

THE IMPLEMENTATION OF INSTRUCTIONAL GAMES MODEL USING QUIZIZZ APPLICATION IN IMPROVING STUDENTS' VOCABULARY AT SMK NEGERI 1 BONE

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ABSTRACT

The objective of the research is to find out whether or not the implementation of Instructional Games Model using 'Quizizz' application has significant effect on the students' vocabulary at SMK 1 Bone. The method of this research was pre-experimental method with one group pre-test and post-test and this method tends to see the results of the research where is there any improvement on students' vocabulary after implementing the instructional games model using Quizizz application. The instrument of the research was a vocabulary test that given as pre-test and post-test. At the end, this research shows that there was an improvement made by the tenthgrade students. This is proven by the students' mean score from the pre-test which was 56.6 and the improvement increase by 88.9 from the post-test. The observation results showed that the Implementation of Instructional Games Model Using Quizizz Application also could improve the students' vocabulary. So, from this research, it can be concluded that the Implementation of Instructional Games Model Using Quizizz Application could improve the students' vocabulary in the class of PN 4 at SMK 1 Bone.

Keywords: *Instructional Games Model, Quizizz Application, Games, Vocabulary Improvement.*

INTRODUCTION

Language is the tool of communication. People need language to communicate with each other. In this world, English is the main language that people use to speak with other people that come from different countries as we know that English has become an international language. As international language, English is spread widely around the world including Indonesia. So, English has become one of the important aspects, and people have to learn and know the translation itself to understand the meaning. In the other hand, in Indonesia, English is taught as the first foreign language and most learners of English in Indonesia having difficulties in studying and mastering it.

In learning English language, there are four skills which are important to learn, namely listening, speaking, reading, and writing. Those skills are supported by some components such as vocabulary, grammar, pronunciations, etc. and all of the skills should be mastered by the learners through learning. Harmer (1990:16) states that in the most general way we can identify four major skills: listening and understanding, speaking, reading and understanding and writing. Speaking and writing are obviously skills and involve some kind of production on the language user is receiving written or spoken language.

English learners could encounter some difficulty or felt discouraged by its many complexities. Despite any frustration involved with harnessing this powerful language, there is no doubt that English is a language worth perfecting. There are lots of purpose learning English and there is nothing to lose for those who learn English as their second language or foreign language. In fact, some people especially students have come up with different purposes in learning English.

Many students want to have wider access to knowledge as learning English will give you access to a wide range of literature written by some of the world's most famous researchers. Nowadays you can find fairly decent translations of most classics, but the best way to appreciate a written piece fully is by reading it in its original language. The ever-

growing influence of the Internet allows you to uncover a wealthier archive of knowledge, where 55% of online content is written in English.

Besides, intellectual challenge also is one of the purposes that students learn language as English is undoubtedly one of the more difficult languages to master. It is full of nuances, unexpected pronunciation and odd rules accompanied by surprising exceptions, which differ from country to country. It takes a great amount of dedication and motivation to reach a high level of fluency. Luckily, learning English will give you the best return for your effort; you will encounter plenty of opportunity to practice and put it to good use along the way.

Speaking, reading, writing and listening are the significant language elements in mastering a language. In this matter, when someone wants to master a language especially the foreign language they really need to dominate those language elements. However, the four elements does not mean anything if someone do not master their vocabulary. Without mastering vocabulary, someone could not speak anything, someone could not understand what he or she read, someone could not write anything and even understand what he or she listen to. Vocabulary improvement play an important role and it is also very vital in mastering foreign language including English.

Teaching vocabulary is one of the basic elements in achieving all four language skills which are writing, speaking, listening and reading. Vocabulary as list or set of words for a particular language or a list or set of word that individual speakers of language might use (Hatch & Brown, 1995:1). Besides, vocabulary is the foundation when we want to start learning English. Vocabulary is the central language skill of teaching and learning English. It means that by mastering vocabulary, of course with grammar, the learners will produce so many sentences easily either in spoken or written one. They can also communicate with other people fluently and express their opinion or ideas conveniently.

Realizing how important the relation between language and vocabulary is, the English teacher should look for some techniques to bring together the successful way of teaching and learning process of vocabulary, the teacher also need to find some solution by creating a good atmosphere in the classroom through efficient and effective techniques. The techniques that will apply in the classroom should capture the student attention. So, they have to learn vocabulary also memorize the words.

Most students in Indonesia have difficulties in mastering English language due to few reasons such as; a) irrelevant learning method, b) having a mindset that English is hard, c) English keep on producing booming vocabularies, d) various kind of accent, and e) lack of self-confidence. But nowadays, in the era of globalization, all students should be more creative in thinking where they could find lots of modern methods in learning English. Based on the researcher's searching, the researcher found many applications about language learning and it is practical to use. All the user needs to do is to download their favourite application on their mobile phone and start to use it. The user can follow all the simple instructions through the app and enjoy the learning process.

Based on the observation in the class of the tenth grade students, some of the students still had difficulties in mastering vocabulary. This case can be seen that some of the symptoms as follow: a) some students were still weak in vocabulary, b) some of them has lack of vocabulary, c) some of the students were lazy to memorize vocabulary, d) some of them could not memorize new words in English, and e) almost students had difficulties in mentioning words in English.

Thus, this case making them having a hard time in mastering the four English skills. Besides, there is new research shows that teaching vocabulary might be a problem where few teachers out there are not sure about what kind of best method to teach their students vocabulary and sometimes the teachers do not know which part learning instructional

emphasis should be given.

Nowadays, many children out there or even adults love playing games especially online games. A game is an activity or sport usually involving skill, knowledge, or chance, in which you follow rules, and try to win against an opponent or to solve a puzzle (Collins English Dictionary). There were lots of downloadable games application that is educational. This kind of application has become an attraction to many students these days by cause of they love to play while learning.

As we know games can be an educational language learning and games actually could be helpful for other people especially for teachers who teach language. Some students found out that learning language is not that easy. For example, almost Indonesian students faced difficulties while learning English. Some of them were not attracted in learning language and the way the language is being taught by teacher is boring. This is because teacher must take more attention for the students. The students have to be active, and the teacher to be creative.

Based on the explanation above, the researcher will apply an instructional games model using 'Quizizz' application to the students in increasing their vocabulary improvement. The researcher will like to introduce to the students and also the teachers of the new language learning application in order to attract students' activeness in learning language in fun and entertaining situation. The researcher will be sure that this application might help the students also the teachers in the process of learning and teaching language especially foreign language.

So, concerning to the difficulty of the tenth grade students in mastering vocabulary, the researcher will come up with a solution of the issue in order to help the students. The researcher found out that using a language learning tool might the best method to use in teaching vocabulary. The tool mentioned is an application that could be downloaded on everyone handphone. Google Translate or U-Dictionary are the common apps for user in learning a language but it does not give a great impact to the students in mastering vocabulary.

To overcome the problem above and realize the importance of vocabulary improvement for students, the researcher is interested to conduct a research and tries to take an effort in improving students' vocabulary improvement by implementing an instructional games model by using language learning application called 'Quizizz'.

Based on the researcher's observation about the 'Quizizz' application, the researcher found out that it will be the best tool for the students to use as it contains much attractive features. Besides, 'Quizizz' is an educational games application and the researcher believe that students will be more attractive and active in mastering English vocabulary. On the other hand, this application is free and students do not have to spend much many paying for the app. The researcher believe that this app compatible because the user can use it everywhere and at anytime they want.

RESEARCH METHOD

This chapter consist of research design, variables and its operational definitions, population and sample, instrument of the research, procedures of collecting data, treatment and technique of data analysis

FINDINGS AND DISCUSSION

This chapter deals with research findings and their discussion. The findings of the research consist of the description of the result from the data collected from the pre-test to post-test. After that, the discussion provides further explanation to the findings given.

A. Findings

This section covered the evaluation and interpretation of the data obtained from the students' scores. The researcher examined the score using data collected from the school. The final result of the study was to address the research question: "Does the use of Instructional Games Model by using Quizizz could give a significant effect on students' vocabulary improvement at SMK 1 Bone?". The research was needed to determine whether or not Quizizz had a substantial influence on the vocabulary progress of the tenth grade students at SMK 1 Bone. The researcher's interview and observations at SMK 1 Bone revealed that the strategy used had substantial influence on the vocabulary improvement of tenth grade students.

As it has been explained previously in collecting the data, the researcher employed tests that were used as the pre-test and post-test. The pre-test was administered before giving the treatment to the students while the post-test was administered after the treatment was given to the students. The content for both tests were the same.

1. The Rate Percentage of The Students' Score

Table 1. The Rate Percentage of The Pre-test and Post-test

No	Classification	Score	Pre-test		Post-test	
			F	%	F	%
1.	Very Good	91 – 100	-	-	13	54.17
2.	Good	75 – 90	4	16.67	10	41.67
3.	Fair	61 – 74	8	33.33	-	-
4.	Poor	51 – 60	3	12.50	1	4.17
5.	Very Poor	0 – 50	9	37.50	-	-
Total			24	100%	24	100%

Table 1 above showed that in the pre-test, none of the students achieved very good score while there are only 4 students who achieved good score with the percentage of 16.67%. Meanwhile, there were 8 students with the percentage of 33.33% achieved fair score, 3 students with the percentage of 12.50% achieved poor score, and 9 students achieved very poor score with the percentage of 37.50%. After the treatment was given to the students, the table above showed that in the post-test, there are 13 students who dominated the very good score with the percentage of 54.17%, 10 students achieved good score with the percentage of 41.67%, but there is still 1 student who achieved poor score with the percentage of 4.17%. In addition, there is none of the students got fair and very poor score. So, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in the pre-test.

2. Mean Score and Standard Deviation

Table 2 The Mean Score and Standard Deviation of The Students

Test	Pre-test	Post-test
Mean Score	56.6	88.9
Standard Deviation	17.64	9.59

Table 2 above showed the statistical summary of the students' mean score and standard deviation for both of the pre-test and post-test. It is shown that the mean score of the students' pre-test was 56.6, that was categorized as poor while post-test was 88.9, categorized as good. It means that the mean score of the students' post-test was greater than the mean score of the students' pre-test. Meanwhile, the standard deviation of the pre-test was 17.64 and the standard deviation of the post-test was 9.59.

3. The Test of Significance

In order to know whether or not the mean score is different from the two variables which are the pre-test and post-test, the t-test statistical analysis for non-independent sample was applied. The following table showed the result of the t-test calculation :

Table 3 The T-Test of The Students

Variable	T-Test Value	T-Table
$X_2 - X_1$	7.995	2.690

The table 3 above showed that the t-test value was 7.995 while t-table was 2.690. It can be concluded that the t-test value was greater than the t-table ($7.995 > 2.690$). It is also indicated that there was a difference between the result of the students' score in the pre-test and post-test.

In order to find out the degree of freedom (df), the researcher use the following formula:

$$\begin{aligned} df &= N - 1 \\ df &= 24 - 1 \\ df &= 23 \end{aligned}$$

(where N = Number of the subject)

Figure 1 Statistics Formula

For the level of significance (α) = 0.05 and degree of freedom (df) = 23, then the value of the t-table was 2.690. Meanwhile, the t-test value was greater than the t-table ($7.995 > 2.690$). It can be concluded that there was not enough evidence to reject the alternative hypothesis (H_1) in this research. In other words, the alternative hypothesis (H_1) was accepted.

B. Discussion

The description of the data that has been collected through the pre-test and post-test that has been explained in the previous section showed that the use of game in learning vocabulary has a significance effect where the students' vocabulary improvement was increasing. It was supported by the frequency and the rate percentage of the results of the students' pre-test and post-test. The students' score after the treatment given by the researcher was better than before treatment given to the students. In this case although their vocabulary improvement increased, they still having a trouble in pronouncing the word correctly or unable to say it in a recognizable way, by using the word in the appropriate grammatical forms, and knowing the relation between the word and the other words within a lexical set because this research is focusing on common vocabulary.

Before the researcher applied the treatment to the students, pre-test has been conducted. The description of the data collected in the pre-test showed that the students' vocabulary improvement was poor. Based on the result of the students' pre-test, the researcher explained about the concept of vocabulary and the game eventually. On the first treatment, the researcher asked the students about the word in the slideshow. Besides, the researcher also gave different kinds of pop quizzes about common vocabulary in every treatment conducted that comes with clear and simple instructions. This helps the students to answer the questions correctly. While on the second treatment (Vocabulary Games) has been added in the learning and teaching activity in order to gain students activeness in solving the puzzles. This helps to increase the students' motivation in learning vocabulary in a attractive and in a fun way. In other words, all students love to play while learning.

After implementing the instructional games model by utilizing Quizizz for imparting vocabulary, the researcher conducted the post-test on the students. The result of the post-test showed that the students' vocabulary improvement increased where it was categorized as a good level.

In addition, the mean score of the students' pre-test was 56.6 categorized as poor with standard deviation 17.64 (see table 4.2) and the mean score of the students' post-test was

88.9 categorized as good with standard deviation 9.59. It is shown that the mean score of the students' post-test was greater than the mean score of pre-test. The difference between the mean score of the pre-test and the post-test were caused by the treatment, This is indicated that the implementation of instructional games model using Quizizz could increase the student's vocabulary improvement.

So, based on the calculation of the students' pre-test and the post-test before, it was obtained that the t-test value 7.995 was greater than the t-table 2.690. From the result, the researcher found that there was a significance difference between the result of the pre-test and the post-test. This can be concluded that the zero hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. This was proven by the improvement of the students' vocabulary after treatment has been given by implementing the instructional games model. In other words, the use of game can give significant effect on the vocabulary improvement of the tenth grade students of SMK 1 Bone.

CONCLUSION

With regard to the findings and discussions offered in the earlier chapter, the researcher discovered that this study focuses on the implementation of instructional games model using Quizizz application could give a significance effect on the tenth-grade students' vocabulary of the students of SMK 1 Bone in learning English vocabulary. In other words, this method is effective to increase the students' vocabulary improvement.

The main purpose of implementing instructional games model using the application which is Quizizz was so that the learners might learn and evaluate English subject in a different way, where the learning process was not only based on textbooks or exercise provided by the teacher but by adding fun activities like games which is educational. Teacher can also leverage the use of technology such as smartphone to introduce the student of various kinds of useful application of learning like Quizizz, Duolingo, Kahoot and many more as a learning media. This might help to engage the student motivation in learning English as English teacher were required to encourage students whilst they learned.

It has been shown from the significant difference between the students score in the pre-test and post-test after the researcher has given the treatment to the students. The result of the data analysis showed that the mean score of the post-test (88.9) was greater than the mean score of pre-test (56.6). Besides, the value of the t-test was greater than the t-table which was ($7.995 > 2.690$). It could be inferred that by implementing instructional games model by utilizing the Quizizz tool to tenth-grade students vocabulary was sufficiently efficient.

Suggestion

After considering the outcome of the data analysis and the conclusion drawn above, the researcher would like to propose :

a) English Teacher

This method (The Implementation of Instructional Games Model By Using Quizizz Application) is recommended for teacher to use in teaching and learning process, especially in teaching vocabulary. The teacher needs to be more creative in delivering material to the students to make the class more interesting. In addition, the teacher needs to make a fun bound with the students. Thus, they will feel enjoy during learning process and able to understand the material easier. Besides, teacher could use this method as one alternative technique to see if the implementation of this method can effectively in building up the students' vocabulary achievement.

b) English Students

Every student claimed that learning English is hard. The quote by Bruce Lee, "Practice

Makes Perfect”, it is possible to learn something or develop a skill if you encourage yourself to keep on practicing. In addition, the student should keep in their mind that English is easy. Thus, students should be more active and do not be afraid of making mistakes during the learning process.

c) Other Researcher

The researcher would like to suggest to other researchers to conduct research about increasing the vocabulary in learning language for further outcomes.

Finally, the researcher considers that this research still needs correction and suggestion from the next researcher who has the similar topic with this research.

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