials that should be learned, the students will be able to comprehend the English text, write and speak in English, and listen to English easily (Hariyono, 2020). In addition, (Rahman & Angraeni, 2020) reported that many foreign language learners encountered problems in comprehending the text because of the lack of vocabulary and they did not know the appropriate strategies for learning the vocabulary. In this case, we can conclude that mastering vocabulary is important for the students to be able to speak each other and communicate well the targeted language that they want to learn.

Despite the essential of vocabulary in supporting the students' success in English as a foreign language mastery, vocabulary teaching, and learning in Indonesia, especially in Junior and Senior High schools is not prioritized in the curriculum (Octaberlina et al., 2020). In this case, there is no particular instruction or time for learning it. Furthermore, Vocabulary is often a neglected sub-skill in English teaching and learning, as a result, the students find it difficult to master it because of their lack of vocabulary (Kusuma, 2019). The difficulties in learning English vocabulary faced by Indonesian learners covered (1) pronouncing the words, (2) writing and spelling the words (3) determining types of vocabulary because of inflection (4) defining the words (5) using appropriate words context (6) defining idiomatic expression (Andika & Mitsalina, 2020).

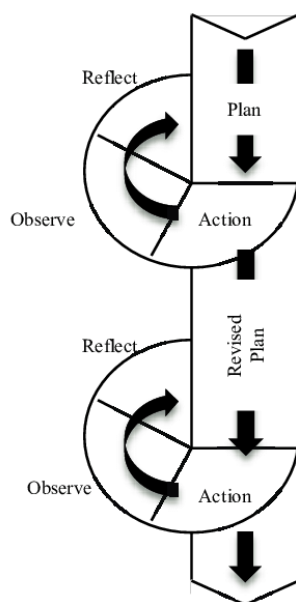
Furthermore, eighth-grade students at MTs Syekh Subakir Nglegok Blitar also had trouble in mastering the language. The result of the initial activity that was pre-treatment test, which the researcher administered on Monday, July 11, 2022, it was discovered that the students were struggling to identify synonyms and antonyms, distinguish between V1 and V2, and use the right words in the context of recount texts. Additionally, based on the test results prior to therapy, it was discovered that the students' average score was 55.53, indicating that their performance was inadequate and required improvement because the school's standard criterion for English mastery (KKM) is 75.00. B

Due to we are facing the digital era today, the researchers tried to choose one of the media to be applied in a classroom. The researchers chose a digital media that is suitable and fix to be applied in the researcher's research activity and do hope the students will be motivated to learn the vocabulary material using this media and get better achievements to fulfill the minimum criterion mastery of the school (KKM) 75.00. One of the applications that interested the rest is Quizalize application. Quizalize application is an online platform that can be easily accessed by students or users through a computer, tablet, or mobile phone that can be accessed by users through a computer, tablet, or mobile phone for classroom polling and assessment. (Mukaromah & Mutoharoh, 2019) said that Quizalize is a very useful digital media for vocabulary learning activity, because it offers interesting questions display and direct results, and makes the process of teaching-learning activity more effective. In this step, the teacher can manage their own quiz in Quizalize application creatively. Moreover, Quizalize not only benefits to teacher as a tool to make a quiz but also gives the students easy understanding of the material that they want to learn (Mukaromah & Mutoharoh, 2019).

After discussing the circumstances and issues raised by the eighth-grade students at MTs Syekh Subakir 2 Nglegok Blitar, the researchers became keen on and interested in conducting CAR or a classroom action research project intitled "Improving the Students' Vocabulary Achievement by Applying Quizalize Application" because of the application's strengths for media use in teaching and learning, the findings of earlier studies on the subject, as well as the small amount of research on its use in Indonesia.

RESEARCH METHOD

The research method applied by the researcher is Classroom Action Research (CAR). According to Latief (2019), Classroom Action Research is research to improve the quality of English teacher's performance in instruction as well as the student's achievement in learning English in the classroom, in this case, the teacher tries to improve their teaching activities and plan the improvement based on the result of assessment. The researcher chose this design because there was a problem in her class that needed to be improved. In this case, the eighth-grade students of MTs Syekh Subakir 2 Nglegok Blitar had difficulty in learning the vocabulary of personal recount text especially in defining the word with appropriate meanings, determining synonyms and antonym, differentiating V1 and V2 and using the word in certain context. Furthermore, this research was conducted individually, namely research with researchers as teachers and practitioners of the research subject. The research design used Kemmis and McTaggartcycle, model. In one cycle there are planning, implementation, observation, and reflection. The cycle possibly happens not only once, but several times until achieving the expected goal. To understand more easily see the image below:



(Figure 1 classroom action research by Kemmis and Taggart)

A test that is administered following the completion of the action stage implementation serves as the research instrument in this study. The 50 test questions

are divided into the following categories: questions 1–5 ask you to choose appropriate Indonesian meanings; questions 6–10 ask you to determine synonyms and antonyms; questions 11–15 ask you to distinguish between V1 and V2; questions 16–20 ask you to choose a word to complete sentences; questions 21–45 are based on a text; and questions 46–50 ask you to correct sentences. There are multiple choice questions on every page. The structure $FV=R/N$, means FV is the difficulty index, R is the correct answers total number, and N is the students taking the test total number, will be used to determine the index difficulty of the test items. The index

The researchers in this study tried to used writing tests namely test before treatment and test after treatment, and photo documentation as techniques of data collection in the process research of students regarding the use of students' vocabulary improvement using Quizalize application. Furthermore, the data analysis taken by the researchers in this study was quantitative data analysis. The researcher will analyze the students' post-test results, the researcher check the students' papers. In this case, the researcher pays attention to the students' reports to know their achievements and the class report to determine the average class score after Quizalize implementation for learning vocabulary. The quantitative data analysis procedures will be classified as follows:

- a. Rule to get an individual degree of mastery

$$\text{Degree of Mastery} = \frac{\text{Number of correct items}}{\text{Number of items}} \times 100\%$$

- b. Rule to get the mean score

$$M = \frac{\sum X}{N}$$

Note:

M = Mean score

$\sum x$ = The students' vocabulary test total scores

N = The number of students

RESULT AND DISCUSSION

This study was conducted to get the improvement of the Eighth-grade students' achievement on vocabulary mastery of recount text at MTs Syekh Subakir 2 Sumberasri Blitar which was unsatisfying. A pre-test is a test given to experimental subjects before they are given the experimental intervention of interest. Each student has 90 minutes to complete the 50 questions on the pre-test. This table displays the outcomes of the preliminary examination:

NO	NAME	SCORE	NO	NAME	SCORE
1	ADC	62	15	FA	60
2	ANR	44	16	FMK	54
3	AY	54	17	JAP	64
4	ASPC	60	18	MDZS	54
5	ATA	54	19	MFENS	54
6	ADPA	50	20	NSINA	56
7	ADR	52	21	RCS	60

8	AA	52	22	RZI	50
9	AM	54	23	RTH	54
10	AZP	62	24	RK	52
11	BP	60	25	S	50
12	BRA	62	26	SS	50
13	BBP	60	27	FA	60
14	DOC	62	28	FMK	54
TOTAL MEAN SCORE: 55,538					

The purpose of the post-test in this research was to improve the respondents' vocabulary and understanding of recount texts using Quizalize application after they had been exposed to it through the treatment. All 50 post-test questions must be answered within 90 minutes. Test outcomes are summarized in the table below:

NO	NAME	SCORE	NO	NAME	SCORE
1	ADC	80	15	FA	82
2	ANR	84	16	FMK	86
3	AY	78	17	JAP	78
4	ASPC	78	18	MDZS	78
5	ATA	82	19	MFENS	80
6	ADPA	78	20	NSINA	82
7	ADR	78	21	RCS	78
8	AA	76	22	RZI	78
9	AM	78	23	RTH	78
10	AZP	80	24	RK	80
11	BP	80	25	S	80
12	BRA	78	26	SS	82
13	BBP	78	27	FA	86
14	DOC	80	28	FMK	78
TOTAL MEAN SCORE: 79,615					

Shown from the table that students' vocabulary achievement of eighth-grade on recount texts grew from 55.33 to 79.615, according to the above-mentioned findings. The study's success requirements are followed by the school criterion, which is satisfied by all students who receive a post-test score of at least 75 and by the average class score of all students. According to the results above, 27 eighth-grade students at Mts Syekh Subakir 2 Nglegok Blitar received a score of at least 75. The students' highest score was 86, and their lowest score was 76. It indicates that every student in the class has met the research success requirement of ≥ 75 . Additionally, the class's average score was 79.615, indicating the students'

This research is CAR design or Classroom Action Research form which intended to get the increment of the eighth-grade students' vocabulary achievement of recount text in Mts Syekh Subakir 2 Sumberasri Blitar, especially in finding the appropriate meaning of the vocabulary, determining synonyms and antonym, differentiating

between V1 and V2 and using the appropriate vocabulary in the context of personal recount text by applying Quizalize application. After treatment actions the eighth-grade students' vocabulary achievement increased significantly. The student's average score increased from 55.33 in the pre-test to 79.615 in the post-test, and all of the participants passed the targetted criterion mastery of the research ≥ 75 .

The research result above is in line with Mukaromah and Mutoharoh (2019), who said that Quizalize application is an effective medium for teaching and reviewing the learning material to the students. In this case, success in learning vocabulary was achieved through 20 meetings. The majority of the discussions were devoted to going over the Quizalize application's recall text vocabulary. Therefore, there was an increase in the student's score from 55.53 to 79.615 in the post-test.

Moreover, the success of Quizalize application in improving the eighth-grade students' vocabulary achievement of recount text may be caused by the students' strong motivation to review the vocabulary materials in Quizalize application, Quizalize application is a very interesting and interactive learning tool based on the game which provides the student the change to compete with their friend in a class to achieve the highest score because the researcher gave rewards for the top three in every meeting. This result is in agreement with (Arévalo Chuquín et al., 2020) who reported that Quizalize application has an interactive and competitive quiz environment that makes the students eager to compete with friends positively.

In addition, the students can learn the vocabulary of recount text easily because there is real-time feedback from the application, so when they answer wrong they can try to review again until it is correct. Furthermore, the English teacher also can check the students' answers through this application. Those statements agree with (Bratel & Okhrimenko, 2021) who argued that through Quizalize application, the teacher can see the students' work and whether they have already presented the right answer or not.

Not far from the statement above, Quizalize application can be used for testing the students' achievement either formative or summative. In this case, the researcher used this application for a formative test in which the student was asked to do the quiz after they learned 50 vocabularies in every meeting. Because of that regular reviewing that the teacher scheduled (17 meetings) impacted the student's scores in the post-test which were higher than before they learned the material by using Quizalize application. This result supports and adds (Bratel & Okhrimenko, 2021) idea that Quizalize is one of the best applications that can be used either for summative or formative evaluation in foreign language classes.

Lastly, the factors that affected the students' achievement besides mentioned above are by using Quizalize application the student can understand the material easily as well as the teacher can provide the quiz for the student without spending much time, it is in line with (Mukaromah & Mutoharoh, 2019) who revealed that Quizalize application does not only give benefit to the teacher as a tool to make a quiz but also gives the students easy understanding of the material that they want to learn.

CONCLUSION

The Quizalize application can help eighth-grade students at MTs Syekh Subakir 2 Sumberasri Blitar improve their vocabulary achievement of recount texts,

particularly in determining synonyms and antonyms, differentiating between V1 and V2, and using the appropriate vocabulary in the context of personal recount texts. This conclusion is drawn from conducting Classroom Action Research (CAR) with the eighth-grade students at MTs Syekh Subakir 2 Sumberasri Blitar.

Additionally, in a single cycle of action, the Quizalize application can raise students' vocabulary achievement of recount texts at Mts Syekh Subakir 2 Nglegok Blitar. Prior to the action (pre-test), the student's recall text achievement was 55.33; following the action, the student's recall text vocabulary achievement increased.

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