THE EFFECTIVENESS OF QUIZIZZ IN STUDENTS' VOCABULARY

MASTERY OF ELEVENTH GRADE AT SMAN 1 GROGOL

THESIS

By

LUTFIANA DWI NUR FADHILAH

NIM. 19180037

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2023

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfilment
of the Requirement for the Degree of Education (S.Pd.) in the English Education
Department

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Lutfiana Dwi Nur Fadhilah
NIM. 19180037

ENGLISH EDUCATION DEPARTMENT
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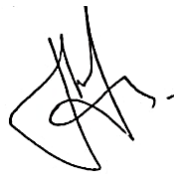
THESIS

By:

Lutfiana Dwi Nur Fadhilah

19180037

Has been approved by the advisor for further approval by the board of examiners

Advisor,

Nur Fitria Anggrisia, M.Pd
NIP. 19890901 20180201 2 156

Acknowledged by

Head of English Education Department,

Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 19711014 200312 001

LEGITIMATION SHEET

THE EFFECTIVENESS OF QUIZIZZ IN STUDENTS' VOCABULARY MASTERY OF ELEVENTH GRADE AT SMAN 1 GROGOL

THESIS

by:

Lutfiana Dwi Nur Fadhilah (19180037)

Has been defended in front of the board of examiners at the date of (September 25th 2023) and declared PASS

Accepted as the requirement of the Degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,   Signature

1. Dian Arsitades Wiranegara, M.Pd   Chairman
   NIDT. 1980123020180201126

2. Nur Fitria Anggrisia, M.Pd   Secretary/
   NIP. 19890901 20180201 2 156   Advisor

3. Prof. Dr. Hj. Like Raskova Octaberlina, M.Ed   Main Examiner
   NIP. 197410252008012015

Approved by

Dean of Education and Teacher Training Faculty
Maulana Malik Ibrahim Malang State Islamic University

Prof. Dr. H. Nur Ali, M.Pd
NIP. 19650408 1998031 002

iii

Nur Fitria Anggrisia, M.Pd
Lecturer of Faculty of Education and Teacher Training
Maulana Malik Ibrahim Malang State Islamic University

THE OFFICIAL ADVISORS' NOTE

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The Honorable,
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Maulana Malik Ibrahim Malang State Islamic University
In
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After conducting several times of guidance in terms of content, language, writing technique, and after reading students' thesis as follow:

Name	: Lutfiana Dwi Nur Fadhilah
Student ID Number	: 19180037
Department	: English Education
Thesis	: The Effectiveness of Quizizz in Students' Vocabulary Mastery of Eleventh Grade at SMAN 1 Grogol

Therefore, we believed that the thesis of Lutfiana Dwi Nur Fadhilah has been approved for further approval by the board of examiners.
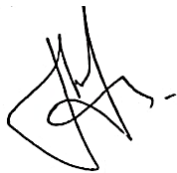*Wassalamualaikum Wr.Wb*

Advisor,

Nur Fitria Anggrisia, M.Pd
NIP. 19890901 20180201 2 156

APPROVAL

This is to certify that the advisor has approved the thesis of Lutfiana Dwi Nur Fadhilah for further approval by the board of examiners.

Malang, September 06 2023
Advisor,

Nur Fitria Anggrisia, M.Pd
NIP. 19890901 20180201 2 156

DECLARATION OF OUTHORSHIP

Bismillahirrahmanirahim,

Herewith, I:

Name	: Lutfiana Dwi Nur Fadhilah
Student ID Number	: 19180037
Department	: English Education
Address	: RT. 02, RW.04, Sumbersari, Datengan, Grogol, Kediri, East Java

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Lutfiana Dwi Nur Fadhilah
NIM.19180037

MOTTO

Live like flowing water

THESIS DEDICATION

I dedicate this thesis to my beloved mother Siti Kalimah and my father Suyanto, who always support me in any condition and always give love to me; my sister, brother, nephew, and my entire family who always give attention to all my needs; all my friends who have encouraged me; and the last is myself who has struggled to complete this thesis.

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LATIN ARABIC TRANSLITERATION

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. **Alphabet**

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. **Long Vocal**

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

C. **Diphtong Vocal**

أَوْ = aw

أَيْ = ay

أَوْ = Û

إِيْ = Î

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ABSTRACT

Fadhilah, Lutfiana Dwi Nur (2023) The Effectiveness of Quizizz in Students' Vocabulary Mastery of Eleventh Grade at SMAN 1 Grogol. Thesis, Department of English Education, Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic University Malang. Advisor, Nur Fitria Anggrisia, M.Pd.

Keywords: Effectiveness, Vocabulary, Quizizz

The objective of the study was to determine whether the use of Quizizz effective or not for students' vocabulary mastery of eleventh grade at SMAN 1 Grogol. This study used quantitative methods with a quasi-experimental design that compared two classes. The subject of this study was eleventh-grade student of SMAN 1 Grogol. This study examined two classes, XI Social 2 as an experimental group and class XI Social 3 as a control group. The experimental group contained 35 students, and the control group contained 37 students. The experimental group received vocabulary teaching through Quizizz three times, while the control group received no treatment. The vocabulary learned is receptive and productive vocabulary in explanation text. The research instrument is a test. The researcher used the independent sample T-test formula using the SPSS 26 version to analyze the data.

The results showed a difference in post-test results between the experimental and control groups. The average score of the control group was 59.44, while the control group was smaller at 47.48. The results obtained from the statistical test show that the significance value (Sig. 2-tailed) is 0.004, where the value obtained is <0.05. This indicates that Ha is accepted and H0 is rejected. It can be concluded that Quizizz is effective in learning receptive and productive vocabulary mastery of explanation text in eleventh grade. In addition, Quizizz is useful as an alternative media in student vocabulary learning at SMAN 1 Grogol.

ABSTRAK

Fadhilah, Lutfiana Dwi Nur (2023) Efektivitas Quizizz Dalam Penguasaan Kosakata Siswa Kelas Sebelas di SMAN 1 Grogol. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Pendidikan dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing, Nur Fitria Anggrisia, M.Pd.

Kata kunci: Efektivitas, Kosakata, Quizizz

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan Quizizz efektif atau tidak untuk penguasaan kosakata siswa di kelas sebelas SMAN 1 Grogol. Penelitian ini menggunakan metode kuantitatif dengan desain quasi eksperimental yang membandingkan dua kelas. Subjek penelitian ini adalah siswa kelas sebelas SMAN 1 Grogol. Penelitian ini meneliti XI Sosial 2 sebagai kelompok eksperimen dan kelas XI Sosial 3 sebagai kelompok kontrol. Kelompok eksperimen terdiri dari 35 siswa, dan kelompok kontrol memiliki 37 siswa. Kelompok eksperimen menerima pengajaran kosakata melalui Quizizz sebanyak tiga kali, sedangkan kelompok kontrol tidak menerima perlakuan. Kosakata yang dipelajari adalah kosakata reseptif dan produktif dalam teks eksplanasi. Instrumen penelitian adalah tes. Peneliti menggunakan rumus uji T sampel independen menggunakan SPSS versi 26 untuk menganalisis data.

Hasil penelitian menunjukkan adanya perbedaan hasil post-test antara kelompok eksperimen dan kelompok kontrol. Skor rata-rata kelompok kontrol adalah 59.44, sedangkan kelompok kontrol lebih kecil yaitu 47.48. Hasil yang diperoleh dari uji statistik menunjukkan bahwa nilai signifikansi (Sig. 2-tailed) adalah 0.004, dimana nilai yang diperoleh adalah <0.05. Ini menunjukkan bahwa Ha diterima dan H0 ditolak. Dapat disimpulkan bahwa Quizizz efektif dalam pembelajaran penguasaan kosakata reseptif dan produktif dari teks eksplanasi di kelas sebelas. Selain itu, Quizizz berguna sebagai media alternatif dalam pembelajaran kosakata siswa di SMAN 1 Grogol.

الملخص

فضيلة، لطفينا دوي نور (2023) فعالية كويزيز في إتقان المفردات لدي الطلاب   في الصف الحادي عشر بمدرسة الثانوية الحكومية 1 جروجول. البحث العلمي،قسم تعليم اللغة الإنجليزية، كلية التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرفة، نور فتريا أعجريسيا الماجستير.

الكلمة الرئيسية : فعالية، المفردات، كويزيز

أهداف من هذه البحث هي لمعرفة ما إذاكانا استخدام كويزيز أم لا لإتقان المفردات لدي الطلاب في الصف الحادي عشر المدرسة الثانوية الحكومية 1جروجول. منهج هذا البحث هو الكمي التجريبي الذي قارن فئتين.كان موضوع هذه الدراسة طالب الصف الحادي عشر في المدرسة الثانوية الحكومية 1 جروجول. تبحث هذه الدراسة الفصل الصف الحادي عشر إجتماعي 2 المجموعة التجريبية و الفصل الصف الحادي عشر إجتماعي3 المجموعة الضابطة.في الفصل تجريبي 35 طالبا، وفي الفصل الضابط 37 طالبا. تلقت المجموعة التجريبية تعليمات المفردات من خلال كويزيز ثلاث مرات ، بينما لم تتلق المجموعة الضابطة أي علاج. المفردات المكتسبة هي مفردات استقبالية ومنتجة في النصوص التوضيحية. أدوات البحث هي باستخدام الإختبار.الباحثة استخدام صيغة إختبار–ت عينة مستقلة استخدام منهج SPSS صيغة 26 لتحليل البيانات.

نتائج هذا البحث اختلافا في نتائج مابعد الاختبار بين المجموعة التجريبية والمجموعة الضابطة. كان متوسط درجة المجموعة الضابطة 59.44، بينما كانت المجموعة الضابطة أصغر عند 47.48. تظهر النتائج التي تم الحصول عليها من الاختبار الإحصائي أن قيمة الدلالة (Sig. 2-tailed) هي 0.004 ، حيث القيمة التي تم الحصول عليها هي 0.05>. يشير هذا إلى قبول Ha ورفض H0. يمكن أن نستنتج أن كويزيز فعال في تعلم إتقان المفردات الاستقبالية والمنتجة من النصوص التوضيحية في الصف الحادي عشر. بالإضافة إلى ذلك ، يعد كويزيز مفيداكوسيلة بديلة في تعلم مفردات الطلاب في المدرسة الثانوية الحكومية 1 جروجول.

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, research hypothesis, and definition of key terms.

1.1 Background of the Study

English is one of the most used languages around the world. English is also known as the lingua franca or international language. This indicates that English is used in various sectors, such as social, economic, education, and others. However, in Indonesia, English is a foreign language that is a compulsory subject starting at the elementary school level. Several skills must be mastered when learning English, namely listening, speaking, reading, and writing. In addition, some components must be well mastered, such as grammar, vocabulary, and pronunciation. These components will help to improve English skills.

Furthermore, vocabulary is the one important language component in learning English before mastering the four English skills. According to Tenorio (2020), vocabulary is essential for foreign language students, with a good vocabulary, students can communicate effectively in written or spoken form. Vocabulary is always related to word, this indicates that vocabulary is used to understand the meaning of words and apply them in sentences. The importance of vocabulary is also suggested in the holy Qur'an as stated in Q.S

Al Baqarah verse 31:

وَعَلَّمَ اٰدَمَ الْاَسْمَاۤءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰۤىِٕكَةِ فَقَالَ اَنْۢبِـُٔوْنِيْ بِاَسْمَاۤءِ هٰٓؤُلَاۤءِ اِنْ كُنْتُمْ صٰدِقِيْنَ

"*And He taught Adam the names (objects) of all of them, then He showed them to the angels, saying, "Tell Me the names of all these (objects), if you are correct!"*

Based on the verse above, Allah taught Adam about every name (thing) in great detail and was given the ability to recognize an object by name or by another term. This verse explains that Allah has given people the ability to identify things' names, purposes, and attributes.

In addition, vocabulary's role is essential in language learning. Clouston (2021) stated "Without grammar, little can be conveyed. Without vocabulary, nothing can be conveyed". It means that having perfect grammar will have no effect if someone lacks of vocabulary. Additionally, Ur (1996) supports the idea that learning vocabulary is crucial in learning a foreign language because mastering various types of words makes it easier to communicate with others. These statements emphasize the significance of vocabulary instruction for students as foreign learners.

Furthermore, in order to master English language skills well, it is important to consider the types of vocabulary that are taught. Vocabulary consists of two types, namely receptive vocabulary and productive vocabulary (Nation, 2012). Receptive vocabulary is the type of vocabulary that is understood when read and listen to a word, while productive vocabulary is understood when speak and write. Both types of vocabulary affect speaking, writing, listening and reading skills.

In reality, mastering vocabulary is not easy. Most students have difficulty in learning vocabulary such as pronouncing words, how to write and spell, how to use grammar patterns correctly (Susanto, 2021). In addition, students have difficulty learning vocabulary in memorizing new words and often disinterested in learning (Agustin, 2022). Furthermore, according to Afzal (2019), ineffective learning makes students feel bored quickly in learning vocabulary.

Based on the preliminary study by interviewing the eleventh-grade English teacher at SMAN 1 Grogol, the English teacher said that some students are not interested in learning vocabulary acquisition, this is due to the lack of variety in learning strategies. In addition, many students feel bored and sleepy during the lesson. Whereas, this school has good facilities and supports to use other learning strategies. Learning strategies using effective media should be presented in the classroom to increase students' enthusiasm in learning vocabulary.

In the current era, the use of technology-based media is widely developed. The use of media is developed in the form of games for learning. Heni et al. (2019) stated that game-based technology would be presented in language classes to increase learning motivation. The use of games in vocabulary learning is one of the alternatives to make learning more effective, fun, and interesting.

Realizing the importance of media in teaching vocabulary, the researcher wants to research media that is not only for learning but also for

playing. One of the teaching media for teaching vocabulary is Quizizz. There are several reasons why Quizizz can be used in teaching vocabulary. Quizizz is a digital gaming platform that makes classes fun and interactive. Quizizz is used as a media in the teaching and learning process because it is easy to use and has many features.

Many previous studies showed that using Quizizz learning can increase motivation in learning vocabulary. Brahmana (2022) conducted the study to know the perception and motivation of students in the application of Quizizz. The result revealed that the students were motivated and more enthusiastic to learn vocabulary using Quizizz as the media. Agustin (2022) found that students taught using Quizizz had a higher level of English vocabulary knowledge than the class taught using the conventional method. Quizizz has an effect on improving vocabulary acquisition and making students motivated to learn vocabulary. In addition, Asti (2022) showed that Quizizz is very helpful in increasing students' noun and verb vocabulary. The finding stated that the Quizizz application effectively improved students' vocabulary mastery.

The researcher investigated this study using the above previous studies as references. The difference between the previous and current research is the vocabulary that used in this research is receptive and productive vocabulary. Thus, based on the explanation above, the researcher is interested in conducting the research entitled "The Effectiveness of Quizizz in Students' Vocabulary Mastery of Eleventh Grade at SMAN 1 Grogol".

1.2 Research Question

Based on the background of the study above, the researcher identifies the problem as formulated:

1. Is the use of Quizizz effective or not in students' vocabulary mastery of eleventh grade at SMAN 1 Grogol?

1.3 Objective of the Study

The objective of the study based on the research question is:

1. To investigate the effectiveness of Quizizz in students' vocabulary mastery of eleventh grade at SMAN 1 Grogol.

1.4 Significance of the Study

There are two significances of the study that researcher found. The first is theoretical aspect, and the second is practical aspect.

a. Theoretical Significance

   The study's findings are beneficial. for providing information and knowledge for readers in implementing Quizizz in students' vocabulary mastery in eleventh grade at SMAN 1 Grogol.

b. Practical Significance

   1. For Students

      The results offer alternative media for students in learning vocabulary in a fun way so that can enrich their vocabulary mastery.

   2. For Teachers

      This study can guide teachers who want to use game-based learning

methods like Quizizz in vocabulary teaching and learning process.

3. For Further Researchers

The result of this study can increase knowledge related to game-based learning and offer valuable details and references for other researchers who wish to conduct additional research in the same field.

1.5 Scope and Limitation of the Study

This research focuses on investigating the effectiveness of Quizizz in students' vocabulary mastery of eleventh-grade students at SMAN 1 Grogol. The research subject is XI Social 2 consisting of 35 students and XI Social 3 consisting of 37 students. Vocabulary mastery in this research includes receptive and productive vocabulary.

1.6 Hypothesis of the Study:

a. H0 (Null Hypothesis)

There is no significant effect of using Quizizz in students' vocabulary mastery at the eleventh grade of SMAN 1 Grogol.

b. Ha (Alternative Hypothesis)

There is a significant effect of using Quizizz in students' vocabulary mastery at the eleventh grade of SMAN 1 Grogol.

1.7 Definition of Key Terms

Definition of key terms used to avoid misunderstanding and misinterpretation in this study. The research describes the definition as follows:

a. Quizizz: Quizizz is a digital gaming platform for creating interactive quiz

games for learning. Quizizz as a vocabulary learning tool with features for creating various questions that make learning more enjoyable. Quizizz is used online, which requires an internet connection to access it.

b. Vocabulary Mastery: Vocabulary mastery refers to students' ability to know the meaning of a word, understand the meaning, and use words in context. Mastering vocabulary means more than just knowing the meaning but being able to spell the words, determine synonyms and antonyms of a word, and use the word in context. The use of receptive and productive vocabulary taught in English language learning as a part of vocabulary mastery.

c. Senior High School: Secondary education level in formal education after graduating from junior high school. One of the Senior High Schools is SMAN 1 Grogol which is located in Kediri, East Java.

CHAPTER II

LITERATURE REVIEW

This chapter describes the context of vocabulary, such as: definition of vocabulary, types of vocabulary, aspect of vocabulary, and vocabulary mastery. Besides that, also discuss media to teach vocabulary, that is Quizizz: definition of Quizizz, the features of Quizizz, and the strong and weakness of Quizizz.

2.1 Vocabulary

2.1.1 Definition of Vocabulary

Vocabulary is a core of learning English. Vocabulary helps students master all English skills. According to Hatch and Brown (1995), vocabulary is a collection of words or a list of words in a particular language or a list of words used by speakers of that language. Based on these, vocabulary is a list of words, so the system is involved in alphabetical order.

In addition, Barcroft (2016) stated that vocabulary is the words of a language including single items or phrases, or sentences that have meaning. Individual vocabulary or lexicon refers to all words, word inserts, and lexical phrases that have been obtained. Vocabulary is a group of words that a person owns or is part of a particular language which is always produced in verbal and nonverbal communication. Moreover, Lessard (2021) defined that vocabulary could be considered a language's words, including single objects, phrases, and pieces of many

words that each carry a specific meaning. Vocabulary contains lexical phrases and multi-word expressions in addition to single lexical items and words with particular meanings.

According to the definition given above, it can be concluded vocabulary is the entire list of words that include a particular item, phrase, or part of the word that has a meaning.

2.1.2 Types of Vocabulary

According to Nation (2012), vocabulary is classified into two types:

a. Receptive vocabulary

Receptive vocabulary relates to listening and reading contexts because it refers to lexical items. Receptive vocabulary is words that the students know and understand in the context in which they are used, but cannot be produced. For example, when understanding the meaning of a word or sentence in reading or listening because of the context, the vocabulary is part of the receptive vocabulary.

b. Productive vocabulary

Productive vocabulary relates to the context of speaking and writing that refers to words. Productive vocabulary is words that can be spoken and understood by students correctly and produced in writing or speech. Speaking and writing skills are necessary for a productive vocabulary. A productive vocabulary includes terms that can be used when speaking or writing.

2.1.3 Aspect of Vocabulary

According to Ur (1996), there are some aspects that students must master and must be taught by teachers to help students in mastering vocabulary, namely:

a. Form: pronunciation and spelling

Students must comprehend how a word sounds (pronunciation) and what it looks like (spelling).

b. Grammar

Grammar is a set of rules that governs how words, sentences, and other aspects of a language are combined and understood. If a novel item's grammar cannot be inferred from general grammatical norms, it must be taught. In some grammatical situations, a word may change form unexpectedly or connect with other words in the sentence uniquely.

c. Collocations

Collocations are specific pairs of words by grouping or organizing them. Depending on the context, specific pairs look "right" or "wrong" because of collocation. While two words may have the same meaning, they may not necessarily go together.

d. Aspects of meaning

1. Connotation, appropriateness, and denotation

The word is applied to a context or used in daily conversation, it sometimes has two meanings. These meanings

are denotation and connotation. Denotation often has a definition similar to what is found in a dictionary. For example, the term "dog" refers to a specific type of animal, specifically a common domestic carnivore. Connotation meanings are associations, or the positive or destructive emotions they evoke, which may or may not be mentioned in the dictionary definition.

2. Meaning Relationship

An element that needs to be learned is meaning relations, or how the meaning of one item relates to another. Examples of these meaning relationships are synonyms, antonyms, hyponyms, co-hyponyms, super-ordinates, and translations.

e. Words formation

Single word or multi word vocabulary units can often be dissected into their constituent "pieces." Another important piece of knowledge is how these pieces are assembled. Standard prefixes and suffixes should be taught. For example, if students understand the meaning of the prefixes sub-, un-, and -able, they will be better able to deduce the meaning of words such as substandard, ungrateful, and untranslatable words.

In addition, based on Nation (2012) stated that some aspects of vocabulary knowledge with three sub-aspects in each.

a. Form (spoken, written, and word parts)

There are many different methods for learning English vocabulary. This vocabulary building method focuses on employing word forms to increase vocabulary. Students can learn various words with just one fundamental definition with word forms. In other words, word shapes have a specific meaning associated with them. However, some definitions are different. However, the two are frequently connected. Word parts and spelling are part of the form.

b. Meaning (form, content, relationships, and referents)

This requires understanding the meaning behind the term or phrase in consideration. Often, this is simply because the word can be directly associated with its referent or because there is an English equivalent. Form and meaning, concept and referents, and associations also play a role in vocabulary meaning.

c. Use (grammar function, collocation, and use restrictions)

One method for determining a word's meaning is by looking at the context (environment). There are three different categories of context: grammatical functions, collocations, and use restrictions.

Nation (2012) divided sub-aspect of vocabulary in Table 2.1 below:

Table 2. 1 Receptive and Productive Vocabulary

Form		
Spoken	R	What does the word sound like?
	P	How is the word pronounced?
Written	R	What does the word look like?
	P	How is the word written and spelled?
Word part	R	What parts are recognizable in this word?
	P	What word parts are needed to express the meaning?
Meaning		
Form and meaning	R	What meaning does this word form signal?
	P	What word form can be used to express this meaning?
Concept and referents	R	What is included in the concept?
	P	What items can the concept refer to?
Association	R	What other words does this make us think of?
	P	What other words could we use instead of this one?
Use		
Grammatical function	R	In what pattern does the word occur?
	P	In what pattern must we use the word?
Collocation	R	What words or types of words can be expected before or after the word?
	P	What words or types of words must we use with this word?
Constraints on use	R	Where, when, and how often would we expect to meet this word?
	P	Where, when, and how often we can use this word?
Note: R = receptive knowledge, P = productive knowledge		

In this study, only focused on some sub-aspects of each indicator as adapted from Afdhal (2022) . Form (written), meaning (association), and use (grammatical function).

These indicators are discussed in table 2.2:

Table 2. 2 Indicators of Vocabulary Aspect

Vocabulary Aspect	Indicators
Form	Students can distinguish word with prefix or suffix.
	Students can arrange the letter into a word.
Meaning	Students can identify antonym of the words.
	Students can identify synonym of the words.
Use	Students can know in what context they can use the word.

2.2 Vocabulary Mastery

Knowledge of vocabulary is one of the important things in learning English as a foreign language. Alqahtani (2015) defined the mastery of vocabulary as complete knowledge or skill. According to the definition, mastery refers to a total understanding of a subject or exceptional competence that makes one an expert. Understanding the meaning of words is just one aspect of the idea of mastery. This mastery is also known as "knowing a word," as students are said to have strong vocabulary mastery if they can identify the meaning of the word while being aware of its form, syntax, collocation, meaning, and structure (Ur, 1996).

Furthermore, learning vocabulary is very important for students. Vocabulary is important in language skills such as speaking, reading, listening, and writing. For listening, vocabulary has a role in making it easy for students to understand the others. For speaking and writing, vocabulary is used to develop ideas so they can convey their thoughts. In reading,

vocabulary helps students understand the text. The students must pay attention to vocabulary. Vocabulary mastery means that students have mastered a word by understanding and using the word. In addition to understanding the word, students also understand the meaning.

Learning vocabulary is not just knowing the meaning of words but also understanding the knowledge implied in a word in general or in particular. Nation (2012) provided lists of what students should know to learn vocabulary. These things consist of the meaning of the word, spoken and written forms, word parts of the word (e.g., any prefix, suffix, and "root" form), grammatical behaviour (e.g., its word class, typical grammatical patterns), collocations, word associations (e.g., words that are similar or opposite in meaning), and connotations.

2.3 Teaching Vocabulary

In vocabulary learning, students need various ways to develop their vocabulary to determine the meaning of new words. According to Nation (1990), students can learn vocabulary in two different ways: directly and indirectly. Students engage in vocabulary-focused exercises and activities, such as word-building exercises, memorizing terms from lists, and vocabulary games, as part of direct learning. Teachers can organize students to do vocabulary exercises. Some vocabulary exercises need to be prepared well in advance. They can be part of the textbook or designed by the teacher. The main value of prepared exercises is that they can be made to systematically cover an area of vocabulary, and students can work on them

independently without teacher assistance. If the exercises are done in pairs or small groups, there will be opportunities for students to learn from each other. Indirect learning involves students attending to vocabulary during reading and listening. Students can acquire vocabulary unintentionally by engaging in rich oral language experiences at home and at school, listening to books read to them, and reading independently.

Hatch and Brown (1995) coined the terms unintentional learning and intentional learning to describe how students learn vocabulary. Learning that is intentionally planned, intended or created by teachers or students. Learning that results from doing or learning something else is known as unintentional learning. In other words, intentional teaching is specific to acquiring words. Whereas indigenous vocabulary learning focuses on vocabulary learned through reading, writing, speaking and listening.

Teaching vocabulary is about more than just introducing new words and their meanings. Teachers are expected to use some interesting learning methods to help students learn new vocabulary easily. In addition, the right approach also helps to keep the classroom atmosphere interesting so that no one feels bored.

2.4 Media to Teach Vocabulary

The role of the media in teaching and learning is essential to increase students' interest in studying. Teaching media can stimulate students to learn English. According to Kurniadi (2018), media is a tool that can encourage students to learn. Media helps teachers present information to students more

effectively than traditional methods. While learning media, as defined by Puspitarini and Hanif (2019), can be defined as a tool used by teachers to better effectively and efficiently provide material to students, both physically and electronically. The use of learning media is supposed to improve the acceptance of student learning materials and pull students into the learning process. Therefore, the learning media can be seen as a piece of hardware or software that teachers utilize to transmit materials to their students during the learning process. According to the objective of learning, media is expected to make the learning process more effective and efficient.

According to Kurniadi (2018), media is available in various forms, including print media, visual media, photographic media, audio, video, computer, or ICT media, and simulations or games. Hence, one of the valuable media in teaching vocabulary is a game. The use of games in learning attracts students to learn. The development of games in the world of education makes it easy for students to learn. In addition, online games that are now more easily accessible.

Using games to learn vocabulary allows students to learn more words in a fun way. Many games can be played on websites to help students expand their vocabulary. One of the digital game-based learning media that can be used is Quizizz. Quizizz provides features for playing quizzes while playing. This attracts the attention of students to learn vocabulary.

2.5 Quizizz Application

2.5.1 Definition of Quizizz

According to Zhao (2019), Quizizz is a game-based educational application that provides multiplayer activities that engage students in the classroom and make classes more fun and interactive. This is an innovation of Deepak Joy Cheenath and Ankit Gupta in 2015 in India. Meanwhile, Suo Yan Mei (2018) stated that Quizizz as an e-learning based evaluation tool that quickly gives teachers results, it is very suitable for measuring student abilities.

Using Quizizz, students can do group assignments, pre-test reviews, formative assessments, and quizzes on their electronic devices with internet connection. Quizizz has different characteristics from other educational applications, such as avatars, themes, memes, and music that entertains during the learning process. Since Quizizz can be used multiplayer in one practice, this allows students to compete against each other for the highest score. The scores obtained are shown on the scoreboard and this motivates students to study.

2.5.2 Features of Quizizz

a. Quizizz to Create a Quiz

Quizizz has several types of questions: multiple-choice, fill-in-the-blank, match, reorder, drag and drop, drop-down, match response, labeling, hotspot, and graphing. Numerous types of questions make quiz more fun because in one quiz students can have

various kinds of questions. Unfortunately, only multiple choice and fill-in-the-blank, are free. Whereas, premium Quizizz is used to access all types of questions. Figure 2.1 shows the different question types of Quizizz.
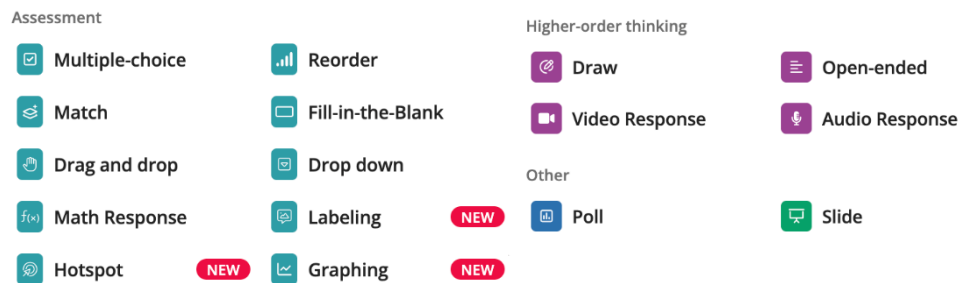
Figure 2.1 Question Types of Quizizz

b. **Quizizz to Create Lessons**

Quizizz also provides a presentation slide feature. This presentation feature can add images, videos, text, audio, and even videos from YouTube. In this section, it also can combine material and quizzes. Quizizz is connected to Google Slides, so teachers only need to export it to make presentation slides. The presentation slide view is shown in figure 2.2.
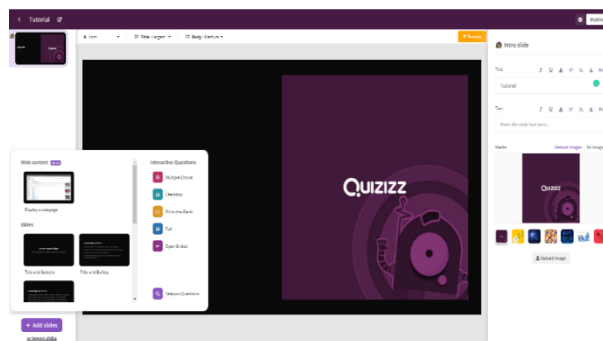
Figure 2.2 Slide Presentation in Quizizz

c. **Google Classroom Integration**

Quizizz can be integrated with Google Classroom. Integrate Quizizz with Google Classroom to automatically update quizzes, reports, and grades and maximize class engagement. Thus, the security level of student accounts is authenticated using Google account. Figure 2.3 shows the integrated google classroom feature with Quizizz.
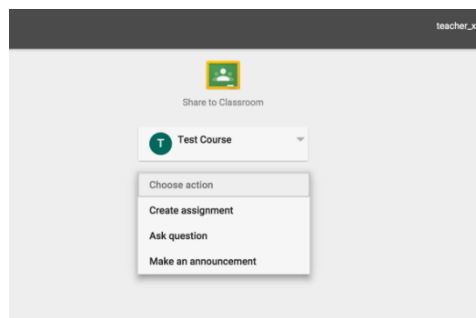
Figure 2.3 Google Classroom in Quizizz

This research only used the Quiz feature in vocabulary learning. Learning vocabulary by Quizizz makes students more motivated to learn and makes students compete to get the best score. This quiz feature is easy because students only access the link and start working on the quiz. The types of questions displayed are fill in the blank, drop down, and multiple choice. Quizizz question type is shown in the following image:
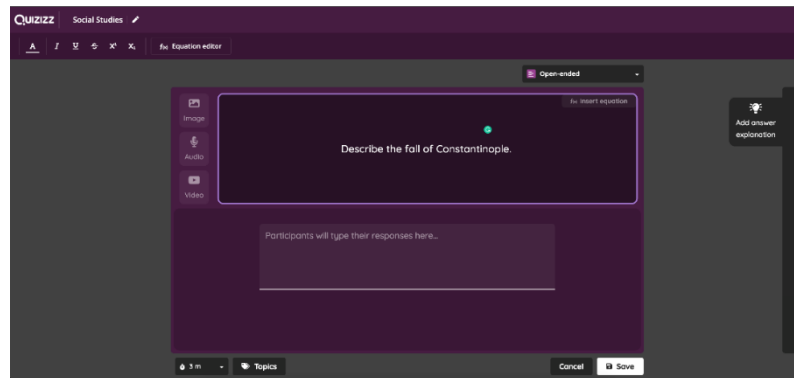
Figure 2.4 Fill in the Blank Question
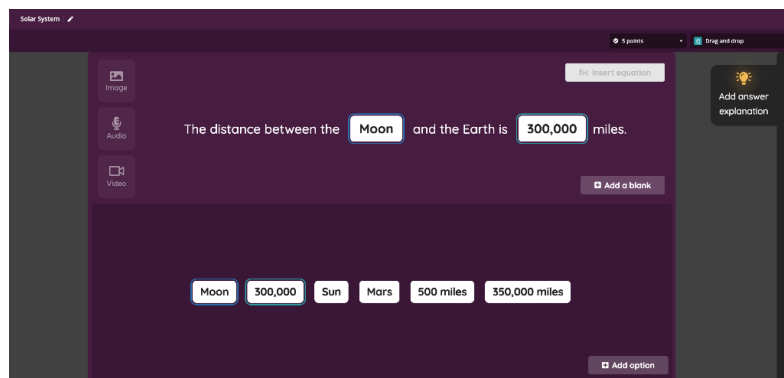
Figure 2.5 Drop Down Question
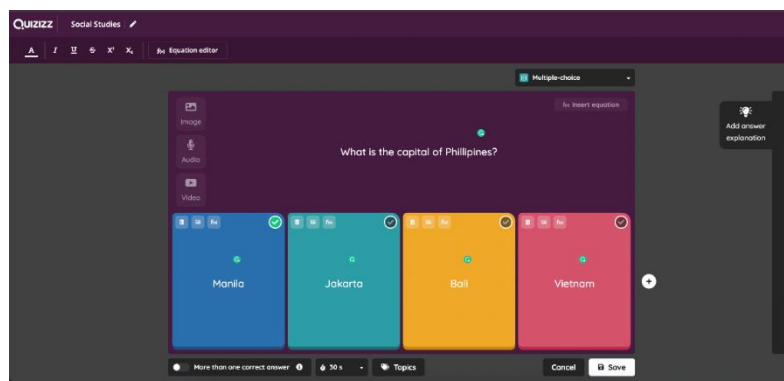
Figure 2.6 Multiple Choice Question

2.5.3 Procedure of Using Quizizz

Quizizz is a game-based leaning media that is easy to use. Quizizz can be accessed via the web, without installing the application. Below is the procedure for using Quizizz:

1. The teacher accesses www.quizziz.com. The first view is shown in Figure 2.7. The teacher logs in to the account if they already have an account. If the teacher doesn't have an account yet, the teacher registers by clicking 'Sign Up' and then registers as a teacher.
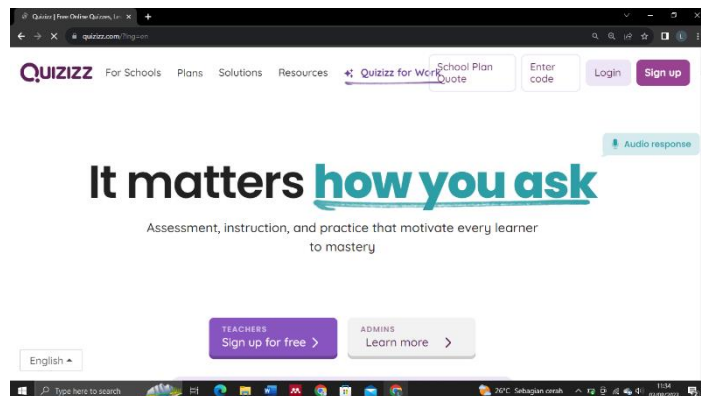
Figure 2.7 Quizizz Home Screen

2. The teacher successfully logs in and clicks 'Create' to create a quiz. Figure 2.8 shows what it looks like after successfully logging in.
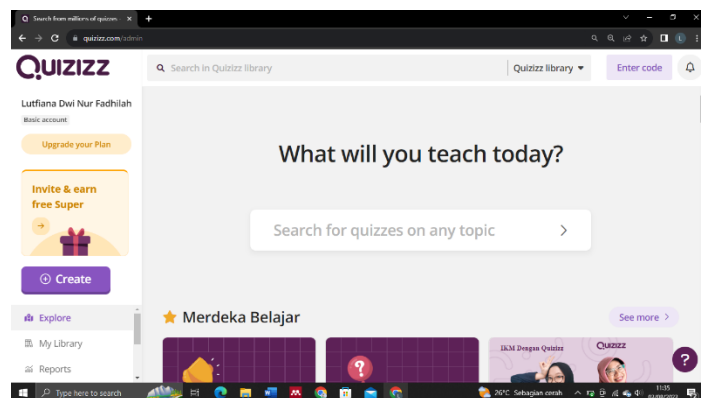
Figure 2.8 Home Menu

3. The teacher chooses the type of questions to be created, and various questions are presented. Figure 2.9 shows the various question forms available.
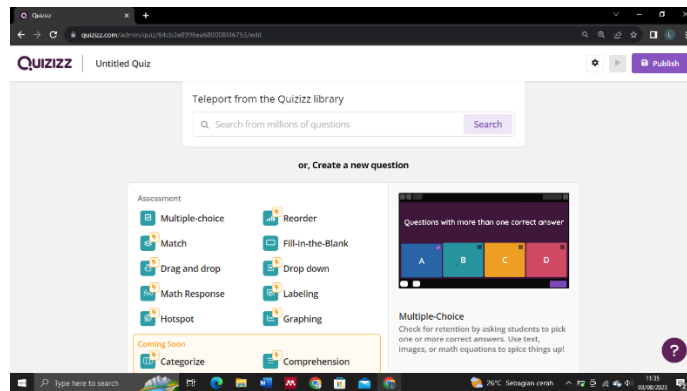
Figure 2.9 Question Types in Quizizz

4. The teacher writes questions and answers. In addition, the teacher can set the time and points in the questions. Click save when finished. Figure 2.10 is a display for creating multiple-choice questions.
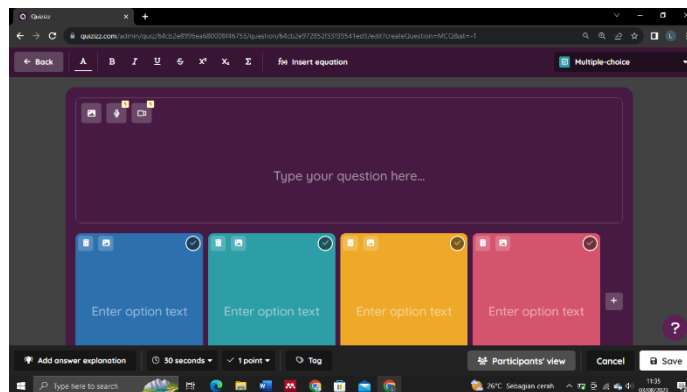
Figure 2.10 Quiz Creation Display

5. After all the questions are done, the teacher completes the quiz name, enters a picture, determines the class, and more. If all finish, click 'Publish' to save it. Figure 2.11 shows the quiz ready to be published.

23
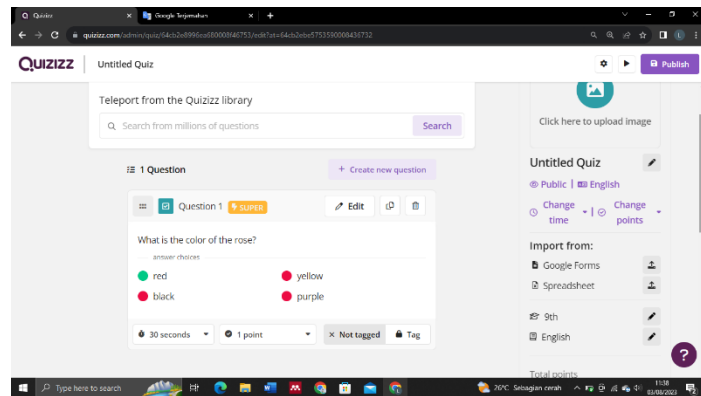
Figure 2.11 Quizizz Display After Question Creation

6. The teacher can set the quiz to 'Start Live Quiz' if to use it now or 'Homework' mode if the quiz is used as homework. The final view is shown in Figure 2.12.
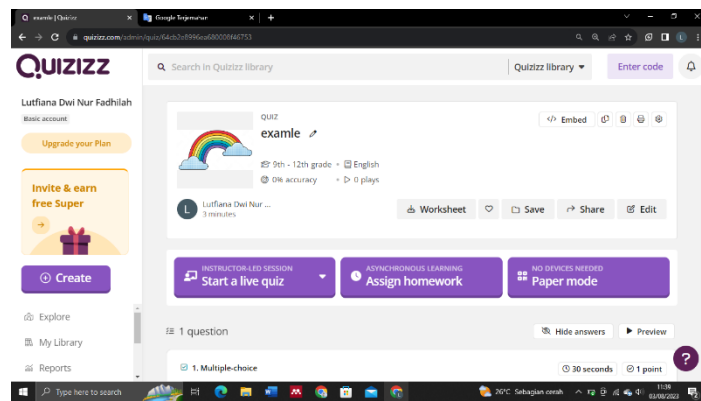
Figure 2.12 Final Display

7. The teacher shares the Quizizz link or quiz code with students, as in Figure 2.13.

24
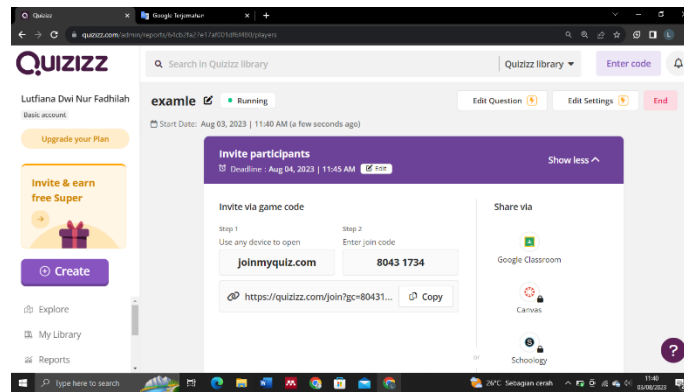
Figure 2.13 Quizizz Display Ready to be Shared

8. Students accessing Quizizz from a shared link or code can start working on the available quizzes. Figure 2.14 is an example of a multiple-choice.
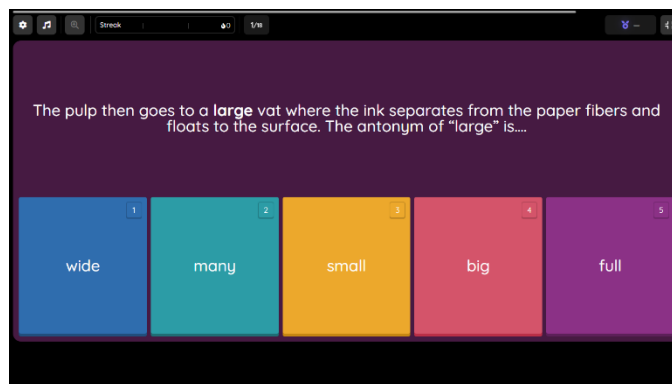
Figure 2.14 Example of Multiple Choice in Quizizz

9. After completing the quiz, students can see their scores as in Figure 2.15.
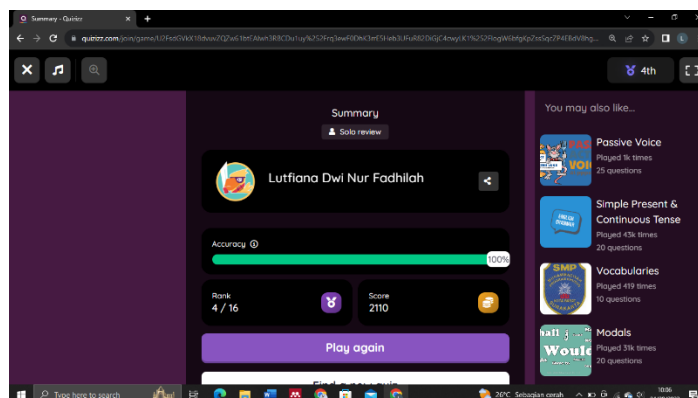
Figure 2.15 Score of Student in Quizizz

10. Students can see their friends' scores ranging from the highest to the lowest, shown in Figure 2.16.
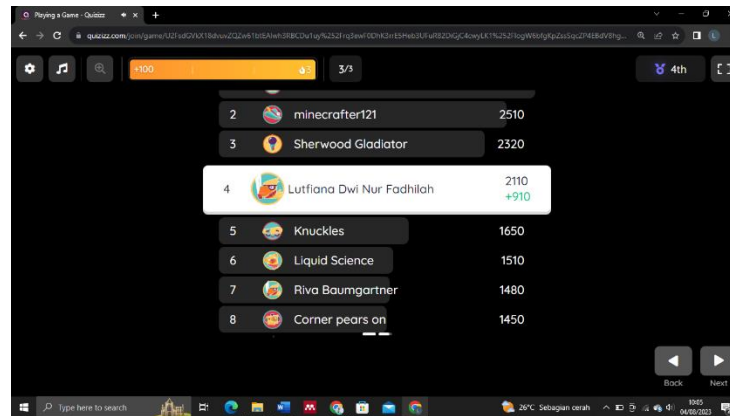
Figure 2.16 Student's Leaderboard

2.5.4 The Strengths and Weakness of Quizizz

Quizizz is a digital platform that makes it easy for teachers to make learning more enjoyable. However, from the various benefits of Quizizz, there are strengths and weakness of Quizizz as quoted from Asti (2022):

a. The Strengths of Quizizz

1. Students become more focused on learning because they use their devices.

2. Teacher understands the difficulty level of students on specific topics.

3. Teacher understands the level of student accuracy in answering questions and time management

4. Quizizz makes the class atmosphere more organized.

5. Student grades will automatically appear and rank sequentially from top to bottom.

6. The answer will immediately appear when the student needs to answer the question correctly.

7. There is a review feature that displays quizzes that have worked on.

b. The Weakness of Quizizz

1. Students can cheat by opening a new tab to copy questions on the internet and to do the quiz again.

2. Teacher become difficult to monitor students as a whole.

3. Students can go down in rank even though they have answered the questions correctly due to time problems. This means that the speed and accuracy of students are very influential on the points that will be obtained.

4. Students who are late to join will be an obstacle.

2.6 Previous Study

To support this research, the researcher has taken several previous studies relevant to the topics discussed. The first study is a journal entitled "The Implementation of Quizizz in Vocabulary Learning Activities: EFL Students' Perception and Motivation," by Brahmana (2022). This study used a qualitative method with a case study approach. The techniques used are interviews and observation. The subjects of this study were students from a Junior High School in Surabaya. The focus of this study was to determine students' perspectives when learning vocabulary use Quizizz. The results of this study were explained descriptively from the interview and showed positive results in learning vocabulary use Quizizz. Students felt motivated to learn and better understand

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vocabulary. Quizizz holds their attention, and they feel like learning while playing. According to this study, Quizizz as game-based instructional media was very good to be applied and needed for teaching and learning vocabulary.

The second study from the journal "The Effect of Using Quizizz Application on Students' Vocabulary Mastery" by Agustin (2022). This study aimed to determine how Quizizz affects seventh-grade students' vocabulary mastery. This research method used a quasi-experimental design. The students were given a post-test to collect data. The findings from the t-test table showed that the Sig (2-tailed) value was less than 0.5. Based on the findings of this data study, it is known that students of class VII-G who used Quizizz to increase motivation to learn English vocabulary acquisition had a greater vocabulary mastery than class VII-H who were taught with the conventional method. In other words, Quizizz had an impact on increasing students' learning motivation and also vocabulary acquisition.

The third study from a thesis entitled "The Using Of Quizizz Application to Improve Students' Vocabulary of The Tenth Grade Students of SMA Negeri 13 Pangkep (Pre Experimental Research)" by Asti (2022). The study's goal was to examine the use of Quizizz in enhancing students' vocabulary. Pre-experimental research was used in this research. According to the findings, it can help pupils increase their vocabulary. This is demonstrated by the fact that student vocabulary scores increased by 24.34%. Furthermore, the findings of data analysis showed that the t-test value is 7.73. It was greater than the t-table value which is 1.703. The study revealed that there was a

substantial difference in students' vocabulary competence before and after using Quizizz to teach them. This showed that Quizizz effectively improves students' vocabulary mastery.

Based on the relevant researches above, this research had differences and similarities. The similarity was the media used in the research, Quizizz. The difference in this research was the research subject, this study used senior high school students in eleventh grade as a subject. This study focused on receptive and productive vocabulary in explanation texts. Therefore, this research investigated the effectiveness of Quizizz in students' vocabulary mastery of eleventh grade using a quasi-experimental method.

CHAPTER III

METHODOLOGY

This chapter contains research design, time and setting of the research, research variable, research population and sample, research instrument, validity and reliability testing, data collecting technique, and data analysis.

3.1 Research Design

This research used quantitative method. Quantitative research involves gathering numerical data for analysis using mathematical techniques, particularly statistics (Mujis, 2004). Quantitative research theory is carried out by examining the relationships between variables (Creswell, 2014). In turn, these variables were measured using an instrument so that the data obtained is analyzed using statistical procedures.

This research used quasi-experimental. According to Sugiyono (2016), quasi-experimental research design is a development of true experimental design, which is difficult to be implemented. Quasi-experimental has a control group but cannot function completely to control external variables that affect the implementation of the experiment. The research design used a post-test-only control group design. There were two groups in this design, namely experimental group and control group. The experimental and control groups did not be randomly selected. The experimental group received treatment from the researcher. On the other hand, the control group did not receive any treatment from the researcher, and they only received conventional teaching

from the teacher.

The post-test-only control group design scheme is shown in Table 3.1 as follows:

Table 3.1 Post-test Only Control Group Design

Group	Treatment	Post test
Experiment (R1)	X	O2
Control (R2)	-	O4

This study aimed to determine the effectiveness of Quizizz in students' vocabulary of eleventh grade at SMAN 1 Grogol. The treatment was intended to prove whether Quizizz has an effect on students' vocabulary mastery or not. Thus, the effect of the treatment can be known by comparing scores between the experimental and control groups.

3.2 Time and Setting of the Research

This research was conducted at SMAN 1 Grogol, located at Jl. Raya Gringging No.16, Sukosewu, Sonorejo, Grogol, Kediri, East Java. The research was held in the second semester of the 2022/2023 academic year. The reason for choosing SMAN 1 Grogol is because this school has adequate facilities to use technology-based media in teaching English, such as Wi-Fi, LCD, and computer laboratory. Besides that, according to interview with the English teacher, this school still uses conventional teaching to teach English. In addition, English teachers at SMAN 1 Grogol need effective media so that students can learn vocabulary in a fun way. Table 3.2 is the schedule that was

conducted in this study:

Table 3.2 Schedule of the Research

No	Meeting	Activities
1.	17th May 2023	Treatment 1
2.	19th May 2023	Treatment 2
3.	24th May 2023	Treatment 3
4.	26th May 2023	Post-test

In this research, the researcher conducted four meetings. The experimental group was given the treatment using Quizizz by the researcher for three meetings. Meanwhile, the control group used conventional teaching taught by the English teacher and did not receive treatment from the researcher. In the fourth meeting, the experimental and control group took a post-test to measure vocabulary mastery.

3.3 Research Variable

3.3.1 Independent Variable

The independent variable is a variable that affects the dependent variable so there is a change in the dependent variable (Sugiyono, 2016). Therefore, the independent variable (X) in this research is Quizizz application.

3.3.2 Dependent Variable

The dependent variable is a variable that is influenced by the independent variable (Sugiyono, 2016). The dependent variable (O) in this

study is students' vocabulary mastery.

3.4 Research Population and Sample

3.4.1 Population

Population is a generalization area consisting of subjects who have certain qualities and characteristics determined by researcher to be studied (Anshori & Iswati, 2009). It means that the population is a group of subjects, it can be the person or things.

The research population was the whole students of the eleventh grade of SMAN 1 Grogol in the academic year 2022/2023. The total number of eleventh grade was 375 students with 11 classes; they were six classes of Mathematics and Science, four classes of Social, and one class of Language and Culture. The eleventh grade was selected because the English teacher suggested taking this class during the preliminary study.

3.4.2 Sample

An important step in conducting research is the selection of samples. According to Anshori & Iswati (2009), the sample is a portion of the entire population in terms of size and features. The population includes the sample. For the sample's generalization to accurately reflect the population, a good sample must cover the whole population. In this research used purposive sampling. Sugiyono (2016) said that purposive sampling is a sample determination technique with certain considerations. Based on certain considerations related to the permission from the school

that did not allow the researcher to create new classes that would be used as experimental and control groups.

As the English teacher recommended, the researcher chose XI Social 2 as the experimental group and XI Social 3 as the control group. There were 35 students in XI Social 2 and 37 students in XI Social 3. The researcher took these classes according to the English teacher suggestion. These classes were assumed to have the same English proficiency, as seen from the same average score on the daily assessment. Furthermore, the students in these classes were easy to manage and cooperative.

3.5 Research Instrument

The instrument in this research used a test. At the beginning of the research, the instrument made was tested (pilot study) first by the non-sample. Furthermore, the results of the pilot study were measured for validity and reliability. The experimental and control group were given post-test in the last meeting. The post-test purpose was to determine whether the use of Quizizz affects students' vocabulary mastery or not. Post-test have 29 items containing fill in the blank, drop down, and multiple choice. The questions are in the form of an adept instrument that contains questions related to the explanation text. Table 3.3 shows the content outline of the instrument:

Table 3. 3 Instrument Content Outline

Question Form	Indicators	Total Item
Fill in the blank	Students can arrange the letter into a word.	4
Drop down	Students can know in what context they can use the word.	10
Multiple choice	Students can identify synonym of the words.	5
	Students can identify antonym of the words.	5
	Students can distinguish the word with prefix or suffix.	5
Total		29

3.6 Validity and Reliability Testing

3.6.1 Validity

Validity is a measuring tool that shows an instrument's validity level (measuring instrument). A valid instrument means that the instrument can be used to measure what should be measured (Anshori & Iswati, 2009). The researcher used three kinds of validity: construct validity, content validity, and item validity.

a. Construct validity

After the instrument was constructed according to the aspects that measured with a particular theory, then was consulted with experts. Construct validity use the opinion of a judgment expert (Sugiyono, 2016). The researcher conducted construct validity procedure as follows: First, the researcher consulted with the XI grade English teacher at SMAN 1 Grogol regarding the material that was tested on students. Second, the researcher consulted with the

instrument validator lecturer. After that, the researcher revised the instrument according to the suggestions from the teacher and lecturer.

b. **Content validity**

Content validity means that the instrument must be prepared based on the material that has been taught (Sugiyono, 2016). Content validity related to the curriculum used implies that a measuring tool is considered valid if it follows the curriculum content to be measured. In addition, the instrument was prepared based on core competency and basic competency in the 2013 English curriculum for eleventh-grade Senior High School. The instrument was made based on the material of explanation text. The core and basic competences are attached in Table 3.4:

Table 3.4 Core Competency and Basic Competency

Core Competency		Basic Competency	
3	Understand, apply, analyze factual, conceptual, procedural knowledge based on curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, and apply	3.8	Distinguish social functions, text structures, and linguistic elements of several spoken and written explanation text by giving and asking for information related to natural or social phenomena covered

procedural knowledge in specific fields of study according to their talents and interests to solve problems.

in other subjects in class XI, according to the context of their use.

c. **Item Validity**

Tryout was conducted on non-sample participants to determine whether an instrument was valid or not. The results were calculated using the product moment correlation coefficient formula using SPSS 26. The results of the calculation were compared with r table; if r count > r table, then the question items are valid. The significance level used was 5%. The result of try out is showed in table 3.5:

Table 3.5 The Result of Item Validity

Item Number	r-item	r-table	Result
1	0.425	0.367	Valid
2	0.390	0.367	Valid
3	0.389	0.367	Valid
4	0.377	0.367	Valid
5	0.462	0.367	Valid
6	0.371	0.367	Valid
7	0.36	0.367	Valid
8	0.369	0.367	Valid
9	0.423	0.367	Valid
10	0.415	0.367	Valid
11	0.462	0.367	Valid
12	0.378	0.367	Valid
13	0.445	0.367	Valid
14	0.386	0.367	Valid
15	0.411	0.367	Valid
16	0.331	0.367	Invalid
17	0.386	0.367	Valid
18	0.459	0.367	Valid
19	0.368	0.367	Valid

20	0.440	0.367	Valid
21	0.338	0.367	Invalid
22	0.369	0.367	Valid
23	0.476	0.367	Valid
24	0.398	0.367	Valid
25	0.369	0.367	Valid
26	0.386	0.367	Valid
27	0.377	0.367	Valid
28	0.375	0.367	Valid
29	0.214	0.367	Invalid

Based on the table 3.5, 26 items were declared valid. three items were declared invalid and had to be revised. The researcher used 29 items as research instrument to obtain information about students' vocabulary mastery.

3.6.2 Reliability

Reliability relates to the instrument's reliability as a data collection tool (also measuring variables). A reliable instrument is an instrument that can be used several times to measure the same object and will produce the same data although the implementation in different times and conditions (Anshori & Iswati, 2009). An example of reliability can be known if a study shows consistent results for the exact measurement. To determine the accuracy of the data in this study, the reliability test used the Alpha Cronbach formula and be calculated using SPSS 26 version.

According to Riduwan (2019), reliability tools are divided into five categories as follows:

Table 3. 6 Cronbach's Alpha Interval

Interval	Criteria
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

To obtain the reliability of the vocabulary test, the researcher used SPSS 26 to find out whether the test is reliable or not.

Table 3.7 Reliability Result

Reliability Statistics

Cronbach's Alpha	N of Items
.678	29

From table 3.7, it was found that the value of Cronbach"s Alpha is 0.678. It means that the items were reliable. Following the interpretation of correlation coefficient values, 0.678 has 29 a reliable correlation level.

3.7 Data Collection Technique

The researcher applied data collection techniques to collect information systematically from the object of study. Treatment and post-test were data collection instruments to measure the effectiveness of Quizizz in enhancing vocabulary mastery. Data collection is described below:

3.7.1 Treatment

The researcher gave treatment to the experimental group using Quizizz three times. Otherwise, the control group received conventional teaching from the teacher. The material was used for treatment was vocabulary in the explanation text. The researcher used the treatment procedure as follows:

a. The researcher explained the material through text explanation.

b. After the material was finished, the researcher introduced how to use Quizizz to students.

c. The researcher invited students to log in to Quizizz

d. The researcher invited students to work on vocabulary questions in Quizizz.

e. The researcher and students discussed the questions in Quizizz.

3.7.2 Post-test

After being given three treatments, the researcher conducted a post-test to complete data collection. The last meeting gave a post-test to XI Social 2 and XI Social 3. The post-test aimed to determine whether Quizizz effective or not for students' vocabulary mastery. The

post-test was carried out using Quizizz as the media for the experimental group and a paper test for the control group. The post-test material used vocabulary in explanation text with 29 questions of fill in the blank, drop down, and multiple-choice. Time allocation for the post-test was held for 40 minutes.

3.8 Data Analysis

In this study, the scores of students' post-test as quantitative data were evaluated by the researcher using SPSS 26 version. The data analysis results produced evidence supporting or rejecting the research hypothesis. The researcher followed the procedures below to analyze the data:

1. Scoring post-test

2. Collecting the score into table:

Table 3.8 Students Score

Initial students' name	Experimental Group	Control Group
SUM (Σ)		

3. Determine the mean, standard deviation and standard error by using the formula below:

a. Mean

$$M = \frac{\Sigma FX}{N}$$

Where:

M =Mean

F = Frequency

Σ = The sum

X = The score

b. Measuring the sum of standard deviation

$$SD = \sqrt{\frac{\Sigma D2}{N} - \frac{(\Sigma D)2}{N}}$$

Where:

SD = Standard deviation

ΣD = The square deviation sum of experimental group

N = The total number of respondents

c. Measuring the Standard error

$$SEM = \frac{SD}{\sqrt{N-1}}$$

Where:

SEM = Standard error of the mean

SD = Standard deviation

N = Number of case

2 = Constant number

d. The researcher used SPSS 26 to calculate the result

4. The researcher used normality test to assess the data distribution in a group of data or variables and whether the data distribution is normally distributed. The researcher used the Shapiro-Wilk test using SPSS 26. Data is considered normal if $p \geq \alpha$, and α is a significant level of 0.05.

5. Last, after conducting normality test, the researcher conducted a

hypothesis test to determine whether there was a significant difference between students' vocabulary mastery in the experimental group and the control group. The researcher calculated and analyzed the data using the independent t-test (significance level 0.05) on SPSS 26. Hypothesis testing in this research is as follows:

- Hypothesis Null (H0)

    There is no significant difference between students taught and not taught with Quizizz.

- Alternative Hypothesis (Ha).

    There is significant difference between students taught and not taught with Quizizz.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains the research findings and discussion including the data, data analysis, normality test, and hypothesis test.

4.1 Research Findings

The researcher presents the data findings and statistics analyzed as numbers in this subchapter. The data were gained from the post-test given to the experimental and control group. The researcher chose class XI Social 2 as the experimental group, which consisted of 35 students, and class XI Social 3 as the control group, which consisted of 37 students. They were the students in the eleventh grade of SMAN 1 Grogol. In the experimental group, the students were given treatments using Quizizz as the learning media to learn vocabulary. In the control group, the students were not treated by the researcher and learned conventionally. So, the results of this research show whether Quizizz was effective or not for students' vocabulary mastery.

4.1.1 Post-test Descriptive Data Analysis for the Experimental Group

The post-test completed on May 26, required the students to work independently to answer 29 vocabulary questions based on explanation text. This test assessed the vocabulary knowledge of the experimental group after being treated using Quizizz. The experimental group was class XI Social 2 which consisted of 35 students, but 3 of them were absent. Table 4.1 below shows the result of the post-test taken by the

students.

Table 4.1 Experimental Group Score

Num.	Initial name	Score
1.	AZZ	37
2.	ADA	74
3.	APE	77
4.	ALR	47
5.	AZ	75
6.	AZA	80
7.	BRNY	46
8.	CASP	40
9.	DNF	63
10.	EPP	27
11.	EDNW	67
12.	FTW	55
13.	GES	55
14.	GSRN	67
15.	IAN	69
16.	KMNM	35
17.	KKN	90
18.	LDDS	65
19.	MNS	46
20.	M	63
21.	MKF	45
22.	MMM	52
23.	MR	60
24.	NRK	71
25.	NAA	77
26.	NMSR	43
27.	NI	71
28.	NM	64
29.	RRK	57
30.	SA	83
31.	SAE	72
32.	VS	29

As shown in Table 4.1, the experimental group got the lowest score of 27 and the highest score of 90 on the post-test. The researcher used SPSS 26 version to produce histogram graphs and a more through

description of the data analysis. The histogram of the above data is shown in Figure 4.1.

The histogram graph above depicts the experimental group's post-
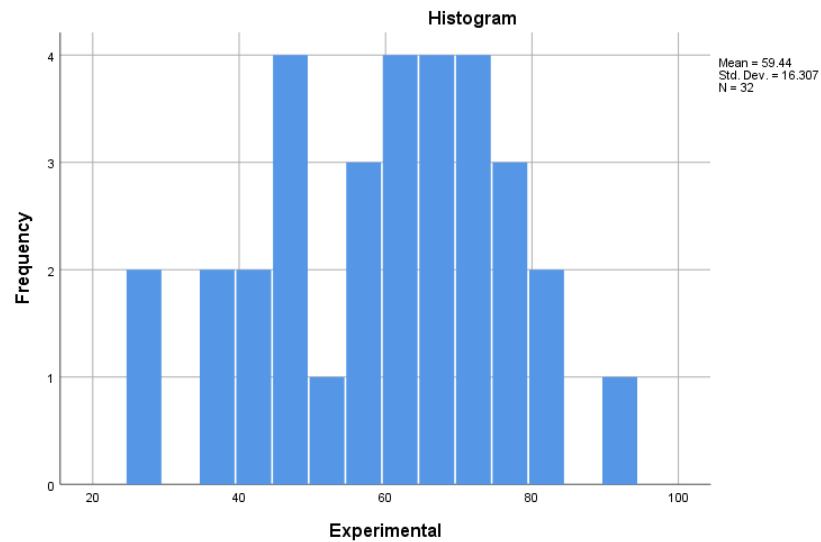
Figure 4.1 Histogram Graph of The Experimental Group Post-Test

test scores distribution. As can be seen, there are 4 students with scores between 20 and 40, 10 students between the scores of 40 and 60, 15 students between the scores of 60 and 80, and 3 students with scores above 80.

The researcher also included the table below to provide a more in-depth descriptive analysis.

Table 4.2 Descriptive Statistic Experimental Group's Post-Test

Statistics

Experimental

N	Valid	32
	Missing	0
Mean		59.44
Std. Error of Mean		2.883
Median		63.00
Mode		46[a]
Std. Deviation		16.307
Variance		265.931
Range		63
Minimum		27
Maximum		90
Sum		1902

a. Multiple modes exist. The smallest value is shown

Table 4.2 contains data that has comprehensive descriptive information. As can be seen, the mean and median values for the post-test experimental group data are 59.44 and 63. In the table, 46 is the value that appears frequently in the data, or the mode. The range of possible scores is 63 as the best score is 90 and the lowest score is 27. The overall score for this data is 1902. The variance measures how far away from the mean each value is in the data collection. The variance value is 265.931. Standard deviation is a measurement of the distribution of data around the mean. The standard deviation measures how the data is distributed in relation to the mean. It is often used to check whether sample data is truly

representative of the population as a whole. Sample data can be seen as suitable data if the standard deviation number is smaller than the mean of the data. The table above shows that the standard deviation is 16.307 less than the mean. If this study is repeated with a new sample selected from the same population, the standard error will show how much the sample means to differ. The standard error of this study, shown in the table, is 2.883, which is considered low.

4.1.2 Post-test Descriptive Data Analysis for the Control Group

The post-test was conducted on the same day as the experimental group, which was conducted to determine the vocabulary skills of students who were taught conventionally. This test assessed the control group by using a written test with the same question items. The control group was class XI Social 2, consisting of 37 students, but 4 students were absent. Table 4.3 shows the post-test results of the control group.

Table 4.3 Control Group Score

Num.	Initial name	Score
1.	AIS	47
2.	AAJM	25
3.	ADP	52
4.	AS	34
5.	AAS	25
6.	BBA	21
7.	CMP	37
8.	DR	47
9.	DA	57
10.	DM	46
11.	GTS	56
12.	GA	44
13.	HKN	80
14.	IA	47
15.	IFA	56

16.	IBJ	42
17.	LRS	36
18.	MEW	78
19.	MA	70
20.	MNF	46
21.	MAR	33
22.	MHAM	44
23.	NA	53
24.	RR	54
25.	RS	46
26.	SA	42
27.	SRA	50
28.	SANC	65
29.	SLN	47
30.	SAP	40
31.	TP	36
32.	YS	63
33.	ZU	48

According to table 4.3, the control group got the lowest score of 21 and the highest score of 65 on the post-test. The researcher used SPSS 26 version to produce histogram graphs and a more thorough description of the data analysis. The histogram of the above data is shown in Figure 4.2.
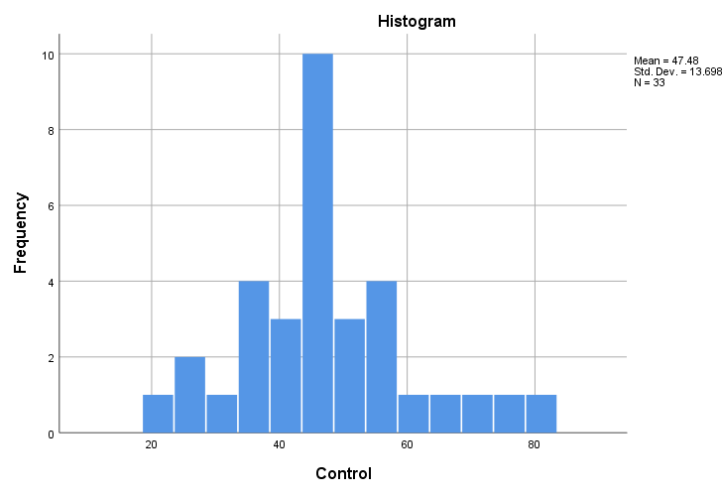
Figure 4.2 Histogram Graph of The Control Group Post-Test

The distribution of the post-test results for the control group is

shown in the histogram graph above. As can be seen, 8 students have scores between 20 and 40, 17 have scores between 40 and 60, and 5 have scores greater than 60. The researcher also provided a more thorough descriptive analysis by including the table above.

Table 4.4 Descriptive Statistic Control Group's Post-Test

Statistics

Control

N	Valid	33
	Missing	0
Mean		47.48
Std. Error of Mean		2.384
Median		47.00
Mode		47
Std. Deviation		13.698
Variance		187.633
Range		59
Minimum		21
Maximum		80
Sum		1567

The table above shows detailed descriptive data that has been divided into multiple data points. It is evident that the median or middle value is 47 and that the average value (mean) is 47.48. In the data, 47 is the value or mode that appears the most frequently. The maximum and least score values are 80 and 21, respectively, giving a possible score range of 59. This data has a 1567 overall score. Variance is the measurement of how widely apart each value in a data collection is from the mean. According to the table above, the difference is 187.633. The distribution of the data with respect to the mean is measured by the standard deviation.

To determine if the sample data is representative of the total population, it is typically utilized. If the standard deviation value is less than the data mean, it may be a sign that the sample data is accurate. The standard deviation is 13.698, which is less than the mean, as shown in the table above. If the study were to be repeated with a new sample drawn from the same population, the standard deviation would show how much the sample mean would vary. This standard error is 2.384, which is regarded to be low according to the table

4.2 Analysis The Data

4.2.1 The Normality Test

The normality test aims to determine whether the data is normally distributed. Shapiro-Wilk was used by the researcher as a normality test in this analysis. Data is considered normal if $p \geq \alpha$, and α is a significant level of 0.05. The test results are shown in Table 4.5 below:

Table 4.5 Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experimental Group	.118	32	.200[*]	.973	32	.584
Control Group	.129	32	.188	.969	32	.459

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk test output on SPSS 26, the experimental group variable is 0.584, and the control group variable is significant at 0.459 in the post-test normality test. Therefore, the experimental group and control group data are greater than 0.05. Thus, it can be concluded that the data is normally distributed.

4.2.2 The Result of T-Test and Hypothesis Testing

The research hypothesis testing is as follows:

a. If Sign. < α (0.05), then the null hypothesis (H0) was rejected. The alternative hypothesis (Ha) was accepted. This means that there is a significant difference in the scores of students taught using Quizizz as a vocabulary learning media and students taught using conventional methods.

b. If Sign. > α (0.05), then the null hypothesis (H0) was accepted. The alternative hypothesis (Ha) was rejected. This means that there was no significant difference between the students taught using Quizizz as a vocabulary learning media and students taught using conventional methods.

Therefore, to find out whether Quizizz was effective to be used as a learning media in students' vocabulary mastery, the researcher tested the results of the post-test by using the independent sample T-test in the SPSS 26. The results are as follows:

Table 4. 6 Independent Sample Test Result

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post test	Equal variances assumed	2.817	.098	2.967	63	.004	11.25758	3.79442	3.67504	18.84011
	Equal variances not assumed			2.975	61.807	.004	11.25758	3.78436	3.69227	18.82288

Based on Table 4.6, Levene's Test for Equal variances assumed is seen at sig. = 0.098 because it is greater than 0.05. This shows that there is no difference in data variance, the data is the same or homogeneous. Therefore, the way to test whether the null hypothesis (H0) is rejected is to compare the significance level (0.05).

Table 4.6 shows that the significant value obtained is significant (p-value) of 0.004. Furthermore, the SPSS results obtained a significant value <0.05 (0.004 <0.05), smaller than 0.05 (α = 5%). Thus, there is a significant difference in the scores of students taught using and not using Quizizz. This means that the null hypothesis (H0) is rejected, or it can be said that the alternative hypothesis (Ha) is accepted.

4.3 Discussion

Many researchers have proven that Quizizz is effective for students' vocabulary mastery. Results from previous studies show that Quizizz is effective in students' vocabulary mastery. Therefore, the researcher used Quizizz as a media teach vocabulary. The main purpose of this research is to answer questions about the effectiveness of Quizizz in students' vocabulary mastery of eleventh-grade students of SMAN 1 Grogol.

The use of Quizizz as a learning media in vocabulary learning was evaluated by the researcher using a post-test. The post-test was given to the experimental group treated with Quizizz and the control group with no treatment. To compare the post-test results between the two classes, the researcher used SPSS version 26.

Based on the results of descriptive data analysis, the mean obtained by the experimental group is 59.44, while the control group is 47.48. This indicates a difference in the mean of the experimental group and control group. Independent sample t-test was conducted to prove whether the difference was significant or not. Before conducting an independent sample t-test, the data must be verified to have a normal distribution by conducting a normality test. According to SPSS 26, the significant values of the experimental group and control group are 0.584 and 0.459. Since both significance levels were higher than 0.05, the data are normally distributed, and the independent t-test could be conducted.

Using SPSS 26, an independent samples t-test was conducted. The findings showed a significance value of 0.004 for the post-test results for both the

experimental group and the control group. This figure is less than 0.05. Therefore, the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. This can be interpreted that Quizizz is effective in students' vocabulary mastery.

The results of this study are in line with Agustin (2022). Her research showed that Quizizz is effective in students' vocabulary mastery. It was proven that the experimental group had a higher average than the control group in understanding vocabulary. Quizizz taught in the experimental class made students feel motivated to learn vocabulary in a fun way. In vocabulary learning in this study, students using Quizizz better understood the vocabulary taught in the explanation text. Students' coverage in understanding receptive and productive vocabularies is characterized by students who understand more about synonyms, antonyms, word forms, and arrange the word. This proves that Quizizz is effective on vocabulary mastery with the results of the independent t-test analysis. According to the independent t-test analysis findings, there was a significant difference between mean scores of the control group and experimental group mean scores.

In line with Nation (2012), which said that students should know the things to learn vocabulary, such as the meaning of the word, word parts of the word (e.g., prefix, suffix, and root form), grammatical behavior (e.g., its word class, typical grammatical patterns), collocations, word associations (e.g., words that are similar or opposite in meaning), and connotations. Quizizz as a learning media provides a variety of question types that help students in

vocabulary acquisition. During the treatment process of the experimental group, the students were involved in arranging the letters into a word. The use of fill-in-the-blank on Quizizz, students found it easier to sort letters into words. As a result, students were also able to guess the meaning of the word. In addition, in learning the context of the right word for a sentence, students were invited to choose five right words to fill in the blanks with the help of drop-down type on Quizizz. There were five choices of words that students must fill in, each column had one answer, so students only chose one correct answer. Therefore, students can know the grammatical pattern in what context to use the word. Besides that, in understanding the synonym and antonym of a word, a reading text was provided on Quizizz and students were asked to guess the synonym and antonym of the word according to the context. The use of multiple choice made it easy for students to guess which word was suitable for the answer. Moreover, students can identify the synonym and antonym of the word. Students also easily recognized the root of words and affixes in words, so students also manipulated them to create new words. As a result, students can distinguish the root of word and word with prefix or suffix. In further terms, Nation (1990) said that in vocabulary learning through direct learning, vocabulary learning is focused on exercises and activities, such as word arrangement exercises, memorizing terms from lists, and vocabulary games. In this case, Quizizz as a media included in vocabulary games and exercises provides various types of questions that make students interested in learning vocabulary.

The study showed the Quizizz application's success rate in students' vocabulary mastery. Quizizz as a learning media makes students more motivated to play more quiz games to get better scores than others. It is in line with Brahmana (2022), Quizizz helps students to increase their attention and motivation to learn and helps them to remember vocabulary. The use of Quizizz media makes students feel less bored learning in class.

Therefore, the use of Quizizz as a learning media is effective for student vocabulary mastery because it is able to improve learning outcomes and student understanding of vocabulary learning. In addition to increasing students' interest in learning vocabulary, the application of Quizizz received positive responses from students in the vocabulary teaching and learning process. In addition, Quizizz is said to be efficient for teachers and students as a fun learning media.

CHAPTER V

CONCLUSION

This chapter contains the conclusions from the research conducted by the researcher, besides that the researcher includes several suggestions in order to improve further research.

5.1 Conclusion

The results of this study indicate that Quizizz significantly affects students' vocabulary skills. The findings of the independent t-test, which reveal a significance value of 0.004, which is less than 0.05. Based on these findings, the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. This indicates that the mean scores for the experimental and control groups are significantly different. In the experimental group post-test, the highest score was 90, the lowest score was 27, the mean was 59.44, the median was 63, and the mode was 43. Meanwhile, in the control group post-test, the highest score was 80, the lowest was 21, the mean was 47.48, the median was 47, and the mode was 47. Therefore, it can be concluded that Quizizz is effective in students' vocabulary mastery as the experimental group achieved a higher mean score than the control group.

The use of Quizizz as a vocabulary learning media in the form of vocabulary games helps students in understanding vocabulary. In the experimental class, students understand more about receptive and productive in the explanation text. The fill-in-the-blank question type in Quizizz helps students in arranging

the words. In addition, the drop-down type makes students understand grammar. To distinguish synonyms, antonyms, and root words, the use of multiple choice helps students to choose the right answer.

These results prove that the use of Quizizz has a positive impact on student's vocabulary mastery. Quizizz as a learning media can help students learn vocabulary in a fun way. Quizizz motivates students to learn English and makes the classroom atmosphere more enjoyable. Overall, it can be said that Quizizz is a suitable learning media for students' vocabulary mastery in the eleventh grade at SMAN 1 Grogol in the 2022/2023 academic year.

5.2 Suggestion

Based on the results of this study, the researcher provides several suggestions:

1. For Teachers

   Quizizz can be used as an alternative media used in the vocabulary teaching and learning process. Teachers can provide interesting methods in learning vocabulary so that the teaching and learning process becomes more enjoyable and not boring.

2. For Students

   Students should be more interested in learning English, especially to enrich their vocabulary mastery. Quizizz can be one of the alternative media so that students are motivated to learn English.

3. For Future Researchers

   Future researchers can use this study as a reference. However, the experiment in this study was completed in a short period of time, and

neither group received a pre-test. Thus, the researcher compared the post-test results of the post-test results of the two groups. Future researchers are advised to conduct a pre-test to replicate this study. It is also suggested that future research is expected to find new techniques, methods, and strategies to help students in mastering vocabulary.

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APPENDICES

Appendix 1 Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Sekolah : SMAN 1 Grogol Mata Pelajaran : Bahasa Inggris Kelas/ Semester : XI/2	Tahun Ajaran : 2022/2023 Materi Pokok : Explanation Text Alokasi Waktu : 2 x 45 menit

Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:
1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks explanation.

Kegiatan Pembelajaran

Pendahuluan (15 Menit)
1. Guru memberi salam dan mengajak peserta didik untuk berdoa.
2. Guru mengecek kehadiran peserta didik.
3. Review materi.
4. *Warming up*

Inti (60 Menit)
1. Peserta didik membaca explanation text pada buku paket bahasa Inggris halaman 100.
2. Peserta didik secara berpasangan berdiskusi mengenai fungsi sosial, struktur teks, dan unsur kebahasaan dari explanation text.
3. Peserta didik mendengarkan penjelasan guru tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari explanation text.
4. Setelah materi selesai, peserta didik diarahkan untuk login ke website Quizizz
5. Peserta didik diminta mengerjakan soal pada Quizizz terkait vocabulary pada explanation text.
6. Peserta didik bersama guru berdiskusi mengenai soal pada Quizizz.

Penutup (15 Menit)
1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran.
2. Peserta didik dan guru memberikan umpan balik terhadap proses pembelajaran.
3. Peserta didik dan guru berdoa dan mengucapkan salam penutup.

Penilaian	
Sikap	Pengetahuan
Observasi tentang bekerja sama, tanggung jawab, percaya diri, disiplin	Menjawab pertanyaan pada Quizizz

Guru Bahasa Inggris,

Grogol, 17 Mei 2023
Mahasiswa

Elisabeth Kuntari Catur W.K, S.S
NIP. 19741211 2014 08 2 003

Lutfiana Dwi Nur Fadhilah
NIM. 19180037

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 1 Grogol	Tahun Ajaran : 2022/2023
Mata Pelajaran : Bahasa Inggris	Materi Pokok : Explanation Text
Kelas/ Semester : XI/2	Alokasi Waktu : 1 x 45 menit

Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:
1. Mengidentifikasi macam-macam tipe explanation text.

Kegiatan Pembelajaran

Pendahuluan (15 Menit)

1. Guru memberi salam dan mengajak peserta didik untuk berdoa.
2. Guru mengecek kehadiran peserta didik.
3. Review materi.
4. *Warming up*

Inti (60 Menit)

1. Peserta didik diberikan sebuah gambar tentang sebuah fenomena alam.
2. Peserta didik secara berkelompok menentukan nama dari sebuah fenomena pada gambar dan tipenya.
3. Peserta didik mendengarkan penjelasan guru mengenai macam-macam tipe explanation text.
4. Setelah materi selesai, peserta didik diarahkan untuk login ke website Quizizz
5. Peserta didik diminta mengerjakan soal pada Quizizz terkait vocabulary pada explanation text.
6. Peserta didik bersama guru berdiskusi mengenai soal pada Quizizz.

Penutup (15 Menit)

1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran.
2. Peserta didik dan guru memberikan umpan balik terhadap proses pembelajaran.
3. Peserta didik dan guru berdoa dan mengucapkan salam penutup.

Penilaian

Sikap	Pengetahuan
Observasi tentang bekerja sama, tanggung jawab, percaya diri, disiplin	Menjawab pertanyaan pada Quizizz

Guru Bahasa Inggris,

Grogol, 19 Mei 2023
Mahasiswa

Elisabeth Kuntari Catur W.K, S.S
NIP. 19741211 2014 08 2 003

Lutfiana Dwi Nur Fadhilah
NIM. 19180037

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMAN 1 Grogol Mata Pelajaran : Bahasa Inggris Kelas/ Semester : XI/2	Tahun Ajaran : 2022/2023 Materi Pokok : Explanation Text Alokasi Waktu : 2 x 45 menit

Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:
1. Menyusun kembali teks eksplanasi acak terkait fenomena alam atau sosial melalui kegiatan diskusi kelompok dengan tepat.
2. Menganalisis informasi yang terkandung dalam teks eksplanasi terkait fenomena alam atau sosial melalui kegiatan diskusi kelompok dengan tepat.

Kegiatan Pembelajaran

Pendahuluan (15 Menit)
1. Guru memberi salam dan mengajak peserta didik untuk berdoa.
2. Guru mengecek kehadiran siswa.
3. *Warming up*
4. Review materi minggu lalu

Inti (65 Menit)
1. Diberikan sebuah paragraf teks explanasi acak, peserta didik secara berkelompok mengurutkan paragraf menjadi explanation text yang tepat.
2. Peserta didik diberikan pertanyaan oleh guru terkait informasi yang terkandung dalam explanation text yang selesai diurutkan.
3. Peserta didik mendengarkan penjelasan guru tentang informasi yang terkandung dalam explanation text.
4. Setelah materi selesai, peserta didik diarahkan untuk login ke website Quizizz
5. Peserta didik diminta mengerjakan soal pada Quizizz terkait vocabulary pada explanation text.
6. Peserta didik bersama guru berdiskusi mengenai soal pada Quizizz.

Penutup (10 Menit)
1. Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran.
2. Peserta didik dan guru memberikan umpan balik terhadap proses pembelajaran.
3. Peserta didik dan guru berdoa dan mengucapkan salam penutup.

Penilaian

Sikap	Pengetahuan
Observasi tentang bekerja sama, tanggung jawab, percaya diri, disiplin	Menjawab pertanyaan pada Quizizz

Grogol, 24 Mei 2023

Guru Bahasa Inggris,   Mahasiswa

Elisabeth Kuntari Catur W.K, S.S   Lutfiana Dwi Nur Fadhilah
NIP. 19741211 2014 08 2 003   NIM. 19180037

Appendix 2 Research Instrument

Question Form	Indicators	Total Item
Fill in the blank	Students can arrange the letter into a word.	4
Drop down	Students can know in what context they can use the word.	10
Multiple choice	Students can identify synonym of the words.	5
	Students can identify antonym of the words.	5
	Students can distinguish the word with prefix or suffix.	5
Total		29

I. Arrange the letter into a word!

Keyword: Kind of a natural phenomenon

    1. V-L-O-A-E-S-C-N-O =………………..

    2. S-T-U-A-N-I-M =…………………

    3. D-O-O-F-L =……………………..

    4. D-E-S-L-I-A-L-N-D = ……………………

II. Fill in the blank space with the correct answer in the box!

How Chocolate is Made

Have we wondered how we get chocolate from? Well, this time we will enter the amazing world of chocolate so we can understand exactly we are eating.

Chocolate starts a tree 1)_____ cacao tree. This tree 2)_____ in equatorial regions, especially in place such as South America, Africa, and Indonesia. The cacao tree 3)_____ a fruit about the size of a small pineapple. Inside the fruits are the tree's seeds. They are also 4)_____ as coco beans.

Next, the beans are 5)_____ for about a week, dried in the sun. After that, they are shipped to the chocolate maker. The chocolate maker 6)_____ processing by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavour. So they are often shorted and blended to produce a distinctive mix.

The next process is winnowing. The roasted beans are winnowed to remove the meat nib of the cacao bean from its shell. Then the nibs 7)_____ blended. The blended nibs are 8)_____ to make it liquid. The liquid 9)_____ called chocolate liquor. It tastes bitter.

All seeds 10)_____ some amount of fat and cacao beans are no different. However, cacao beans are half fat, which is why they ground nibs from liquid. It is pure bitter chocolate.

a. called	f. fermented
b. contain	g. are
c. grows	h. starts
d. produces	i. grounded
e. known	j. is

III. Choose the correct answer from options a,b,c,d, or e!

Earthquakes

Earthquakes - being among the most deadly natural hazards - strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth Science. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earth quakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

1. … **strike** without any prior warning. The synonym of "strike" is…
   a. Punch
   b. Attack
   c. Avoid
   d. Break
   e. Kill

2. These powerful movements trigger a rapid release of energy that **creates** seismic waves that travel through the earth. The word "creates" has the same meaning to…
   a. Destroy
   b. Hit
   c. Find
   d. Come
   e. Make

3. Earthquakes are **dreaded** by everyone. The synonym of "dreaded" is …..
   a. Brave
   b. Scary
   c. Dare
   d. Care
   e. Like

4. Earthquakes are usually **brief**, but may repeat over a long period of time. The antonym of "brief" is …
   a. Short
   b. Concise
   c. Curt
   d. Long
   e. Lapidary

5. Large earthquakes are known to **take down** buildings and cause death and injury. The antonym of "take down" is…

a. Destroy

b. Build

c. Kill

d. Crush

e. Ruin

6. Which suffix can add at the end of 'power' to make new word?

a. ful

b. ly

c. ing

d. er

e. est

7. Which suffix can add at the end of 'create' to make new word?

a. ly

b. ful

c. ion

d. ness

e. ment

How Recycling Occurs

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, c, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a

processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

8. The recycling process reclaims the original material and uses it in **new** products. The antonym of "new" is….
   a. Recent
   b. Fresh
   c. Strange
   d. Old
   e. Odd

9. The pulp then goes to a **large** vat where the ink separates from the paper fibers and floats to the surface. The antonym of "large" is….
   a. big
   b. wide
   c. full
   d. small
   e. many

10. The ink is skimmed off, **dried** and reused as ink or burned as boiler fuel. The antonym of "dried" is…
    a. Fanned
    b. Watered
    c. Dipped
    d. Left
    e. Separated

11. In general, using recycled materials to make new products **costs** less and requires less energy than using new materials. The synonym of "cost" is…
    a. Fee
    b. Duty

c. Payment

d. Money

e. Output

12. Recycling can also **reduce** pollution. The word reduce has same meaning with….

    a. Enhance

    b. Minimize

    c. Add

    d. Increase

    e. Replace

13. Below the prefix that can be added to the word 'contaminate' is….

    a. Mis

    b. Re

    c. De

    d. Sub

    e. Dis

14. Below the word that has prefix, except….

    a. Recycle

    b. Reuse

    c. Reduce

    d. Reclaim

    e. Remove

15. Which suffix can be added at the end of 'product'?

    a. ly

    b. ful

    c. ness

    d. able

    e. ion

Appendix 3 Worksheet Post-Test of Experimental Group

| Attempt #1 | Attempt #2 | ✕ |

```
100
     63
                ○
      ○
    #1      #2
```

Kristina Kusuma(21)

May 24, 2023, 02:19:pm

🖥 Android   🌐 Chrome Mobile   🖨 Print   🗑 Delete

✓ 7 Correct   ✕ 11 Incorrect

○ 63%   19/30   5150   Evaluate responses ⚡

✓ Correct   ☰ Open Ended   💰 5 points   ⏱ 54 secs

Question

1. Arrange the letter into a word!
Keyword: Kind of natural phenomenon
1. V-L-O-A-E-S-C-N-O :
2. S-T-U-A-N-I-M :
3. D-O-O-F-L :
4. D-E-S-L-I-A-L-N-D

Kristina Kusuma(21)*'s response

1. Volcanoes 2. Tsunami 3. Foold 4. Londsllde

✓ Correct   ☐ Drop down   💰 5 points   ⏱ 3min.

Question

2. How Chocolate is Made
Have we wondered how we get chocolate from? Well, this time we will enter the amazing world of chocolate so we can understand exactly we are eating.
Chocolate starts a tree (a) _____ cacao tree. This tree (b) _____ in equatorial regions, especially in place such as South America, Africa, and Indonesia. The cacao tree (c) _____ a fruit about the size of a small pineapple. Inside the fruits are the tree's seeds. They are also (d) _____ as coco beans.
Next, the beans are (e) _____ for about a week, dried in the sun. After that, they are shipped to the chocolate maker. The chocolate maker starts processing by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavour. So they are often shorted and blended to produce a distinctive mix.

Kristina Kusuma(21)'s response   Correct Response

🟢 called   🟢 called

🟢 grows   🟢 grows

🟢 produces   🟢 produces

🟢 known   🟢 known

🟢 fermented   🟢 fermented

Question

3. Next, the beans are fermented for about a week, dried in the sun. After that, they are shipped to the chocolate maker. The chocolate maker (a) _____ processing by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavour. So they are often shorted and blended to produce a distinctive mix.

The next process is winnowing. The roasted beans are winnowed to remove the meat nib of the cacao bean from its shell. Then the nibs (b) _____ blended. The blended nibs are (c) _____ to make it liquid. The liquid (d) _____ called chocolate liquor. It tastes bitter.

All seeds (e) _____ some amount of fat and cacao beans are no different. However, cacao beans are half fat, which is why they ground nibs from liquid. It is pure bitter chocolate.

Kristina Kusuma(21)'s response	Correct Response
🟢 stars	🟢 stars
🟢 are	🟢 are
🟢 grounded	🟢 grounded
🟢 is	🟢 is
🟢 contain	🟢 contain

Earthquakes ⌄

Earthquakes - being among the most deadly natural hazards - strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth Science. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earth quakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

✗ Incorrect   ⊙ Multiple choice   ⊜ 0 points   ⏱ 1min.

Question

4. Earthquakes - being among the most deadly natural hazards - **strike** without any prior warning. The synonym of "strike" is...

Kristina Kusuma(21)'s response	Correct Answer
Break	Attack

✗ Incorrect   ⊙ Multiple choice   ⊜ 0 points   ⏱ 9 secs

Question

5. These powerful movements trigger a rapid release of energy that **creates** seismic waves that travel through the earth. The word "creates" has the same meaning to...

Kristina Kusuma(21)'s response	Correct Answer
Destroy	Make

✗ Incorrect   ⊙ Multiple choice   ⊜ 0 points   ⏱ 5 secs

Question

6. Earthquakes are **dreaded** by everyone. The synonym of "dreaded" is ....

Kristina Kusuma(21)'s response	Correct Answer
Like	Scary

× Incorrect ⊙ Multiple choice   💰 0 points   ⏱ 1min.

Question

7. Earthquakes are usually brief, but may repeat over a long period of time. The antonym of "brief" is …

Kristina Kusuma(21)'s response

Lapidary

Correct Answer

Long

✓ Correct ⊙ Multiple choice   💰 1 point   ⏱ 1min.

Question

8. Large earthquakes are known to take down buildings and cause death and injury. The antonym of "take down" is…

Kristina Kusuma(21)'s response

Build

Correct Answer

Build

× Incorrect ⊙ Multiple choice   💰 0 points   ⏱ 4 secs

Question

9. Which suffix can add at the end of 'power' to make new word?

Kristina Kusuma(21)'s response

est

Correct Answer

ful

× Incorrect ⊙ Multiple choice   💰 0 points   ⏱ 22 secs

Question

10. Which suffix can add at the end of 'create' to make new word?

Kristina Kusuma(21)'s response

ment

Correct Answer

ion

How Recycling Occurs

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, c, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

✓ Correct   ⊙ Multiple choice   🪙 1 point   ⏱ 7 secs

Question

11. The recycling process reclaims the original material and uses it in new products. The antonym of "new" is....

Kristina Kusuma(21)'s response   Correct Answer

Old   Old

✗ Incorrect   ⊙ Multiple choice   🪙 0 points   ⏱ 24 secs

Question

12. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The antonym of "large" is....

Kristina Kusuma(21)'s response   Correct Answer

many   small

✗ Incorrect   ⊙ Multiple choice   🪙 0 points   ⏱ 4 secs

Question

13. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The antonym of "dried" is...

Kristina Kusuma(21)'s response   Correct Answer

Separated   Watered

✗ Incorrect   ⊙ Multiple choice   🪙 0 points   ⏱ 17 secs

Question

14. In general, using recycled materials to make new products costs less and requires less energy than using new materials. The synonym of "cost" is...

Kristina Kusuma(21)'s response   Correct Answer

Payment   Fee

✗ Incorrect   ⊙ Multiple choice   🪙 0 points   ⏱ 9 secs

Question

15. Recycling can also reduce pollution. The word reduce has same meaning with....

Kristina Kusuma(21)'s response   Correct Answer

Replace   Minimize

✗ Incorrect   ⊙ Multiple choice   🪙 0 points   ⏱ 5 secs

Question

16. Below, the prefix that can be added to the word 'contaminate' is....

Kristina Kusuma(21)'s response   Correct Answer

Mis   De

✓ Correct   ⊙ Multiple choice   🪙 1 point   ⏱ 7 secs

Question

17. Below the word that has prefix, except....

Kristina Kusuma(21)'s response   Correct Answer

Reduce   Reduce

✓ Correct   ⊙ Multiple choice   🪙 1 point   ⏱ 3 secs

Question
18. Which suffix can add at the end of 'product'?

Kristina Kusuma(21)'s response

ion

Correct Answer

ion

Appendix 4 Worksheet Post-Test of Control Group

POST TEST

Name : Kahma Ramadani
Class : XI - IPS 3

I. Arrange the letter into a word!

Keyword: Kind of a natural phenomenon

1. V-L-O-A-E-S-C-N-O = VOELCANOS *volcanoes*
2. S-T-U-A-N-I-M = TSUNAMI
3. D-O-O-F-L = FLOOD
4. D-E-S-L-I-A-L-N-D = DEUSLAND *landslide*

II. Fill in the blank space with the correct answer in the box!

How Chocolate is Made

Have we wondered how we get chocolate from? Well, this time we will enter the amazing world of chocolate so we can understand exactly we are eating.

Chocolate starts a tree 1)___a___ cacao tree. This tree 2)___d___ in equatorial regions, especially in place such as South America, Africa, and Indonesia. The cacao tree 3)___J___ a fruit about the size of a small pineapple. Inside the fruits are the tree's seeds. They are also 4)___b___ as coco beans.

Next, the beans are 5)___f___ for about a week, dried in the sun. After that, they are shipped to the chocolate maker. The chocolate maker 6)___h___ processing by roasting the beans to bring out the flavour. Different beans from different places have different qualities and flavour. So they are often shorted and blended to produce a distinctive mix.

The next process is winnowing. The roasted beans are winnowed to remove the meat nib of the cacao bean from its shell. Then the nibs 7)___c___ blended. The blended nibs are 8)___i___ to make it liquid. The liquid 9)___e___ called chocolate liquor. It tastes bitter.

All seeds 10)___g___ some amount of fat and cacao beans are no different. However, cacao beans are half fat, which is why they ground nibs from liquid. It is pure bitter chocolate.

a. called	f. fermented
b. contain	g. are
c. grows	h. starts
d. produces	i. grounded
e. known	j. is

Total : 2 X 5 = 10
4 X 2 = 8
9 X 4 = 36 +
_____
54

77

III. Choose the correct answer from options a,b,c,d, or e!

Earthquakes

Earthquakes - being among the most deadly natural hazards - strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth Science. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earth quakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.

1. ... **strike** without any prior warning. The synonym of "strike" is...
   a. Punch
   b. Attack
   c. Avoid
   d. Break
   e. Kill

2. These powerful movements trigger a rapid release of energy that **creates** seismic waves that travel through the earth. The word "creates" has the same meaning to...
   a. Destroy
   b. Hit
   c. Find
   d. Come
   e. Make

3. Earthquakes are **dreaded** by everyone. The synonym of "dreaded" is .....
   a. Brave

78

b. Scary

c. Dare

d. Care

e. Like

4. Earthquakes are usually **brief**, but may repeat over a long period of time. The antonym of "brief" is …

a. Short

b. Concise

c. Curt

d. Long

e. Lapidary

5. Large earthquakes are known to **take down** buildings and cause death and injury. The antonym of "take down" is…

a. Destroy

b. Build

c. Kill

d. Crush

e. Ruin

6. Which suffix can add at the end of 'power' to make new word?

a. ful

b. ly

c. ing

d. er

e. est

7. Which suffix can add at the end of 'create' to make new word?

a. ly

b. ful

c. ion

d. ness

e. ment

How Recycling Occurs

Recycling is a collection, processing, and reuse of materials that would otherwise be thrown away. Materials ranging from precious metals to broken glass, from old newspapers

to plastic spoons, can be recycled. The recycling process reclaims the original material and uses it in new products.

In general, using recycled materials to make new products costs less and requires less energy than using new materials. Recycling can also reduce pollution, either by reducing the demand for high-pollution alternatives or by minimizing the amount of pollution produced during the manufacturing process.

Paper products that can be recycled include cardboard containers, c, and office paper. The most commonly recycled paper product is newsprint. In newspaper recycling, old newspapers are collected and searched for contaminants such as plastic bags and aluminum foil. The paper goes to a processing plant where it is mixed with hot water and turned into pulp in a machine that works much like a big kitchen blender. The pulp is screened and filtered to remove smaller contaminants. The pulp then goes to a large vat where the ink separates from the paper fibers and floats to the surface. The ink is skimmed off, dried and reused as ink or burned as boiler fuel. The cleaned pulp is mixed with new wood fibers to be made into paper again.

8. The recycling process reclaims the original material and uses it in **new** products. The antonym of "new" is....
    a. Recent
    b. Fresh
    c. Strange
    d. Old
    e. Odd

9. The pulp then goes to a **large** vat where the ink separates from the paper fibers and floats to the surface. The antonym of "large" is....
    a. big
    b. wide
    c. full
    d. small
    e. many

10. The ink is skimmed off, **dried** and reused as ink or burned as boiler fuel. The antonym of "dried" is...
    a. Fanned
    b. Watered
    c. Dipped

    d. Left

    e. Separated

11. In general, using recycled materials to make new products costs less and requires less energy than using new materials. The synonym of "cost" is...

    a. Fee

    b. Duty

    c. Payment

    d. Money

    e. Output

12. Recycling can also **reduce** pollution. The word reduce has same meaning with....

    a. Enhance

    b. Minimize

    c. Add

    d. Increase

    e. Replace

13. Below the prefix that can be added to the word 'contaminate' is....

    a. Mis

    b. Re

    c. De

    d. Sub

    e. Dis

14. Below the word that has prefix, except....

    a. Recycle

    b. Reuse

    c. Reduce

    d. Reclaim

    e. Remove

15. Which suffix can add at the end of 'product?

    a. ly

    b. ful

    c. ness

    d. able

    e. ion

Appendix 5 Documentation

Appendix 6 Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1086/Un.03.1/TL.00.1/05/2023		08 Mei 2023
Sifat	: Penting		
Lampiran	: -		
Hal	: Izin Penelitian		

Kepada
Yth. Kepala SMAN 1 Grogol
di
    Kediri

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Lutfiana Dwi Nur Fadhilah
NIM	:	19180037
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2022/2023
Judul Skripsi	:	**The Effectiveness of Quizizz to Enhance Students', Vocabulary Mastery of Eleventh Grade at SMAN 1 Grogol**
Lama Penelitian	:	**Mei 2023 sampai dengan Juli 2023 (3 bulan)**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP 19730823 200003 1 002

Tembusan :
1. Yth. Ketua Program Studi TBI
2. Arsip

83

Appendix 7 Letter of Completion of Research

PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1 GROGOL
Jln. Raya Gringging 16 Sonorejo Grogol Tlp./Faks 0354-773009
e-mail: info@sman1grogol.sch.id website: sman1grogol.sch.id
KEDIRI   Kode Pos 64151

SURAT KETERANGAN
Nomor : 421.3/516/101.6.14.12/2023

Kepala SMA Negeri 1 Grogol menerangkan dengan sebenarnya bahwa

nama	: Lutfiana Dwi Nur Fadhilah,
NIM	: 19180037,
fakultas	: Ilmu Tarbiyah dan Keguruan,
perguruan tinggi	: Universitas Islam Negeri Maulana Mailk Ibrahim Malang,
judul penelitian	: "The Effectiveness of Quizizz in Students' Vocabulary Mastery of Eleventh Grade at SMAN 1 Grogol",

yang bersangkutan benar-benar telah melakukan Penelitian di SMA Negeri 1 Grogol terhitung mulai tanggal 17 – 26 Mei 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

2023
Kepala

Suastika, M.Pd.
Penata Tk. I
NIP. 19680530 200701 1 011

Appendix 8 Instrument Validation Letter for Lecturer

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor : B-3442/Un.03/FITK/PP.00.9/05/2023   17 Mei 2023
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Nur Fitria Anggrisia, M.Pd
di –
     Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Lutfiana Dwi Nur Fadhilah
NIM	:	19180037
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness of Quizizz to Enhance Students' Vocabulary Mastery of Eleventh Grade at SMAN 1 Grogol
Dosen Pembimbing	:	Nur Fitria Anggrisia, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

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Appendix 9 Instrument Validation Letter for English Teacher

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: B-⟨⟩/Un.03/FITK/PP.00.9/07/2023	31 Juli 2023
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli Instrumen)	

Kepada Yth.
Elisabeth Kuntari C.W, S.S
di –
      Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Lutfiana Dwi Nur Fadhilah
NIM	:	19180037
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	The Effectiveness Of Quizizz In Students' Vocabulary Mastery Of Eleventh Grade At SMAN 1 Grogol
Dosen Pembimbing	:	Nur Fitria Anggrisia, M.Pd

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wakil Dekan Bid. Akademik

Walid, M.A
232000031002

Appendix 10 Instrument Validation from Lecturer

INSTRUMENT VALIDATION SHEET

"The Effectiveness of Quizizz to Increase Students' Vocabulary of Eleventh Grade in SMAN 1 Grogol"

Validator	:	Nur Fitria Anggrisia, M.Pd
NIP	:	19890901 20180201 2 156
Expertise	:	
Instance	:	UIN Maulana Malik Ibrahim Malang
Validation Date	:	May 17, 2023

A. INTRODUCTION

This validation sheet aims to determine the validity of the research instruments that have been prepared for this study. Any feedback from the validator (Mr./Mrs.) is essential to improve the quality of the instruments in this study. The researcher would like to thank to the validator (Mr./Mrs.) very much for the willingness of the validator to fill out this validation sheet.

B. GUIDANCE

1. The assessment on this validation sheet is carried out by placing a check mark (✓) in the available assessment column.
2. Please, Mr./Mrs. provide an objective assessment of this research instrument with the following assessment information:

   1: Very poor

   2: Poor

   3: Average

   4: Good

   5: Very good

3. Suggestions and comments from the validator (Mr./Mrs.) can be given in the suggestions and comments column provided.

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C. VALIDATION SHEET

No.	Aspect	Score				
		1	2	3	4	5
1.	The suitability of instrument indicators with indicators of achievement of basic *competencies.* Basic Competencies Indicators: 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.				✓	
2.	Research instruments use good and correct language and punctuation.				✓	
3.	The questions that are made do not cause double interpretation or misunderstanding.				✓	
4.	The research instrument is communicative and easy to understand.					
5.	Research instruments can help the researcher to find out students' abilities in vocabulary mastery.				✓	

D. SUGGESTION AND COMMENT

> Revise the instruction for each Questions Categories.

E. CONCLUSION

Based on the validation sheet above, it can be concluded that **the instrument that has** been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
2. The instrument can be used with slight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Malang, May 17, 2023

Expert Validator

Nur Fitria Anggrisia, M.Pd

NIP. 19890901 20180201 2 156

Appendix 11 Instrument Validation from English Teacher

INSTRUMENT VALIDATION SHEET

"The Effectiveness of Quizizz to Increase Students' Vocabulary of Eleventh Grade in SMAN 1 Grogol"

Validator	:	Elisabeth Kuntari Cahyu Wahyu, S.S
NIP	:	19741211 201408 2 003
Expertise	:	English Teacher of Eleventh Grade
Instance	:	SMAN 1 Grogol
Validation Date	:	May 19, 2023

A. INTRODUCTION

This validation sheet aims to determine the validity of the research instruments that have been prepared for this study. Any feedback from the validator (Mr./Mrs.) is essential to improve the quality of the instruments in this study. The researcher would like to thank to the validator (Mr./Mrs.) very much for the willingness of the validator to fill out this validation sheet.

B. GUIDANCE

1. The assessment on this validation sheet is carried out by placing a check mark (✓) in the available assessment column.
2. Please, Mr./Mrs. provide an objective assessment of this research instrument with the following assessment information:

   1: Very poor

   2: Poor

   3: Average

   4: Good

   5: Very good

3. Suggestions and comments from the validator (Mr./Mrs.) can be given in the suggestions and comments column provided.

C. VALIDATION SHEET

No.	Aspect	Score				
		1	2	3	4	5
1.	The suitability of instrument indicators with indicators of achievement of basic competencies. Basic Competencies Indicators: 3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya.				✓	
2.	Research instruments use good and correct language and punctuation.				✓	
3.	The questions that are made do not cause double interpretation or misunderstanding.				✓	
4.	The research instrument is communicative and easy to understand.				✓	
5.	Research instruments can help the researcher to find out students' abilities in vocabulary mastery.				✓	

D. SUGGESTION AND COMMENT

Check the question, matches the student's abilities.

E. CONCLUSION

Based on the validation sheet above, it can be concluded that the instrument that has been made is:

Please cross out (abcd) the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision.
②. The instrument can be used with slight revision.
3. The instrument can be used with many revisions.
4. The instrument cannot be used.

Grogol, May 19, 2023
Expert Validator

Elisabeth Kuntari Cahyu Wahyu, S.S
NIP. 19741211 201408 2 003

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Appendix 12 Thesis Consultation Logbook

BUKTI KONSULTASI SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

Nama : Lutfiana Dwi Nur Fadhilah
NIM : 19180037
Judul : The Effectiveness of Quizizz in Students' Vocabulary Mastery of Eleventh Grade at SMAN 1 Grogol
Dosen Pembimbing : Nur Fitria Anggrisia, M.Pd
NIP : 19890901 20180201 2 156

No.	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Dosen Pembimbing
1.	30/10/2022	Konsultasi judul skripsi dan metode penelitian	
2.	14/12/2022	Konsultasi BAB 1-2	
3.	10/01/2023	Konsultasi BAB 3	
4.	13/01/2023	Revisi BAB 1-3	
5.	23/02/2023	Revisi BAB 1-3	
6.	01/03/2023	Revisi BAB 1-3	
7.	30/03/2023	Tanda Tangan Approval Sheet sempro	
8.	05/05/2023	Konsultasi instrumen penelitian	
9.	19/05/2023	Validasi instrument penelitian	
10.	22/06/2023	Konsultasi BAB 4-5	
11.	06/07/2023	Revisi BAB 4-5	

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12.	13/07/23	Revisi BAB 4-5	
13.	01/08/2023	Revisi BAB 1-5	
14.	04/08/2023	Pengumpulan draft skripsi lengkap	
15.	05/08/23	Revisi Skripsi lengkap	

Malang, 5 September 2023
Mengetahui,
Ketua Jurusan TBI

Menyetujui,
Dosen Pembimbing

Nur Fitria Anggrisia, M.Pd
NIP. 19890901 20180201 2 156

Prof. Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix 13 Curriculum Vitae

Name : Lutfiana Dwi Nur Fadhilah

Place, Date of Birth : Kediri, 06 September 2000

Gender : Female

Address : Rt. 02, Rw. 04, Dsn.Sumbersari,

Ds.Datengan Kec.Grogol Kab.Kediri, 64151

Educational Background

1. 2005 – 2007 TK Dharma Wanita Datengan
2. 2007 – 2013 SDN Datengan 1
3. 2013 – 2016 SMPN 1 Grogol
4. 2016 – 2019 SMAN 1 Grogol
5. 2019 – Now UIN Maulana Malik Ibrahim Malang