

MERDEKA BELAJAR IN PANDEMIC: USING QUIZIZZ GAME BASED LEARNING TO IMPROVE STUDENTS' VOCABULARY MASTERY

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Abstract

Pandemic of Covid-19 has made teaching and learning process change from conventional into digital. With “*Kurikulum Merdeka Belajar*” teachers can choose any learning method which allows more innovation. The purpose of this study is to improve students' vocabulary mastery through Quizizz. This study was an action research project. The research was conducted at SMA Bruderan Purwokerto. The subject of the research was twenty-six students of X MIPA 1. The research was done in two cycles. There were four steps in each cycle. They were planning, action, observation, and reflection. The result shows that the students' vocabulary mastery is improving. When the pre-test is compared to the post-test, the mean score increases significantly, from 64 to 85. Beside the cognitive ability improves, the affective factors of the learners improve. This is due to their enjoyment and easiness of memorization. Quizizz can be one of the learning media that can make the students more enjoyable in learning English especially vocabulary since the students can memorize and get new vocabulary much easier.

Keywords: *Kurikulum Merdeka Belajar*, Vocabulary Mastery, Quizizz, Game

1. Introduction

It has been more than a year that the Pandemic of Covid-19 has rapidly spread from one to another and gives big impact to all citizens in Indonesia. The government has taken a policy to reduce all forms of various activities especially in education. As a result, the teaching and learning process which was formerly conducted conventionally, since the pandemic, was run digitally. Therefore, since the pandemic, it turned into digital. In 2019, the Indonesian Ministry of Education and Culture (Kemdikbud) through the Minister of Education and Culture, Nadiem Anwar Makarim launched a policy entitled “*Kurikulum Merdeka Belajar*” in mid-December 2019. In “*Kurikulum Merdeka Belajar*”, teachers can choose any learning method they think is best for their students, which may allow for more innovation (Shofa, 2020). The goal of “*Kurikulum Merdeka Belajar*” is to help teachers and students realize their full potential to innovate and improve their learning quality on their own. The autonomy of teacher involves not only sticking to bureaucratic system but also implementing new ideas.

According to the minister, continuous playing, an important role in providing high-quality education is necessary but technology should be used to supplement the teaching process. Without technology, the *Merdeka Belajar*, which focuses on innovation, will not function

well. This policy is very good if applied in the current pandemic because learning is carried out by utilizing technology as a learning media. Therefore, the use of technology is deemed necessary for online learning because with technology teachers do not only teach but also facilitate students to get their critical thinking.

In accordance with the demands for the independent curriculum and the 4.0 industrial revolution, educators must be able to create creative learning, which is able to create an effective learning atmosphere so that students can concentrate on learning in an effort to achieve educational quality standards. One form of using technology media in learning is using e-learning.

E-learning is globally known as the concept of computer and network-based learning. It serves teaching and learning process and evaluation using computer even in the 4.0 industrial revolution, Android is prominent. One of the e-learning based evaluation media is Quizizz. The use of Quizizz helps educators conduct evaluations without being limited by places, get attractive displays, and set time settings guiding the concentration of the students. Based on the pre-observation, the students at SMA Bruderan Purwokerto have difficulty in vocabulary mastery. In the process of teaching and learning, the teachers used traditional methods such as looking for difficult words, finding the meaning in the dictionary, and memorizing the words. The students were too lazy to memorize the unfamiliar words that they heard or read in the text.

Quizizz is a game-based educational application that can be used by a group of people to resolve issues in a fun and interactive way. Quizizz is also a media for students play game, do a quiz, and discuss with the teacher and friends. Quizizz can be accessed from a computer or a mobile device as long as it is connected to the internet. Quizizz provides statistical data from quiz results and is quite flexible because the quiz can be administered at different times. Quizizz also allows students to compete with one another, which encourages them to learn because they can see their ranking on the scoreboard right away. Lecturers can also keep the track of the quiz's progress and download the report once it is completed.

When they have to learn English, students need to master English vocabulary. If they do not have proportional English vocabulary, they will have difficulty in using English both written and oral. Vocabulary mastery is the complete understanding and application of a language's stock of words with their meanings, is differentiated according to person, class, or profession (Gardner, 2010). The researchers discovered some issues based on the pre-observation to assess the performance of the students.

Quizizz is a fun way for students to review their vocabulary during the class. It is potential to draw students' attention and increase their participation in the teaching and learning process. Quizizz can be a fun way to pass the time. Students can have a good time while learning. Quizizz can help students revise their vocabulary and recall events from the game. It might help students remember the language associated with it.

There have been some studies discussing the use of Quizizz like Zhao (2019). He conducted study about enhancing students' learning experiences in an accounting classroom using Quizizz. He stated that Quizizz is a fun multiplayer class activity application that allows students to participate in fun educational activities. By using Quizizz the students can get higher scores on the teaching evaluation. Another study was conducted by Cohen and Sasson (2016). They tried to investigate the learning outcomes and students' attitudes through Quizizz. The study compared the indicators of the final exam and the mean score of the students' written tests and the entire class on online quizizz. Using Quizizz the researchers can improve the instructional design and demonstrate formative assessment in

higher education. A study about vocabulary was conducted by Rahmasari (2021). She conducted research about using Bingo Game to improve vocabulary mastery of the students. The results of the study showed the students' enthusiasm during the game. In other words, the implementation of Bingo Game and the complementary actions is successful to help the students memorize and understand new words easily.

Although there are some previous studies using Quizizz for improving students' competence, no study about the application of Quizizz to improve the students' vocabulary mastery for senior high school students could be found. This study investigates students' vocabulary mastery improvement with interactive and enjoyable teaching and learning process using Quizizz.

2. Literature Review

2.1 Vocabulary Mastery

One of the primary goals of language learning is to learn vocabulary, which is a crucial component of second language proficiency. It is required in order to communicate effectively in a second language. According to Hornby (1984) vocabulary is the total number of words, their meanings, and the rules for combining them that make up language. The vocabulary selection process and the methods used to teach vocabulary are significant factors. To understand the meaning of words is to learn the words in context.

Mastering vocabulary is very important for foreign language learners in order that they get easiness in developing the four language skills namely speaking, listening, writing and reading. Thornbury (2003) states that without grammar, little thing can be communicated easily, but without vocabulary, there is no anything can be communicated. It means that vocabulary is extremely important because people cannot communicate without it. So that, it is very important that students must learn language and the vocabulary. As the explanation above, the teacher must create interesting and fun way media to improve students' vocabulary, especially by using the use of technology.

2.2 Quizizz

Quizizz is a game-based educational application (or app for short) that introduces multiplayer activities to classrooms and makes in-class activities more interactive and enjoyable. Students can use Quizizz to complete in-class exercises on their mobile devices. Unlike other educational application, Quizizz incorporates game elements such as avatars, themes, memes, and music to make learning fun. Quizizz is a game based online activity that allows all students to practice together with their smartphone. By using Quizizz the students can learn and practice the teaching and learning activity together with their friends.

Hammel (2016) states that Quizizz also encourages students to study by allowing them to compete with one another. Students take the quiz in class at the same time and track their progress on the leaderboard. Teacher can keep track of the process and, once the quiz is completed, teacher can download the report to assess students' performance.

3. Research Method

This research used Classroom Action Research by Kemmis and Mc. Taggart. Classroom Action Research can perfectly indicate the action and the practice done by teachers in their own classrooms or issues on how teachers respond to learners' errors, how interaction occurs in classrooms, how the feeling of teacher and learners during or after the lessons is,

and other indicators. Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research.

There are four components in one cycle for doing classroom action research. It consists of (1) planning, (2) acting, (3) observing, and (4) reflecting. Bogdan & Biklen (1982) explain that action research is the systematic collection of information that is designed to bring about social change. This research was conducted at SMA Bruderan Purwokerto with 26 research subjects as X MIPA 1 class. The data collection techniques used were observation, interview, questionnaire, and test. The instrument used was (1) interview, which aims to obtain students' need and teacher need analysis; (2) survey, which collects descriptive data about students' backgrounds; (3) observation sheets, and (4) tests, which are carried out for the cognitive skills of students at the end of each cycle.

To analyze the data, qualitative and quantitative approaches were used. The procedures for data analysis can be described as (1) classifying data by grouping, selecting, focusing, and simplifying data based on their type, (2) presenting the data that have been chosen and will be presented as simple information, and (3) making conclusion. The information is a description of the learning process with the results derived from a combination of observation, questionnaire, test, and interview. The findings of the observation, questionnaire, and interview were descriptively and qualitatively analyzed. Then the test results were analyzed quantitatively by calculating the mean score pretest and post-test in cycles I and II.

4. Results and Discussion

Before implementing the Quizizz, the researchers conducted preliminary research by interviewing the teacher, interviewing some students, observing the teacher's teaching learning activity, and conducting a pre-test. Based on the observation, the researcher found that the teachers were still confused how to teach vocabulary without using conventional teaching method.

The other problems that the researchers found were the students had difficulties in remembering new words. Besides, the monotonous class atmosphere and students' behavior made the teaching and learning process boring. Based on the pre-research, the researchers identified that the students' vocabulary mastery should be improved by implementing a teaching learning process with media to make the students feel comfortable and absorb the materials easily. After implementing Quizizz in the class, the researchers received some results. In cycle one, before implementing the Quizizz, the researchers conducted the pre-test to gain information related to the needs of the students. The mean score of the pre-test was 64. It was shown that the pre-test result was under the average score of the class. The research started with the planning stage. The planning stage of cycle one was the stage of developing a learning plan that would be implemented by compiling the learning materials designs for online learning. Additionally, in this stage, the researchers compiled instrument that would be used in the study, such as tests to measure student learning outcomes, online learning observation sheets, student interview sheets, and student questionnaires to learn about students' need analysis. After that, the researchers implemented the Quizizz and the mean results of the post test was 68. It was shown that there was improvement of the students' vocabulary mastery when using Quizizz in the teaching and learning process.

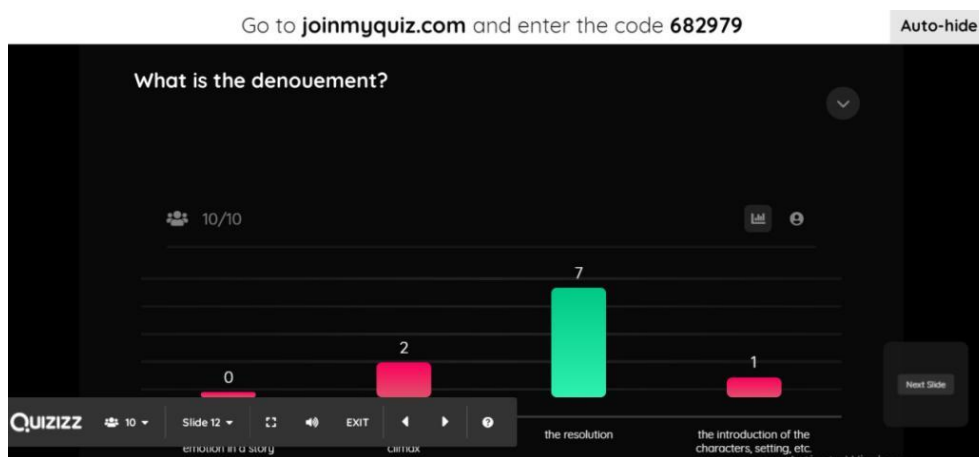


Figure 1. The class report by question of using Quizizz

In implementing Quizizz, the researchers asked the students to answer the questions on the Quizizz tools. For example, the researcher asked what denouement was. Then the students chose the right answer in the multiple choice. The students directly knew what the right answer was on the question. The teacher also knew how many students answered the right choice. Figure 1 shows that the teacher can immediately find out students' answers from the questions that have been given and figured out how many questions answered right or wrong. After students answered all questions of each number, teacher could immediately find out the report of each students' result.

After using Quizizz in cycle one, the students still got some difficulties in learning new vocabulary, since they did not focus on the vocabulary they had to learn, instead they were playing the Quizizz. Even some of them were still passive. In cycle two, the researchers improved some procedures when implementing Quizizz. The researchers went slow down when telling the students how to play Quizizz. The researchers paid attention to every student to teach in detail and make sure the students knew how to use and play the Quizizz. Second, the researchers made the warm up exercise to give clues about the words that the students must guess using Quizizz. The researchers used simple sentences to tell each word that the students must guess. After improving the treatment, the researchers got result of the post-test, increased to be 85. The results of the students' work can be seen in figure 2.

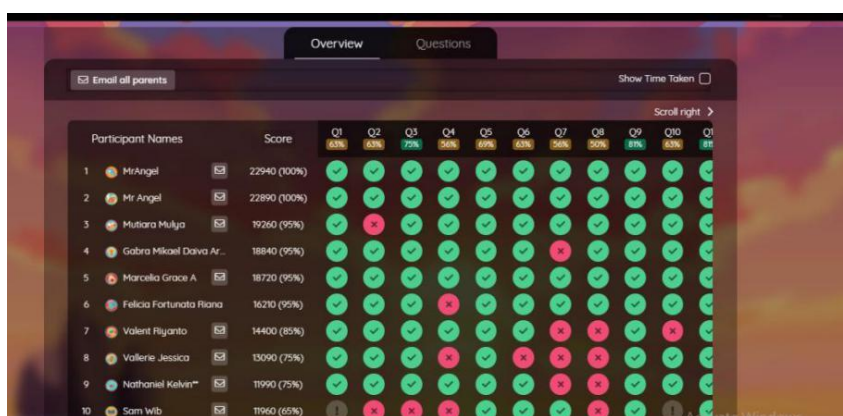


Figure 2. The Results of the students

In the figure above, the teacher can directly see the report of their students' performance. Teacher can immediately find out the total score of each student, the questions answered correctly and incorrectly, the level of students' understanding and the questions the students answered wrong.

The result of Quizizz's implementation showed that the students could be more active in the learning process since they were competing each other to be the first to answer the questions given by the teacher on Quizizz. The students who were passive to the teacher's order seemed much more active since they were interested in pictures and songs that were given by their teacher in Quizizz.

In cycle two, the students looked so motivated to learn vocabulary through Quizizz because they felt that they did not only play the game but also could improve their vocabulary mastery. From figure 2, it could be seen that in cycle two almost all the students answered the questions correctly. Although some students faced some difficulties in finding new difficult words, they looked so enjoyed to have vocabulary class using Quizizz and they could improve their vocabulary mastery.

After implementing Quizizz in class, the researchers conducted interview with the students and the teacher. The teacher stated that the implementation of Quizizz was really helpful since it successfully could help students to be more enjoyable and motivated in learning English like the following statement, *"Students who mostly used to be quiet and didn't want to join when I asked them to do exercise finally desired to join to play. It might be because they were interested in the display of Quizizz which is very different from other previous learning platforms, so students were more challenged to take a quiz in Quizizz. Moreover, the result of post-test were better and much more increased than the pre-test one"*.

Teacher also added that by using Quizizz design the questions and its key answers were easily arranged. After conducting interview with the teacher, the researchers conducted interview with some students. They said that they were motivated and glad to learn new English vocabularies on Quizizz because the Quizizz application was so colorful and fun. Then the researcher asked the students about how the implementation Quizizz in their class. The first students stated as follows.

"It is definitely more enjoyable learning using Quizizz. We didn't feel sleepy because Quizizz application is so colorful. We also improve our vocabularies since we were frequently practicing it using Quizizz". Then the second students added *"That is true, we should frequently learn English using Quizizz, we sometimes get bored learning just by reading books, in Quizizz we could play together with our classmates and we didn't feel like we were learning something even we didn't realize that the time for learning English was over"*.

The implementation of Quizizz made students feel more interested since they were experiencing new learning atmosphere. They were not just sticking to text-book which made them feel tired of reading each sentence in the book, they became more interested in learning English and were able to improve their English vocabularies because they were frequently practicing new English words in Quizizz. At the end of the class, when the time was up or had to change for another lesson, students felt unsatisfied and still wanted to play Quizizz since they could play and learn simultaneously with their teacher and friends.

Teachers become more enthusiastic to teach with more exciting learning atmosphere since the students provide a positive and active learning atmosphere. If it continuously occurs, both students' interests in learning English and their English vocabulary mastery will increase. When the researcher asked the students whether there was any suggestion for the

future for upcoming learning process using Quizizz, the students stated that for the future it was better to learn other English skills such as writing, listening, or reading any text using Quizizz since it made the students feel more enjoyable to learn and improve their ability in English. Based on the teacher and students' answers, it can be concluded that the implementation of Quizizz in the class could improve the students' vocabulary and both students and teacher give positive responses in teaching and learning activity.

5. Conclusion

Quizizz generates a detailed analysis of student test answers immediately so that the teachers know their students' difficulty. After implementing Quizizz in the class, the researchers find that Quizizz can help students improve their vocabulary mastery. It is shown in the test results. We can draw conclusion that in "*Kurikulum Merdeka Belajar*", using Quizizz can make learning English more fun and enjoyable. Therefore, it can be recommended that using Quizizz for other purposes should be conducted. This finding implies that using Quizizz in the classroom will give benefit for not only teacher but also students in the teaching and learning process, as well as improve teachers' professionalism. It can be concluded, based on the above explanation, that teaching vocabulary through Quizizz can improve the students' vocabulary mastery. Quizzing can be interactive and lighthearted media that can motivate students to study and improve their vocabulary in English.

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