ENHANCING YOUNG LEARNERS' VOCABULARY THROUGH INTERACTIVE LEARNING PLATFORM: *QUIZIZZ*

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Abstrak

Penelitian ini menyoroti pentingnya belajar bahasa Inggris sejak usia dini sebagai respons terhadap tantangan globalisasi. Bahasa Inggris merupakan kunci untuk mengakses teknologi dan pengetahuan global, sehingga menekankan perlunya siswa menguasainya sejak usia dini. Kosakata memainkan peran penting dalam kemampuan berbicara, membaca, menulis, dan mendengarkan dalam bahasa Inggris. Keterbatasan kosakata dapat menghambat kemampuan komprehensif dalam bahasa tersebut. Penelitian ini menggunakan metode Classroom Action Research (CAR) untuk menyelidiki pengaruh permainan Quizizz dalam meningkatkan kosakata bahasa Inggris di sekolah dasar. Dalam dua siklus, terjadi peningkatan signifikan dari 60% pada pra-uji menjadi 94% setelah siklus pertama, dengan mayoritas siswa mencapai atau melampaui KKM sekolah (70%). Quizizz terbukti efektif dalam meningkatkan minat dan keterlibatan siswa dengan fitur kompetitif dan desain yang menarik. Alat ini menciptakan lingkungan belajar yang menyenangkan dan mengurangi kebosanan dalam belajar. Siswa mendapatkan umpan balik langsung dan dapat melacak kemajuan mereka, sementara guru dapat memantau kemajuan belajar secara efisien. Implikasi dari penelitian ini menunjukkan penggunaan platform pembelajaran interaktif seperti Quizizz dalam pengajaran kosakata bahasa Inggris di sekolah dasar. Hal ini dapat meningkatkan efektivitas pembelajaran dan memperkuat motivasi siswa. Penelitian ini juga berkontribusi pada pemahaman metode pembelajaran berbasis game dalam konteks pendidikan bahasa. Secara keseluruhan, penelitian ini memberikan panduan praktis bagi guru untuk mengintegrasikan teknologi dalam pembelajaran kosakata bahasa Inggris di sekolah dasar, serta memberikan dasar untuk penelitian lebih lanjut dalam pengembangan pembelajaran berbasis game.
Kata kunci: Pembelajar Muda, Kosakata, Platform Pembelajaran Interaktif, Quizizz

Abstract

This research highlights the importance of learning English from an early age as a response to the challenges of globalization. English is key to accessing technology and global knowledge,

emphasizing the need for students to master it from an early age. Vocabulary plays a crucial role in speaking, reading, writing and listening skills in English. Limited vocabulary can hinder comprehensive abilities in the language. This research uses the Classroom Action Research (CAR) classroom action method to investigate the effects of the *Quizizz* game in increasing English vocabulary in elementary schools. In two cycles, there was a significant increase from pre-test 60% to 94% after the first cycle, with the majority of students reaching or exceeding the school's KKM (70%). *Quizizz is* proven to be effective in increasing student interest and engagement with its competitive features and attractive design. This tool creates a fun learning environment and reduces boredom in learning. Students get immediate feedback and can track their progress, while teachers can monitor learning progress efficiently. The implications of this research suggest the use of interactive learning platform such as *Quizizz* in teaching English vocabulary in elementary schools. This can increase learning effectiveness and strengthen student motivation. This research also contributes to the understanding of game-based learning methods in the context of language education. Overall, this research provides practical guidance for teachers to integrate technology in English vocabulary learning in elementary schools, as well as providing a basis for further research in the development of game-based learning.

Keywords: Young Learners, Vocabulary, Interactive Learning Platform, Quizizz

INTRODUCTION

The need for learning English from an early age, such as in elementary school, is increasingly essential in this era of globalization. English helps students access technology, and even at a young age, children are expected to compete in academic subjects. If elementary students fall behind in English, it may lead to a lack of self-confidence due to their inability to keep up with their peers (Maili, 2018). Thus, early exposure to English is vital for their development and future competitiveness.

Vocabulary is an integral part of language learning, and its mastery is fundamental to acquiring the four key language skills: reading, writing, speaking, and listening. Without a solid vocabulary, it becomes difficult for students to engage fully with the language, particularly in English, which is a foreign language for most learners. Therefore, vocabulary serves as the foundation for language acquisition and must be prioritized in language instruction. Teaching vocabulary is critical in English language learning. According to Dwi (2017), teachers must focus on vocabulary as the first step because it is a basic skill required to achieve proficiency in other language competencies, such as writing, reading, speaking, and listening. Effective vocabulary teaching lays the groundwork for broader language skills and helps students build the necessary language foundation for future success.

However, despite teachers' best efforts, many students still struggle with vocabulary retention, especially when lessons are delivered monotonously (Darmawan & Fatmawati, 2019). Engaging students through interactive methods, such as games, can significantly improve vocabulary learning. For example, playing vocabulary games makes learning more enjoyable, especially for elementary students, who often find English challenging. When learning is engaging, students are less likely to feel overwhelmed and more likely to retain vocabulary (Khusniyah & Hakim, 2019).

Learning outcomes are a key measure of the success of any educational process. These outcomes reflect the knowledge, skills, and competencies students acquire. Summative assessments, as described by Brown (2004), measure learning outcomes at the end of a learning

phase, while formative assessments provide continuous feedback during the learning process. In a tense assessment environment, many students may feel anxious, which can affect their performance, underscoring the need for more relaxed and engaging evaluation methods.

The use of *Quizizz*, a game-based learning platform, has proven to be an effective tool for enhancing student engagement and learning outcomes. *Quizizz's* interactive and competitive features make learning fun, while its instant feedback helps students identify areas for improvement (Zuhriyah & Pratolo, 2020). Studies have shown that using *Quizizz* can improve students' attention, concentration, and overall learning outcomes (Setiawati, 2021). Its wide use in classrooms has demonstrated significant benefits, especially in improving vocabulary skills.

Focusing on SDN Kelayan Timur 11, this research explores how *Quizizz* can enhance vocabulary learning and boost students' motivation. The school's high interest in English presents a great opportunity to introduce innovative learning tools. By addressing the gap between student interest and traditional teaching methods, this research aims to make English learning more engaging and effective, ultimately improving students' vocabulary and overall language proficiency.

METHOD

This study aims to improve students' vocabulary using Classroom Action Research (CAR), specifically by integrating the Quizizz game into the learning process. CAR is designed to address and resolve problems within the classroom setting, as emphasized by Suyadi (2012). The primary goal of CAR is to enhance educational practices by improving teaching and learning outcomes. Action research is characterized by its focus on social practices, direct teacher-student interaction, and a cyclical process of planning, action, observation, and reflection. In this study, the cyclical nature of CAR allows for continuous improvement through multiple cycles, ensuring that teaching strategies are refined and adapted to meet the needs of students. This participatory approach, involving teachers and students, fosters collaboration and a shared commitment to enhancing educational practices and outcomes.
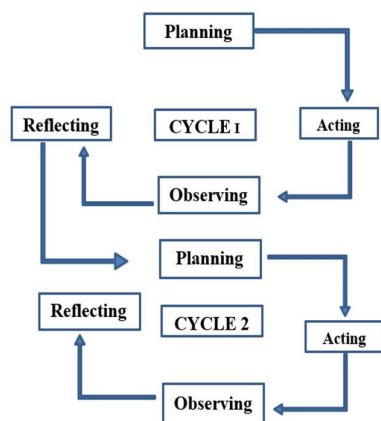

Figure 1. Kurt Lewin's Action Research

The research design for this Classroom Action Research is collaborative, involving the researcher working alongside the English teacher at SD Kelayan Timur 11. The researcher acted as the English teacher, implementing active learning strategies, while the English teacher served as an observer and collaborator, assisting in lesson planning, instruction, assessment, and data analysis. The research followed several stages:

1. Planning: The researcher developed lesson plans, gathered materials, established learning goals, and set success criteria for implementing the *Quizizz* game.
2. Acting: This phase involved conducting a pre-test, introducing the *Quizizz* game, addressing students' questions, and administering a post-test.
3. Observation: The researcher observed student behavior and engagement throughout the learning process, using field notes and assessing pre- and post-test results to evaluate success criteria.
4. Reflection: Finally, the researcher reflected on the observations and student performance to identify challenges and areas for improvement in future cycles.
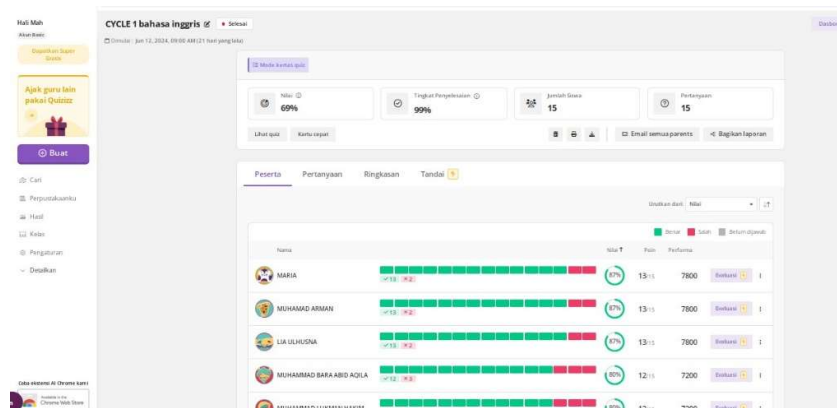
RESULT AND DISCUSSION

Figure 2. Display of Student Rankings in Cycle 1

Based on the results of the cycle 1 test, it shows that students got an average score of 70. In cycle 1 there was 1 student with a percentage of 6% who got a score in the lowest range, namely 50-69. Then as many as 33% of the total number of students, namely 5 people, were in the 70-80 value interval. Meanwhile, the remaining 26% with a total of 3 students getting grades in the interval 81-90. Furthermore, students with a complete score, namely 33% with a total of 5 students in the interval 91-100. So, it can be concluded that the number of students whose grades meet the KKM 70 in cycle 1 was 94% with a total of 14 students. Meanwhile, students whose scores do not meet the KKM are 6% or the number of students is 1 person. These data show that there is an increase in learning outcomes in cycle 1 compared to the learning outcomes obtained in the pre-cycle. Table 2 and Figure 4 show this. For more details, pay attention to Table 2 and Figure 4 below.

Table 1. Student Scores in Pre-Cycle and Cycle 1

No	Score category		The Number Of Students	
			Pre-Cycle	Cycle 1
1	Complete	100-90	0 Person	5 Persons
		90-81	3 Persons	4 Persons
2.	Incomplete	80-70	6 Persons	5 Persons
		<70	6 Persons	1 Person

Meet -2

cycle 1 — Tidak tuntas , 6% — Tuntas , 94%

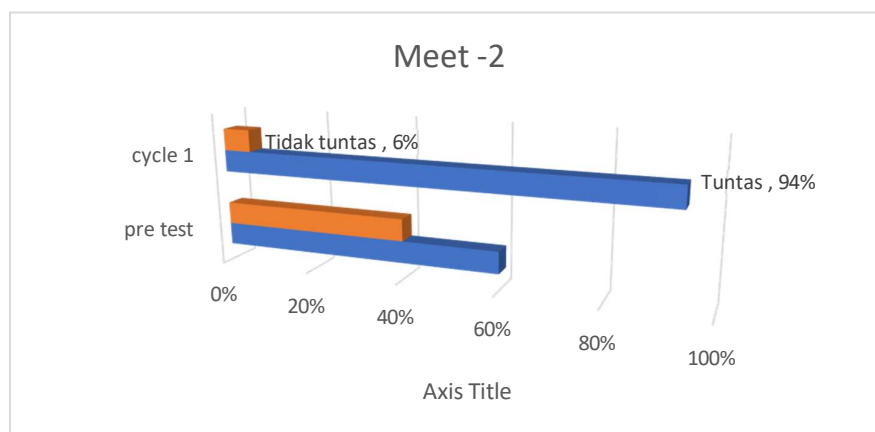pre test

0% 20% 40% 60% 80% 100%

Axis Title

Figure 3. Comparison of Values in Pre-Cycle and Cycle 1

Based on Table 1 and Figure 3, there has been a noticeable improvement in student learning outcomes after implementing the action. Specifically, the percentage of students who did not meet the learning objectives decreased significantly, from 40% in the pre-cycle to just 6% in Cycle 1. Conversely, the percentage of students who successfully met the learning objectives increased from 60% to 94%. As previously established, the success criterion for this classroom action research (CAR) is achieving a minimum of 80% student completion. The data above indicates that the percentage of students achieving the learning outcomes has indeed surpassed this threshold in Cycle 1, demonstrating the effectiveness of the intervention. However, there is still a need for improvement, as evidenced by the data from Cycle 2, suggesting that further actions or adjustments may be necessary to enhance student learning outcomes even more. This highlights the ongoing nature of CAR, where continuous assessment and iteration are vital to achieving optimal results.
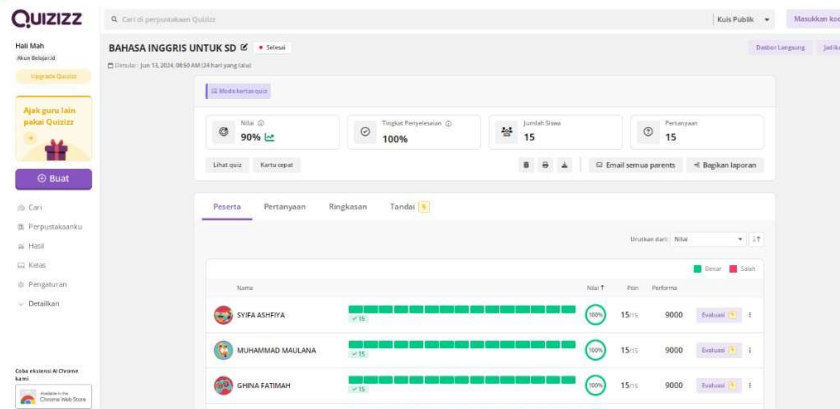
Figure 4. Display of Student Rankings in Cycle 2

Based on the test results in cycle 2, the number of students who did not complete the post-test in this cycle was only 6%, which is quite far from the number of students whose scores were complete, reaching 94%. It can be seen in table 3 below, where there was a significant increase in student learning outcomes after further action was carried out in cycle 2. The percentage of students who had not completed it decreased from 40% to 6%. Meanwhile, the percentage of students with passing grades has increased quite significantly, namely from 60% to 94%. Thus, (CAR) is said to be successful because it has reached the success indicator, namely the percentage of completeness scores for student learning outcomes that has exceeded 90%. It can be seen in Figure 6 that the number of students whose grades have been completed has reached 100%. After conducting the post-test, the results showed that 87% of the students successfully achieved the required proficiency level, while 13% have not yet met the expected outcomes. We will continue to provide additional support to those students to help them reach the learning goals set. Thus, this classroom action research was declared successful in improving student learning outcomes. This research could continue until cycle 3 to see the consistency of the results, but the researchers believe that the data obtained from cycles 1 and 2 are sufficient to interpret the results of these actions.

No	Score category		The Number of Participants			
			Pre-Cycle	Cycle 1	Cycle 2	Post test
1	Complete	100-90	0 person	5 persons	5 persons	8 persons
		90-81	3 persons	4 persons	6 persons	1 person
		80-70	6 persons	5 persons	5 persons	4 persons
2.	Incomplete	<70	6 persons	1 person	1 person	1 person

Table 2. Student Scores in Pre-Cycle, Cycle 1 and Cycle 2

Chart Title

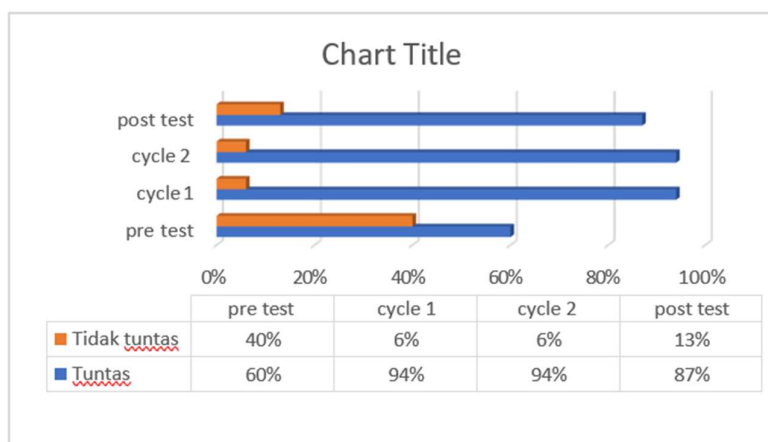|	pre test	cycle 1	cycle 2	post test
■ Tidak tuntas	40%	6%	6%	13%
■ Tuntas	60%	94%	94%	87%

Figure 5. Comparison of Values in Pre-Cycle, Cycle 1 and Cycle 2

The use of *Quizizz Media* in cycle 1 has been implemented by the teacher in accordance with the procedures and strategies that have been planned. However, in practice there are several processes that require creativity and innovation, such as optimizing learning steps, providing feedback, and assigning assignments. However, overall, the results of cycle 1 in terms of student participation and learning outcomes have surpassed the initial situation. After discussion and reflection, the problems found in cycle 1 can be corrected with several alternatives such as: a) Teachers must be able to create appropriate media to make it easier for students to receive lessons; b) Teachers must improve the method of implementing evaluation, by provide rewards to make students more motivated; c) Teachers need to improve the way they provide feedback, namely by highlighting the mistakes students make and how improve it, as well as by inspiring students to practice and repeat material they do not yet understand; d) Teachers must also have the courage to give more difficult assignments so that students are more challenged without weakening students' enthusiasm.

Multiple research investigations have demonstrated the effectiveness of Quizizz in helping students master vocabulary. Previous studies have shown that Quizizz is a valuable tool for vocabulary learning, leading researchers to explore its use in educational settings. This study aims to determine how effectively Quizizz aids sixth-grade students at SDN Kelayan Timur in mastering vocabulary.

The effectiveness of Quizizz as a learning medium for vocabulary acquisition, researchers conducted a post-test. Interestingly, the post-test was administered at the beginning of the learning process, before the students began using the Quizizz application.

Based on the data analysis, the average score in the pre-test, conducted before using Quizizz, was 60%. After completing Cycle 1, there was a significant improvement, with students achieving an average score of 94%. This result was quite satisfactory, as it exceeded the school's minimum competency criterion (KKM) of 70. However, since some students still did not meet the required grades, Cycle 2 was implemented to assess any further changes or improvements in the effectiveness of the Quizizz tool. In Cycle 2, some students even achieved a perfect score of 100.

The research's findings are consistent, the efficacy of *Quizizz* in assisting students in mastering English was proven by her study. Study participants showed a higher comprehension of the words presented in the explanation text when they used *Quizizz* to help with their vocabulary acquisition. A better understanding of receptive and productive vocabularies is demonstrated by students who have a deeper understanding of synonyms, antonyms, word forms, and word arrangement. This shows that *Quizizz* is a useful tool for teaching vocabulary to students.

In order for students to learn vocabulary, they need to understand what words mean, what word parts there are (like prefixes, suffixes, and root forms), what grammatical behavior is (like word class and typical grammar), what collocations are, what words associate with each other (like words that have opposite or similar meanings), and what connotation is. *Quizizz* is a learning tool that offers a variety of questions to aid pupils in expanding their vocabulary. Students were asked to estimate the meaning of vocabulary words on *Quizizz* as part of the treatment process, and they had no trouble remembering the words. Students were consequently able to infer the word's meaning. Pupils were allowed to select which vocabulary words they wanted to recall from the questions.

Studies demonstrate how effective the *Quizizz* app is at helping pupils learn new words. Students are more driven to play more quiz games on *Quizizz* as a learning tool in order to outperform their peers in terms of grades. *Quizizz* aids pupils in improving their focus, motivation, and language retention. Students who use *Quizizz* media throughout class don't become bored while studying.

Quizizz is a useful learning tool for students to master vocabulary because research on its use has been shown to enhance learning outcomes and students' comprehension of vocabulary acquisition. Pupils' enthusiasm in learning vocabulary increased as a result of their positive responses to *Quizizz's* integration into the teaching and learning process. For instructors as well as students, *Quizizz* is regarded as a useful and enjoyable learning tool.

CONCLUSION

Multiple research investigations have demonstrated the effectiveness of *Quizizz* in helping students master vocabulary. In this particular study, researchers used a post-test to evaluate the use of *Quizizz* as a learning medium. Based on the data analysis, the average score in the pre-test was 60%. After completing Cycle 1, students showed significant improvement, with an average score of 94%, which exceeded the school's minimum competency criteria (KKM) of 70. Although most students showed improvement, a few did not meet the required grade. Therefore, Cycle 2 was conducted to further assess the effectiveness of *Quizizz*. In Cycle 2, some students even achieved a perfect score of 100. Would you like any further edits or details added to this summary? The findings of this research are consistent, her study demonstrated the effectiveness of *Quizizz* in helping pupils master language. *Quizizz* is a learning tool that offers a variety of questions to aid pupils in expanding their vocabulary. Pupils were allowed to select which vocabulary words they wanted to recall from the questions. Studies demonstrate how effective the *Quizizz* app is at helping pupils learn new words. *Quizizz* aids pupils in improving their focus, motivation, and language retention. Students responded well to the application of *Quizizz* in the vocabulary teaching and learning process, thereby increasing their interest in vocabulary acquisition. Additionally, *Quizizz* is considered an effective and fun learning tool for educators and students.

SUGGESTIONS

Drawing from the study's findings, the researcher offers several recommendations.

1. For students

    The findings suggest various media that students can use to enhance their vocabulary knowledge while learning a language in an enjoyable manner. By incorporating these media, students can make the language learning process more engaging and effective.

2. For teachers

    This study serves as a valuable resource for educators interested in incorporating game-based learning methods, such as *Quizizz*, into their vocabulary instruction. It offers practical insights and strategies for effectively integrating these tools to enhance student engagement and improve vocabulary acquisition.

3. For further researchers

    This study adds to the growing body of knowledge on game-based learning, providing useful insights and references for future researchers interested in exploring this field further, thereby supporting continued research and innovation in this area.

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