The Effect of Using Quizizz Application on Students' Vocabulary Mastery of VIII Grade Class at SMP Negeri 1 Delitua

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ARTICLE INFO	ABSTRACT
	Mastery of vocabulary needs to be done to improve students' ability to communicate, therefore it is very important for students to master vocabulary so that they can communicate with someone. Many Indonesian students have difficulty mastering vocabulary in English, especially students of SMP Negeri 1 Delitua, including students who lack vocabulary and have difficulty remembering unfamiliar vocabulary. The objective of the research was found the effect of using Quizizz application on students' vocabulary mastery of VIII Grades Class at SMP Negeri 1 Deli Tua. The method of this research was quantitative research. The research sample consisted of 30 students in class VIII-1 as the experimental class and 30 students in class VIII-2 as the control class. From the data that has been analyzed, the researcher found that the experimental pre-test results which were initially 67,40 had an increase in the experimental post-test of 85,67 whereas in the pre-control there was also an increase, but not too significant. The output the significant value (Sig) based on the mean is 0.112 > 0.05. On the output results above, the sig (2-tailed) value is 0.000 < 0.05. Therefore, it can be concluded that the variance of the post-test data for the experimental class and the post-test data for the control class are the same or homogeneous. This can work effectively and efficiently in achieving students' vocabulary at SMP Negeri 1 Delitua and this learning has been successfully implemented and can achieve students' vocabulary mastering.

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INTRODUCTION

Nurlaili and Annim (2021) states that in English there are several basic ability criteria to be able to master English, including: listening, speaking, writing, reading. There are four criteria, speaking is one that cannot be separated from communicating in everyday life. Therefore, vocabulary is the basis for mastering these four elements of skills. Vocabulary always becomes the first aspect before the other components of language that support English competencies.

Newman and Drawyer in Bintz (2011) stated that vocabulary could be mentioned as the words someone must know to cummunicate effectively. It means that vocabulary as the basis and provision in language learning.

As a foreign language, learning English for students is like constructing a building. Therefore, learning English is important for this globalization era especially fo their future. The problem is according to most of the students in Indonesia, learning English is boring because the teacher does not use a creative way to teach English. But there are some teachers was made creative ways to teach English, for example, the teacher uses media games to increase students' interest in learning English. Zulfitri dan Harahap, Y. S. (2018) The use of learning media depends on one's own abilities and initiative, therefore teachers must consider the suitability of learning media which must be in accordance with the objectives, materials, methods and evaluation of students' ability levels. There are so many media games that can use to teach English in today's era. One of them is Media Quizizz, therefore the researcher chooses to use Media Quizizz in this research.

According to Angga Prasongko (2021) Quizizz is a game-based educational application, which brings multiplayer activities to classrooms and makes in-class exercises interactive and fun. Different from other educational applications, Quizizz has game characteristics such as avatars, themes, memes and music that entertain the learning process.

Therefore, according to researchers, Quizizz is a game-based learning method that involves students being interested and active in learning. In this way, students are motivated to learn English since teachers in the class always uses interesting methods when teaching English to their students (Hasni & Prawiyata, 2023).

METHOD

The method of this research was quantitative research. According to Sugiyono (2007: 14) Based on the type of problem discussed, the research approach used in this research is a quantitative approach. Quantitative research is "a process of finding knowledge used to research certain populations or samples certain, with sample collection techniques generally carried out randomly". The research sample consisted of 30 students in class VIII-1 as the experimental class and 30 students in

class VIII-2 as the control class. Test instrument included pre-test and post-test. Test consist of 10 multiple choice questions with several vocabulary test.

FINDINGS

The results of the evaluation of the experimental class and the control class were taken using the random sampling method from class VIII-1 and VIII-2, in which 30 students from each class were taken as samples.

The values obtained from the test results are as follows:

Table 4.1 Students score in Pre-test and Post-test of Experimental and Control Group

No.	Experimental Class (Quizizz)			Control Class (Conventional)		
	Students' Name	Pre-Test	Post-Test	Students' Name	Pre-Test	Post-Test
1.	AAAHL	58	87	AF	56	65
2.	AA	65	92	AWH	55	67
3.	AD	70	87	APT	78	85
4.	AP	75	85	AS	67	72
5.	DRP	67	89	ANV	72	74
6.	DS	72	86	DSM	74	79
7.	FAN	60	90	FAN	81	77
8.	IS	62	86	GAH	71	78
9.	KM	68	80	HZP	70	80
10.	KS	76	85	IH	56	74
11.	K	74	90	JAH	67	72
12.	MDP	70	83	MAS	68	77
13.	MHWTS	69	80	MOB	59	82
14.	MHA	58	87	MRA	69	80
15.	NPI	65	82	MZ	70	65
16.	NAT	60	85	NA	70	72
17.	P	62	89	NSN	72	72
18.	QA	68	82	OJS	64	82
19.	RDS	76	85	RD	62	80
20.	RHA	74	80	RAM	60	78
21.	SMP	70	86	RAS	72	75
22.	SDPP	69	80	RA	80	75
23.	SPS	58	85	SPH	72	68
24.	SKBT	65	90	SA	65	77

25.	SNP	70	83	SY	71	72
26.	SA	72	92	TY	70	78
27.	SF	68	86	YAZ	64	73
28.	SNA	67	87	ZFG	66	77
29.	SDA	72	82	ZRF	56	74
30.	TP	62	89	Z	70	74

From the data above, we can do the descriptive analysis method.

Table 4.3
The Result of Descriptive Statistic

Descriptive Statistic								
	N Statistic	Range Statistic	Minimum Statistic	Maximum Statistic	Sum Statistic	Mean		Std. Deviation Statistic
						Statistic	Std. Error	
Nilai Pretest Control	30	25	40	65	1620	54.00	1.426	7.812
Nilai Posttest Control	30	20	50	70	1795	59.83	1.186	6.497
Nilai Pretest Experimental	30	25	55	80	1970	65.67	1.307	7.160
Nilai Posttest Experimental	30	25	60	85	2230	74.33	1.285	7.038
Valid N (listwise)	30							

From the table above, it is found that the result of the total students in pre-test control class was 30, and the students' maximum score was 65, the minimum score was 40, mean was 54.00 and the standard deviation was 7.812. Post-test in control class has 30 students, with the maximum score was 70, the minimum score was 50, mean was 59.83, and the standard deviation was 6.497.

Meanwhile, pre-test in experimental class has 30 students, with the maximum score was 80, the minimum score was 55, mean was 65.67, and standard deviation is 7.160. in the post-test, students was 30 with the maximum score was 85, minimum score was 60, mean was 74.33, and standard deviation was 7.038.

DISCUSSION

The researcher found that the experimental pre-test results which were initially 67,40 had an increase in the experimental post-test of 85,67 whereas in the pre-control there was also an increase, but not too significant. The output the significant value (Sig) based on the mean is 0.112 > 0.05. On the output results above, the sig (2-tailed) value is 0.000 < 0.05. Therefore, it can be concluded that the variance of the post-test data for the experimental class and the post-test data for the control class are the same or homogeneous. This can work effectively and efficiently in achieving students' vocabulary at SMP Negeri 1 Delitua and this learning has been successfully implemented and can achieve students' vocabulary mastering. Amin, Teguh Satria, and Zulfitri Zulfitri (2021), it was concluded that there was a difference in the average student learning outcomes for the control class pre-test and control post-test. Therefore, it can be concluded that there is a significant effect before (pre-test) learning videos and after (post-test) learning videos on the understanding of English Grammar material for students in the new normal era.

CONCLUSION

Based on the output results, a sig (2-tailed) of 0.000 < 0.05 is obtained. It can be concluded that there is a difference in the average student learning outcomes for the pre-test of the experimental class and the post-test of the experimental class (Quizizz model). And it can be concluded that there is a difference in the average student learning outcomes for the pre-test control class and the post-test control class (conventional model). Therefore, it can be concluded that there is an influence of the Quizizz learning model on student learning outcomes.

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