CHAPTER I

INTRODUCTION

A. Background of The Study

English is a global language, spoken as either a first or second language in many countries. It's essential for international communication, leading countries like Indonesia to incorporate English education at all school levels. Despite being a foreign language in Indonesia, English remains vital in everyday life. Consequently, the Indonesian government has mandated English as a compulsory subject in all educational stages. However, with the implementation of the 2013 curriculum, English lessons were discontinued in elementary schools. Despite this, English can still be taught through extracurricular activities.

In English education, students must master four language skills: speaking, listening, writing, and reading, which are interconnected. These skills are supported by four key factors: Grammar, Pronunciation, Vocabulary, and Spelling, all of which are necessary in schools. The foundation and tool of language learning is vocabulary. Students' ability to communicate must be improved, so it is crucial that they learn vocabulary in order to be able to speak with others. If students don't know enough words, communication will be tough and will not flow well.

Vocabulary building is one of the most crucial aspects of learning English. A list or collection of specified terms that are often arranged alphabetically is called a vocabulary[1]. A person's vocabulary is their collection of words in their language. As one of the linguistic knowledge domains, vocabulary aids language learners much in their language acquisition[2]. Acquiring knowledge of English vocabulary is crucial as it facilitates students' comprehension of diverse forms of written and spoken communication. There is really little that can be said without grammar. You cannot communicate anything without vocabulary. Students must become proficient in vocabulary since they will struggle to understand English if they do not have enough of it. To teach pupils vocabulary, a teacher needs to have a solid and effective plan.

But pupils frequently struggle with language acquisition. For example, pupils may find it difficult to comprehend and employ new words in conversation, or they may find acquiring vocabulary uninteresting and so lethargic. And the majority of vocabulary learning ennui is caused by a lack of interest in the learning materials that are used. Learning media is a tool that helps to achieve the intended learning objectives by slowing down the teaching and learning process and clarifying the meaning of the message or information being given. From the above understanding, it can be understood that media is one of the main supports for success in achieving learning objectives. Therefore,

[1] C. A. Barnhart, *The Facts On File Student's Dictionary of American English* (New York: Facts On File, 2008).
[2] L. Cameron, *Teaching languages to young learners* (Cambridge: Cambridge University Press, 2001).

teachers must be able to choose and use appropriate and interesting learning media so that students can not only understand easily but also not quickly feel bored because of the lack of Interest in the learning media used.

Nowadays, with the advancement of existing technology, teachers are required to create or seek new innovations and inspirations in teaching English language teaching in the classroom. In this online era, the use of online media application-based media or game applications as learning media is the most appropriate solution. Where if one of the media or applications is used in the classroom, this will make students more familiar with the world based on online learning, besides that student also feel complicated and do not easily feel bored in learning English. Thus, it will be easier for teachers to convey learning because students are more focused on understanding the material during learning.

Learning media based on applications or games today there are many and quite familiar that have been used and applied by teachers in classroom learning. One of the most frequently used leaming media applications to increase success in learning is gaming applications. Its interactive style encourages collaboration and communication among students and can foster interaction between them. Additionally, games possess elements that might stimulate learning, such as fantasy, challenges, and curiosity (Irwan: 2019). All games are environments that encourage player involvement through adherence to established rules aimed

at accomplishing a specific objective[3]. Until now, there are many game application media that have been created and can be applied as learning media or used to measure students' understanding while getting the material that has been obtained. And in this study, the media for the game application used is an application called Quizizz.

Quizizz is a free online formative assessment tool that teachers can use to assign homework as well as conduct assessments in the classroom. It frequently works well, encouraging students' metacognition, bringing life to the classroom, and encouraging student attendance in higher education, all of which call for minimal involvement from both instructors and students[4]. Quizizz is a flexible and narrative educational application that can be used not just to impart content but also to provide students with an engaging and enjoyable way to assess their learning. Quizizz is the ideal way for teachers to get their students interested in learning and motivated to learn more about vocabulary, one of the most boring and uninteresting aspects of teaching English to pupils. Quizizz also covers content from other lessons in addition to quizzes and resources pertaining to the English language. Various studies have examined the use of the Quizizz app; these demonstrate the advantages and demonstrate how Quizizz can enhance students' proficiency and capacity for learning. One attempt to address the issues with learning media in Indonesia that cannot be applied traditionally with

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[3] A. M. Sadirman, *Interaksi dan motivasi belajar mengajar [Interaction and motivation in teaching and learning]* (Jakarta: Raja Grafindo Persada, 2010).
[4] Huseyin Bicen dan Senay Kocakoyun, "Perceptions of Students for Gamification Approach: Kahoot as a Case Study," *International Journal of Emerging Technologies in Learning* 13, no. 2 (2018), https://doi.org/10.3991/ijet.v13i02.7467.

other learning based on technology and information is the usage of Quizizz-based learning media.

Previous studies, such as Aqilassilmy (2023) who examined the impact of Quizizz application on vocabulary mastery of grade 10 students at SMAN 1 Pakel, Rezkia (2021) who examined the effectiveness of using Quizizz in English learning for grade 11 students at SMAN 1 Padang Gelugur but the result of this study is not effective, and Alifvia (2022) who used flashcards to improve students' vocabulary mastery in writing descriptive texts at SMPN 5 Ambarawa, showed that the use of innovative media such as Quizizz or flashcards can generally improve student learning outcomes, although the focus, subjects, and methods in each of these studies were different.

With the differences in the results of some of these studies, the researcher feels the need to conduct further research. This analysis aims to identify which statement is true, namely whether there is a positive or negative using game based leaening. with different variables, namely the effect of the application of quiz games on vocabulary mastery in class VIII students at MTsN 5 Kediri. This analysis aims to identify the statement whether it is true that quiz can increase vocabulary in students.

Based on the statements above, the writer would like to conduct experimental research entitled: "**The Effect of Quizizz Game Application on Vocabulary Mastery the 8th Graders of MTs Negeri 5 Kediri**"

B. Problem of The Study

Based on the background of the study, the writer would like to formulate the problem as follow: "Do the 8th grade students at MTs Negeri 5 Kediri who are taught by using Quizizz gain better scores in vocabulary than before they are taught by using Quizizz?"

C. Objective of The Study

The research's goal is to assess the effect of Quizizz application as a medium on the 8th graders at MTsN 5 Kediri mastery of vocabulary located in Jl. Marabunta, Balong, Ringinrejo, Kec. Ringinrejo, Kabupaten Kediri

D. Formulation of Hypothesis

The researcher proposed two hypotheses in the study: Alternative Hypothesis (Ha) and Null Hypothesis (Ho).

a. Null Hypothesis (Ho)

There is no significant difference in students' Vocabulary Mastery before and after using the Quizizz game application

b. Alternative Hypothesis (Ha)

There is a significant difference in students' Vocabulary Mastery before and after using the Quizizz game application

E. Scope and Limitation of The Study

The research's scope was solely on the impact of Quizizz app medium vocabulary proficiency. The researcher chose basic vocabulary as the materials based on the teacher's syllabus.

The study's limitation was that it only included 8th grade students from MTsN 5 Kediri, so the findings could not be applied to other senior high school students in the 8th grade.

F. Significance of The Study

The research was significant in 2 ways: practically and theoretically. In theory, this research could provide some conclusions as a resource for upcoming researchers conducting vocabulaey research. In practice, it could be useful for English teachers are evaluated on how they teach vocabulary. With the help of this review, the educator can enhance their approach to teaching, particularly when it comes to using the Quizizz app to teach vocabulary. The study's findings may be useful to students in determining their level of vocabulary mastery. As a result, this mastery's weakness could be improved.

G. Definition of Key Terms

1. Quiziz

   The interactive quiz app Quizizz was developed in Santa Monica, California, in the United States. With a plethora of possibilities provided to both teachers and students, Quizizz is an application that offers formative question forms. An educational gaming app called Quizizz suggests that integrating multiplayer games into the classroom can make studying more engaging and fun.

2. Vocabulary Mastery

Vocabulary mastery, according to Darmiyati Zuchdi (1995, P. 3- 7), is the capacity of an individual to identify, comprehend, and employ words appropriately and accurately through speaking, writing, listening, and reading. The vocabulary material in this study concentrated on the following areas: students' grasp of word meanings, their ability to spell letters correctly, their ability to employ proper English syntax, and their ability to discern between synonyms and antonyms.