

Quizizz as a Medium on Students' Vocabulary Mastery at SD Negeri 7 Payaraman, Ogan Komering Ilir

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Abstract: This study aims to determine whether or not there is an influence of quizizz media on vocabulary mastery in Indonesian class V elementary school subjects. This study used an experimental method with a research design in the form of a true experimental design. The researcher used a sample consisting of two classes, namely the experimental group in class VA with 20 students including 14 boys and 6 girls while the control group in class VB had 20 students which included 12 boys and 8 girls. In this study using data collection techniques in the form of tests and documentation. The research instrument was a multiple-choice test with 20 valid questions. Based on the results of the hypothesis test using the t-test of two independent samples (independent sample t-test) the value of t-count is 4.123 and t-table is 1.686 with $\alpha = 0.05$ and $df = 38$, then $t\text{-count} > t\text{-table}$ so that H_a is accepted and H_o is rejected so that it can be concluded that there was an influence of quizizz media on vocabulary mastery in grade V Indonesian subjects.

Keywords: Bahasa Indonesia, Media Quizizz, Vocabulary.

A. Introduction

Indonesian Language Education in Elementary Schools aims to improve students' ability to communicate well, both orally and in writing. There are four aspects of skills that are honed in Indonesian language education, namely: (1) Reading; (2) Writing; (3) Listening and (4) Speaking. Basically, the incorrect use of Indonesian will lower the position of Indonesian. Good and correct language is language that uses rules that include spelling rules, word formation, paragraphs, and sentences. The most important thing in using Indonesian properly and correctly is the use of standard and non-standard vocabulary (Ningrum, 2022).

Recent research shows that many new languages arise due to the existence of communities that are dispersed among people and are known as slang. Therefore, it is important to learn standard and non-standard words so that students can expand their knowledge about correct and appropriate use of language. The use of digital literacy is very relevant to the needs of the 21st century where everyone is required to be open to technological developments. Education must immediately introduce the digital literacy movement as a way to prepare Indonesia's newest generation to face

technological developments, while maintaining national identity. This is done so that the Indonesian generation is not left behind in the flow of globalization. In addition to affecting the Indonesian nation's digital literacy skills, globalization has also affected aspects of the use of the Indonesian language. Language is the identity of a country that is used as a means of interaction in establishing social relations between individuals and other individuals (Gustiasari, 2018).

On the several developments, the influence of globalization is reflected in the behavior of the Indonesian people who have begun to increase the proper use of Indonesian and are accustomed to using informal language (Sari, 2015). Informal language is often used not only in everyday conversation but also intentionally or unintentionally used in formal situations. This causes inappropriate use of Indonesian and exacerbates the position of Indonesian.

This far, at SD Negeri 07 Payaraman, in carrying out learning activities the teacher has always used the teaching method with lectures and also without learning media, especially in class V when the Indonesian language subject is taught. In addition to using the lecture learning method the teacher also only uses the method by instructing students to write down books until they are finished which makes students feel that learning is unpleasant and not varied so that students do not understand the learning material. These initial results were based on interviews with the homeroom teacher of class V who assisted the learning process at SD Negeri 07 Payaraman. It was further explained that the results of students' daily tests in the Indonesian language subject, Theme 7, Sub-theme 1, Learning 3, can be said to be not optimal with an average achievement of results. learning is 55, while the Minimum Completeness Criteria (KKM) for class V at SD Negeri 07 Payaraman is 60. In addition, there are several problems that arise during the learning process, it can be seen that the reading comprehension ability of students at SD Negeri 07 Payaraman is still low where students' difficulties in understanding the contents of the reading, difficulty determining the main ideas in paragraphs and also difficulties in drawing conclusions from the text of the discourse. In addition, students' interest in reading is low, students will only read books if the teacher orders them and the students' vocabulary mastery is low. In the Big Indonesian Dictionary (KBBI), vocabulary is defined as vocabulary. Good language skills depend on how much and how good the vocabulary is. Therefore, a lack of understanding of vocabulary can affect students' abilities in writing, listening, and speaking (Pramesti, 2015).

As professionals in the field of education, teachers play a very important role in improving the quality of learning. In addition, in the teaching and learning process, the teacher acts as a source of knowledge, encouragement, facilitator, and role model, so that the teacher is considered as an effective learning manager. Teachers need to create a conducive and comfortable learning environment for students. In this case,

with good management, the teacher can ensure that the class remains organized and controlled. According to (Muliya, 2022), teachers must have sufficient competence and qualifications to achieve educational goals. Therefore, in this ever-evolving era, teachers are also required to keep up with changes and improve the quality of learning with innovation and creativity.

In this research, the authors tried to use learning media that could attract students' interest in learning vocabulary, both standard and non-standard. To achieve this goal, the author chooses to use quizizz media, which is a digital learning medium that contains quiz questions that attract students' attention with animation, music, colors, and results that are immediately visible. In this way, students can easily master vocabulary properly through the quizzes they have taken. This educational game also has various evaluation features including the paper mode feature where when using this feature students will play evaluation games by changing the position of the answer paper so that students feel comfortable and happy when working on evaluation questions. At the end of the lesson, students will be invited to work on quiz questions based on educational game applications as an evaluation activity and honing the skills they have learned. One of the uniqueness of this research is that students can be involved in technological developments in the era of globalization by utilizing technology as a medium or tool in learning, so that learning does not become monotonous.

Based on the previous related research that supports the research above, there are several relevant studies, namely research conducted by May, 2018 which shows that quizizz media can stimulate students to be more active and challenged in answering questions. This makes it easier for educators to evaluate the learning process. Furthermore, Sari (2015) states the use of anagram games can improve students' vocabulary mastery with a very high final result. In general, this study proves that efforts to improve students' vocabulary mastery by using anagram games are very effective. Data collected in cycle I showed an increase of 4.17%, while in cycle II it increased to 83.33%. Therefore, it can be concluded that this study managed to achieve very satisfactory results.

Based on the description above, from the problem of lack of ability to understand reading texts, it is necessary to understand vocabulary using innovative learning evaluation media, namely the quizizz game, where interesting media will make students feel learning is more fun, confident with the appearance presented. Therefore, the researcher conducted a study entitled Quizizz as a Medium on Students' Vocabulary Mastery at SD Negeri 7 Payaraman, Ogan Komering Ilir.

B. Methods

According to Sugiyono, (2022) the quantitative method is research based on data obtained from an experiment that is used to examine populations and samples, data taken with research instruments, is statistical in nature which aims to test established hypotheses. So, this study uses experimental quantitative research using the True-Experimental Designs research design. This study uses paper mode-based quizz learning media. This research was conducted at SD Negeri 07 Payaraman. Population is an area of abstraction that takes place because there are objects or subjects that have certain qualities and characteristics that are chosen by the author to be studied and then conclusions drawn. While the sample is part of the population, for example the number of students (Sugiyono, 2022). The population in this study were all fifth-grade students at SD Negeri 07 Payaraman. In this study the technique used is saturated sampling. According to (Sugiyono,2022) saturated sampling is a sampling technique when all members of the population are used as samples.

Every researcher needs a lot of information in conducting research. Data collection techniques are the most important part as the main step in conducting research because the main focus of a research is to obtain data (Sugiyono, 2022). Researchers used several methods of data collection in the form of tests and documentation. According to (Riduwan, 2013) the test is a data collection instrument with a series of questions used to measure knowledge, abilities, intelligence or talents possessed by individuals and groups. In this case, the test used is a multiple-choice test which is given in two stages, namely pretest and posttest while documentation is a technique used by researchers by collecting documents tied to the research to be carried out. The data analysis technique used is the normality test, homogeneity test and hypothesis testing.

This research was carried out to determine research variables to facilitate research where in this study there were two variables that had been determined by researchers which were in line with theory (Sugiyono, 2022). In this study, the researcher used independent (free) variable data, namely the influence of quizz media and the dependent variable (tied), namely vocabulary mastery with the study being studied, namely learning Indonesian in class V using theme 7 (Events in Life) sub-theme 1 (National Events during the Colonial Period)). After determining the independent variables and the dependent variable, operational definitions of the variables are then made in which the researcher will determine the research variables according to the data that will support the research.

This research was carried out for one month from April 4 to May 4 2022. Implementation in the experimental group and control group followed the face-to-face learning schedule at school. The research was conducted in 8 meetings, namely 4

meetings with the control class. Furthermore, 4 times the implementation of learning meetings in the experimental class. The subject matter given to students is vocabulary material.

C. Results and Discussion

It was known that the test results for class V.B as the control group without using quizizz media were lower than class V.A as the experimental group using quizizz media which was higher in the sense that there was an effect of applying quizizz media on students' vocabulary mastery.

Table 1. The Result of Normality Test

Variable	Shapiro-Wilk			
	Statistic	df	Sig.	
Vocabulary Mastery	Pretest Experiment	0,944	20	0,283
	Posttest Experiment	0,946	20	0,306
	Pretest Control	0,933	20	0,177
	Posttest Control	0,950	20	0,368

(Source: Primary Data, 2023)

Based on the results of the normality test that has been obtained, it is known that the normality test for the experimental class is 0.283 and 0.306 and for the control class 0.177 and 0.368 \geq 0.05 with that the data can be said to be normally distributed.

Table 2. The Result of Homogeneity Test

Levene Statistic	Df1	Df2	Sig.
0,048	1	38	0,389

Source : Primary Data, 2023)

Based on the results of the homogeneity test that has been obtained, it is known that df1 is 1 and df2 is 38 so that the F-table is 4.0981717. Therefore, the results of the homogeneity test for the experimental class were 0.389 \geq 0.05 with that the data can be stated to have the same or homogeneous variance.

Table 3. The Result of Hypothesis Test

A	Class	N	Average
0,05	Experiment	20	76,75

(Source: Primary Data, 2023)

Based on the results of the hypothesis test above, it is obtained that t-count is 4.123 and t-table is 1.686 with the provisions of significance (α) = 0.05 so that the t

distribution table has t-table value and significant value (2-tailed) of $0.000 < 0.05$ so it can be concluded that $t\text{-count} \geq t\text{-table}$ then according to the basis of decision making in the t independent sample test it can be concluded that H_a is accepted and H_o is rejected, which means that there is an influence of quizizz media on vocabulary mastery in Indonesian subjects in class V elementary school students.

This research was conducted as experimental research which included pretest, treatment, and posttest. The results obtained are derived from data in the form of test instrument sheets carried out during the study. The results of these data are used to determine whether there is an effect of using paper mode-based quizizz media on students' vocabulary mastery.

From the results of the study, the pretest and posttest assessment sheets were used by the researchers to determine students' scores in vocabulary mastery. The results showed that before being given treatment with quizizz media, students had low vocabulary mastery, as seen from the average score of the experimental pretest which only reached 40.75. However, after being given treatment with quizizz media, the students' vocabulary mastery ability increased significantly, as seen from the posttest average score which reached 76.75. This shows a significant increase in students' vocabulary mastery abilities. On the other hand, the control group which was not treated with quizizz media only experienced a slight increase from the pretest average score which reached 41.50 to 62.50 at the time of the posttest. Overall, the results show that the use of paper mode-based quizizz media has a positive effect on students' vocabulary mastery abilities compared to conventional learning methods that use evaluation media in the form of paper.

Based on this research, the researcher also collected the data obtained in the form of student assessment sheets and documentation techniques (or photographs of the research process). After obtaining the results of the data from the assessment sheet, the researcher then processed the data by using the data normality test, data homogeneity, and hypothesis testing. The data normality test is carried out to find out whether or not a data is normal, then the researcher performs a data homogeneity test. This is done to prove the equality of variance of the groups that make up the sample.

Based on the results of data analysis and the implementation of research, the use of quizizz media has an effect on vocabulary mastery in the Indonesian language class VS elementary school students. It can be seen from the data obtained that there are significant differences in vocabulary learning in Indonesian subjects before and after treatment using paper mode-based quizizz. Apart from the very interesting appearance of Quizizz media, this media makes students feel challenged to compete with their friends to get the best grades. In addition, this paper mode-based quizizz

game has the advantage of being able to assist teachers in making assessments because it is equipped with a scoring system.

The results of this study were reinforced by research from May, 2018 which concluded that quizizz media can make students active and challenged to answer questions so that educators will more easily evaluate the learning process being carried out. Furthermore, research from Pusparani (2020) states quizizz can be used as an evaluation medium in the learning process. The interactions that occur when students' complete evaluations keep them motivated and happy. It is proven that learning outcomes increase with increasing use of quizizz. At the first meeting of the first cycle, only 37.5% of students successfully completed the evaluation, but this figure increased to 62.5% at the second meeting of the first cycle. At the first meeting of the second cycle, the success rate increased to 87.5% and at the second meeting of the second cycle, all students successfully completed the evaluation.

Then from the results of the theories above, the research was also reinforced by Ningrum (2022) who said Quizizz was a challenging game for students to keep trying. If an error occurs in answering questions, students will be faced with the challenge of trying again and learning from previous mistakes.

Based on the explanation above, it is stated that the results of this study have proven that there is an influence and an increase in the use of quizizz media on vocabulary mastery.

D. Conclusion

Based on the results of the study it can be concluded that the students' vocabulary mastery ability was still low before the application of quizizz media. This is evident from the average score of the students' pretest which only reached 40.75. However, after being given treatment with paper mode-based quizizz media, students' ability to master the material increased significantly. This is evidenced by the average posttest score of students which reached 76.75. Therefore, it can be concluded that the paper mode-based quizizz media has a positive effect on the vocabulary mastery of fifth grade students at SD Negeri 07 Payaraman.

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