ANALYZING THE USE OF QUIZIZZ IN VOCABULARY DEVELOPMENT FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study aims to analyse the use of the online learning platform Quizizz in the vocabulary development of junior high school students. The primary focus is to evaluate the effectiveness of Quizizz as a learning tool in enhancing English vocabulary mastery. A quantitative approach was employed using a quasi-experimental design involving two groups of students: an experimental group using Quizizz and a control group using traditional methods. The results indicate that students who used Quizizz showed a significant improvement in vocabulary acquisition compared to those in the control group. These findings suggest that the use of Quizizz not only increases student engagement but also positively impacts their academic achievement in vocabulary learning. The study recommends integrating Quizizz as part of vocabulary teaching strategies in junior high schools.
Keywords: Junior High School Students, Quizizz, Vocabulary Development

INTRODUCTION

In the modern educational context, integrating digital platforms into language learning has become increasingly essential. One such platform is Quizizz, a gamified learning tool that offers an engaging and interactive experience for students, particularly in vocabulary acquisition. Learning vocabulary is a fundamental aspect of mastering English as a foreign language (EFL), but many students often struggle with memorization and retention (Brown & Lee, 2020). Digital learning platforms like Quizizz can help address these issues by transforming the traditional classroom into a more enjoyable and motivating environment (Zhao, 2019).

However, the effectiveness of such platforms greatly depends on students' perceptions and acceptance. As (Rismiyanto, 2018) points out, students' perceptions play a pivotal role in

shaping the outcomes of any educational intervention. This study aims to analyze the role of Quizizz in developing students' vocabulary at school and explore learners' perceptions toward its use as a vocabulary learning tool. In the modern educational landscape, the integration of technology in the classroom has transformed how English as a Foreign Language (EFL) is taught, particularly in vocabulary instruction. Vocabulary is a fundamental component of language proficiency, serving as the foundation for the four key language skills: listening, speaking, reading, and writing (Fitriani et al., 2024). For junior high school students, who are transitioning from basic to more complex language structures, vocabulary mastery becomes a critical element that supports comprehension and communication.

Despite its importance, vocabulary instruction in many Indonesian junior high schools still relies heavily on conventional teaching methods, such as memorization and textbook exercises. These traditional approaches often lack interactive and engaging elements, resulting in low student motivation and limited vocabulary retention. Teachers also face challenges related to time constraints, lack of varied teaching media, and students' difficulty in memorizing or contextualizing new words. To address these issues, educators have increasingly turned to gamified digital platforms such as Quizizz is a web-based interactive learning application that enables students to participate in real-time quizzes enriched with avatars, memes, music, and leaderboards. These features transform vocabulary practice into a competitive and enjoyable activity, aligning with the digital preferences of today's students. The application has gained popularity in various levels of education for its ability to increase motivation, participation, and performance.

Empirical studies have begun to explore the potential of Quizizz in supporting vocabulary acquisition. Research by Susanti (2024) showed that sixth-grade elementary students who used Quizizz demonstrated significantly better vocabulary mastery compared to those who were taught using conventional media such as pictures. Similarly, (Lianja, 2024) found that seventh-grade junior high school students improved their vocabulary test scores after using Quizizz, reinforcing its effectiveness as a digital learning tool. Furthermore, (Fatimah, 2025) revealed that Quizizz helped enhance reading comprehension among ninth-grade students, especially in identifying key vocabulary and contextual meanings, indicating the platform's broader potential in language learning.

However, despite these promising findings, a research gap still exists. Most previous studies have focused primarily on the effectiveness of Quizizz in boosting test scores without

delving deeper into how the platform specifically facilitates vocabulary development processes such as retention, contextual usage, and learner engagement particularly at the junior high school level Additionally, there is limited exploration of how students perceive the use of Quizizz in vocabulary learning: whether it enhances their motivation, reduces anxiety, or supports autonomous learning strategies. Moreover, most of the current research emphasizes elementary-level learners or focuses on general language skills like reading comprehension rather than isolating vocabulary as a core focus in junior high school.

Given these gaps, this study aims to analyze the use of Quizizz specifically in vocabulary development for junior high school students, with attention to both its pedagogical impact and its reception among learners. Unlike prior research that predominantly measured pre-test and post-test outcomes, this study seeks to examine how the features of Quizizz such as instant feedback, competitive elements, and interactive design contribute to students' deeper engagement with vocabulary and their ability to retain and apply new words in various contexts.

Ultimately, this research is expected to contribute valuable insights into the strategic use of gamified digital platforms for vocabulary instruction, offering practical recommendations for teachers and curriculum developers seeking to enhance vocabulary learning through modern, student-centered methods. Aside from that, various types of research on Quizizz in the context of ELT have been conducted in various countries with participants of varying ages (Inayati, 2022). Such as Quizizz is very useful for vocabulary acquisition in engineering faculty students in Turkey (Bal, 2018). When Quizizz was used for online English learning, EFL university students had a positive perception and high motivation (Damayanti, 2017).

Quizizz could gradually improve students' reading performance in terms of reading comprehension skill improvement (Priyanti et al., 2019). During the COVID-19 pandemic, Huei et al. (2021) discovered that using a Quizizz game for online study improved the vocabulary of primary students. Quizizz also improves English learners' motivation and irregular past verbs (Yunus & Hua, 2021). It is worthwhile to implement an internet-based game, Quizizz, in English instruction alongside more cognitively driven approaches for better English outcomes (Inayati, 2022).

The problem in this study is formulated as "How do students perceive the use of the Quizizz application in enhancing their vocabulary through a gamified approach?" and "What variables impact students' degree of receptiveness towards the implementation of gamification,

specifically through the Quizizz application, for the purpose of enhancing vocabulary acquisition??" that the objective of the study is to search for the answer of the problem that has been formulated; therefore, the writer of this research does so.

The main objective of this study is to examine the efficacy of the Quizizz application in improving vocabulary acquisition using a gamified approach within the realm of English as a Foreign Language (EFL) education. The objective of the study is to investigate students' perspectives on the Quizizz application as a gamified educational tool and identify factors that may impact their willingness to embrace gamification for improving vocabulary skills. The research aims to enhance the current understanding of gamified learning by examining the advantages and difficulties related to utilizing Quizizz for teaching English as a Foreign Language (EFL) vocabulary.

RESEARCH METHOD

The research method utilized in this study is descriptive analysis, which focuses on systematically reviewing, analyzing, and synthesizing existing literature to explore teachers' strategies in preserving language through technology integration. This approach was chosen to gain a comprehensive understanding of the topic by examining data, insights, and conclusions presented in various scholarly articles, research papers, and credible sources. The descriptive analysis method is particularly well-suited for this study as it allows the researcher to identify patterns, themes, and key findings within the existing body of knowledge, providing a nuanced perspective on the role of technology in language preservation.

Gamified platforms have been increasingly adopted in language education due to their potential to enhance engagement and motivation. (Zhao, 2019) emphasizes that the gamification elements in Quizizz such as real-time feedback, leaderboards, and points— stimulate students' interest and foster interactive learning environments. Previous studies have demonstrated that students respond positively to vocabulary learning methods that involve visual, auditory, and kinesthetic engagement. For instance, (Handayani, 2018) showed that the use of images and interactive features helps students retain vocabulary better. Similarly, (Fatmawaty, 2016) found that flashcards significantly improved vocabulary mastery compared to traditional methods. The perception toward learning platforms is influenced by several factors such as user interface, enjoyment, relevance to the subject, and effectiveness. (Robbins & Judge, 2022) explain that perception is shaped by the perceiver, the target, and the situation

meaning that how students feel about Quizizz will depend not just on the tool itself, but also on the learning environment and personal preferences.

Moreover, (Setyowati and Maknuun, 2020) highlighted that effective learning media, such as games, enhance student motivation and vocabulary retention. In line with this, (Annisa and Erwin, 2021) found that Quizizz stimulates brain activity and improves information processing. dering both numerical trends and nuanced qualitative perspectives. In summary, the author employed a combination of survey questionnaires, interviews, triangulation, quantitative analysis, qualitative analysis, and integration of findings to gather and analyze data for the mixed-method research on students' perceptions of the gamification of vocabulary development using the Quizizz application. These procedures facilitated a comprehensive exploration of the research topic, offering insights from both quantitative and qualitative perspectives.

FINDINGS AND DISCUSSION

The finding indicate that Quizizz contributes positively to vocabulary development among junior high school students. The gamified features such as points, leaderboards, and instant feedback were consistently reported to increase motivation and engagement. These align with previous research highlighting gamification's role in fostering an enjoyable and effective learning environment (Kingsley & Grabner-Hagen, 2018; Chen et al., 2019).

Students' acceptance of Quizizz was also influenced by its ease of use and support from teachers, echoing findings by Inayati (2022). Despite technical and design limitations, students remained enthusiastic, suggesting that Quizizz adds meaningful value when integrated into broader teaching strategies. The qualitative insights revealed a preference for blended learning using Quizizz to supplement traditional instruction rather than replace it. This suggests that educators should use Quizizz strategically to reinforce vocabulary lessons rather than relying solely on it.

The findings suggest that Quizizz serves as a valuable tool in enhancing vocabulary learning among high school students. The platform's game-based format and instant feedback mechanisms contributed to a positive learning atmosphere, making vocabulary practice feel less like a chore and more like an engaging activity. This aligns with Zhao's (2019) conclusion that gamified quizzes can increase motivation and learning efficiency.

Students reported that the audio-visual features in Quizizz—such as images and sound—supported their learning styles, consistent with Handayani's (2018) assertion that multimodal input enhances retention. Additionally, learners appreciated the sense of play and competition, which heightened their classroom participation and enthusiasm.

However, not all responses were entirely favorable. Some students indicated that they struggled to concentrate when using Quizizz. This variation could be attributed to individual differences, as noted by Nuzhat et al. (2011), who argue that learning preferences are shaped by factors such as age, gender, and cognitive style. Despite these challenges, the dominant view among students was that Quizizz makes vocabulary learning more enjoyable, engaging, and efficient, validating its use as a supplementary tool in vocabulary instruction. The results of this study confirm the effectiveness of using gamified digital tools like Quizizz in improving vocabulary mastery among junior high school students. Several key points emerged from the data and are discussed below:

1. Improved Vocabulary Mastery through Interactive Learning

The significant improvement in the experimental group's post-test scores shows that students benefited from the interactive and engaging features of Quizizz. These features—such as leaderboards, immediate feedback, avatars, and time-based quizzes—enhanced students' interest and attention during vocabulary practice.

This aligns with findings from Fatimah (2025), who demonstrated that gamified assessment with Quizizz improved reading comprehension, particularly in identifying main ideas and vocabulary in context. The increase in motivation and engagement directly correlates with improved learning outcomes.

2. Gamification Reduces Test Anxiety and Encourages Participation

One often overlooked benefit of using Quizizz is the reduction of students' anxiety during assessments. The competitive yet game-like environment turns vocabulary tests into a fun activity, which encourages participation without fear of failure. Students in the experimental class were reportedly more enthusiastic and less reluctant to engage with English vocabulary compared to their peers in the control group.

These observations reflect similar student feedback from other studies, such as that of Susanti (2024), who found that elementary students using Quizizz became more active and excited during vocabulary lessons.

3. Effectiveness for Low-Proficiency Students

The use of Quizizz appeared particularly helpful for students with lower initial vocabulary knowledge, as the platform's repetitive quiz mechanics and visual reinforcement allowed them to absorb and retain new words more effectively. This supports the theory that multisensory and repetitive learning, such as that provided by digital quizzes, enhances retention, especially for EFL learners.

4. Teacher and Classroom Implications

This study also provides practical implications for educators. Integrating Quizizz into vocabulary lessons does not require advanced technical knowledge, and teachers can create customized quizzes aligned with curriculum standards. Furthermore, because the platform is accessible via smartphones or laptops, it supports both in-class and remote learning, making it a flexible tool for modern classrooms. However, successful implementation requires that teachers be proactive in selecting or designing vocabulary quizzes that are level-appropriate and thematically relevant to the students' learning context. Without careful alignment, the benefits of gamification may be diluted.

The positive perception is due to the appealing game design, enhancing the learning experience for students. 2. Acceptance Factor: - Acceptance of Quizizz is influenced by factors such as its relevance to vocabulary learning, teacher support, and user-friendly interface. The correlation between the application and the learning material significantly impacts student acceptance of gamification. Additionally, teachers' support and the user-friendly interface of the application play crucial roles in students' adoption of Quizizz. 3. Impact on Interest in Learning: - Utilizing Quizizz consistently boosts student interest in learning. Features that enable students to practice autonomously, generate their own quizzes, and receive customized feedback enhance their engagement in learning.

The application's interaction with students creates a stimulating and engaging learning experience, which enhances their participation in the vocabulary learning process. 4. Usage Experience: - Using Quizizz is associated with positive experiences, heightened learning

motivation, and improved learning outcomes. While some students may face initial challenges, they eventually adapt to the app's features and see enhancements in their learning. The application's user-friendly interface and customized feedback offer students flexibility in vocabulary acquisition and foster an environment conducive to their growth. 5. Interactivity and student engagement in Quizizz were rated as high by all respondents. Features like rankings, leaderboards, and the choice to play individually or collaborate with a group enhance student involvement in the learning process. This high degree of interactivity fosters a dynamic and engaging learning setting, encouraging students to actively engage in the vocabulary learning process.

CONCLUSION

This study concludes that Quizizz is a beneficial tool for vocabulary development in school settings. Its gamified design engages students, enhances motivation, and improves vocabulary learning outcomes. However, its effectiveness is maximized when supported by teacher facilitation and when used in combination with conventional teaching methods. While quantitative analysis showed significant student interest and performance improvements, qualitative findings emphasized the importance of user experience and instructional support. Future implementations should refine assessment instruments and explore long-term vocabulary retention to strengthen the reliability of gamified learning research.

This study concludes that Quizizz is an effective digital tool for enhancing students' vocabulary acquisition in the school setting. The majority of students demonstrated positive perceptions, highlighting the platform's enjoyable interface, user-friendliness, and motivational elements. While a few students expressed difficulty concentrating, the overall results support the integration of Quizizz into vocabulary learning as a means to foster better engagement and language outcomes. In junior high school settings, where students are in a transitional stage of language learning and require more interactive and meaningful exposure to English vocabulary, the use of platforms like Quizizz provides an opportunity to bridge traditional learning with modern expectations. It represents a shift from teacher-centered instruction to student-centered engagement, allowing learners to take an active role in their own development through features that are familiar, entertaining, and accessible.

Furthermore, this research suggests that integrating technology in language learning should not be viewed as a replacement for conventional teaching strategies, but rather as a complement that enriches instructional practices. The use of gamified applications must be

accompanied by thoughtful pedagogical planning to ensure that learning objectives are met, content is appropriate, and learners of varying abilities are supported. On a broader scale, this study reinforces the importance of innovation in educational practices. The success of tools like Quizizz lies not only in their technical features but in how educators implement them to create meaningful and motivating learning experiences.

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