

**THE IMPLEMENTATION OF QUIZZZ PAPER-MODE TO
IMPROVE VOCABULARY MASTERY AT SD NEGERI 52
PINRANG**



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Obtaining a Master's Degree in English Education
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THESIS

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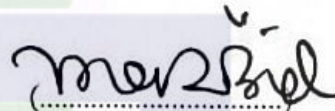


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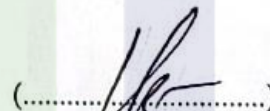
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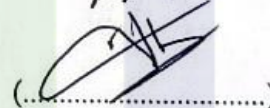
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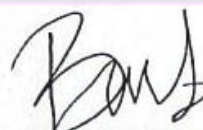
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PEDOMAN TRANSLITERASI ARAB-LATIN

1. Konsonan

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada halaman berikut:

Huruf Arab	Nama	Huruf Latin	Nama
ا	Alif	tidak dilambangkan	tidak dilambangkan
ب	Ba	B	be
ت	Ta	T	te
ث	s\`a	s\`	es (dengan titik di atas)
ج	Jim	J	je
ح	h}a	h}	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	de
ذ	z\`al	z\`	zet (dengan titik di atas)
ر	Ra	R	er
ز	Zai	Z	zet
س	Sin	S	es
ش	Syin	Sy	es dan ye
ص	s}ad	s}	es (dengan titik di bawah)
ض	d}ad	d}	de (dengan titik di bawah)
ط	t}a	t}	te (dengan titik di bawah)
ظ	z}a	z}	zet (dengan titik di bawah)
ع	`ain	`	apostrof terbalik
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	`	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dengan tanda (').

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fath}ah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>d}ammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيَّ	<i>fath}ah dan ya>'</i>	ai	a dan i
اَوَّ	<i>fath}ah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hauila*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fath}ah dan alif atau</i>	a>	a dan garis di atas
اِي...	<i>kasrah dan ya>'</i>	i>	i dan garis di atas
اُو...	<i>d}ammah dan wau</i>	u>	u dan garis di atas

قِيلَ : *qi>la*

يَمُوتُ : *yamu>tu*

4. Ta marbu>t}ah

Transliterasi untuk *ta>' marbu>t}ah* ada dua, yaitu: *ta>' marbu>t}ah*

yang hidup atau mendapat harakat *fath}ah*, *kasrah*, dan *d}ammah*, transliterasinya adalah [t]. Sedangkan *ta> ' marbu>t}ah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h]. Kalau pada kata yang berakhir dengan *ta> ' marbu>t}ah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *ta> ' marbu>t}ah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raud}ah al-at}fa>l*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madi>nah al-fa>d}ilah*

الْحِكْمَةُ : *al-h}ikmah*

5. Syaddah (Tasydi>d)

Syaddah atau *tasydi>d* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tc~ydi>d(-)*, dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbana>*

نَجَّيْنَا : *najjaina>*

الْحَقُّ : *al-h}aqq*

نُعِمْ : *nu"ima*

عُدُّوْ : *'aduwwun*

Jika huruf *ى* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ى), maka ia ditransliterasi seperti huruf *maddah* menjadi *i>*.

Contoh:

عَلِيٌّ : *'Ali>* (bukan *'Aliyy* atau *'Aly*)

عَرَبِيٌّ : *'Arabi>* (bukan *'Arabiyy* atau *'Araby*)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf *ال* (*alif lam ma'arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, *al-*, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah*(*az-zalزالah*)

الْفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bila>du*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (') hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta'muru>na*

النَّوْعُ : *al-nau'*

شَيْءٌ : *syai'un*

أُمِرْتُ : *umirtu*

8. Penulisan Kata Arab yang Lazim digunakan dalam Bahasa Indonesia

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata *al-Qur'an*(dari *al-Qur'a>n*), *alhamdulillah*, dan *munaqasyah*. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fi> Z{ila>l al-Qur'a>n

Al-Sunnah qabl al-tadwi>n

9. Lafz} *al-Jala>lah* (الله)

Kata "Allah" yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *mud}a>f ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

دِينُ اللَّهِ *di>>nulla>h billa>h*

Adapun *ta>' marbu>t}ah* di akhir kata yang disandarkan kepada *lafz} al-jala>lah*, ditransliterasi dengan huruf [t]. Contoh:

رَحْمَةُ اللَّهِ *rah}matilla>h*

10. Huruf Kapital

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (*al-*), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (*Al-*). Ketentuan yang sama juga berlaku untuk huruf awal dari judul referensi yang didahului oleh kata sandang *al-*, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa ma> Muh}ammadun illa> rasu>l

Inna awwala baitin wud{i'a linna>si lallaz\i> bi Bakkata muba>rakan

Syahrul Ramad}a>n al-laz\i> unzila fi>h al-Qur'a>n

Nas}i>r al-Di>n al-T{u>si>

Abu>> Nas}r al-Fara>bi>

Al-Gaza>li>

Al-Munqiz\ min al-D}ala>l

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abu> (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

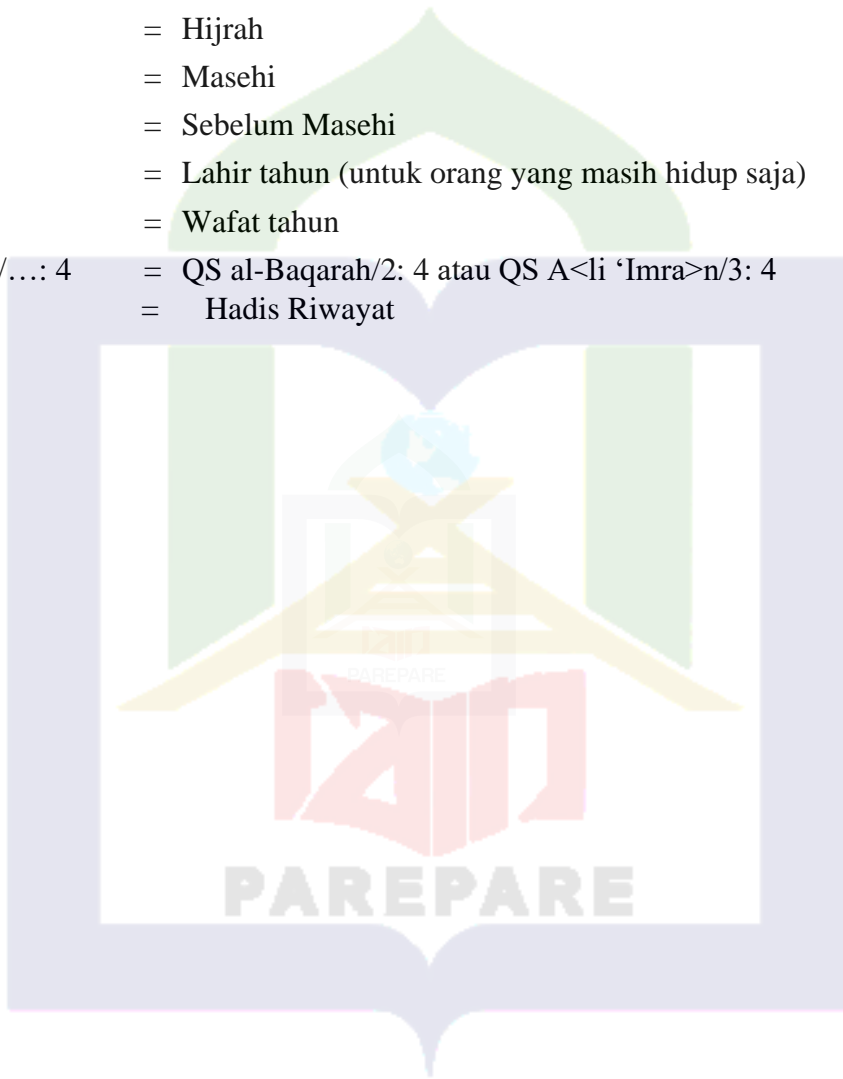
Abu> al-Wali>d Muh}ammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abu> al-Wali>d Muh}ammad (bukan: Rusyd, Abu> al-Wali>d Muh}ammad Ibnu)

Nas}r H{a>mid Abu> Zai>d, ditulis menjadi: Abu> Zai>d, Nas}r H{a>mid (bukan: Zai>d, Nas}r H{ami>d Abu>)

11. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	=	<i>subh}a>nahu> wa ta'a>la></i>
saw.	=	<i>s}allalla>hu 'alaihi wa sallam</i>
a.s.	=	<i>'alaihi al-sala>m</i>
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS .../....: 4	=	QS al-Baqarah/2: 4 atau QS A'li 'Imra>n/3: 4
HR	=	Hadis Riwayat



ABSTRAK

Nama : Besse Ummi Kalsum
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 Judul Tesis : The Implementation of Paper-Mode Quizizz to Improve Vocabulary Mastery at SD Negeri 52 Pinrang.

Penelitian ini dilakukan untuk menyelidiki penerapan Quizizz Paper Mode sebagai alat pembelajaran berbasis digital yang bertujuan untuk meningkatkan penguasaan kosakata siswa kelas IV di SD Negeri 52 Pinrang. Penelitian ini dilatarbelakangi oleh rendahnya motivasi dan pencapaian siswa dalam pembelajaran kosakata yang disebabkan oleh metode pengajaran tradisional yang monoton. Penggunaan Quizizz Paper Mode, sebuah aplikasi berbasis permainan yang diadaptasi untuk pembelajaran luring, diharapkan dapat memberikan pengalaman belajar yang lebih interaktif dan menyenangkan, serta mampu menjawab tantangan di kelas dengan keterbatasan teknologi dan meningkatkan pengalaman belajar bahasa siswa.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimental, khususnya model satu kelompok pre-test dan post-test. Sebanyak 25 siswa kelas IV berpartisipasi dalam penelitian ini. Peneliti memberikan pre-test kosakata yang difokuskan pada dua aspek, yaitu makna kata (word meaning) dan penggunaan kata (word use), sebelum melaksanakan empat sesi perlakuan menggunakan Quizizz Paper Mode. Setiap sesi mencakup pengajaran kosakata, kuis interaktif menggunakan kartu Q (Q-cards), dan umpan balik waktu nyata (real-time feedback) yang difasilitasi melalui aplikasi Quizizz. Setelah perlakuan selesai, diberikan post-test untuk mengukur peningkatan. Data dari pre-test dan post-test dianalisis menggunakan kriteria klasifikasi berbasis persentase untuk mengevaluasi efektivitas perlakuan.

Hasil penelitian menunjukkan peningkatan yang signifikan dalam penguasaan kosakata siswa. Pada aspek makna kata, jumlah siswa dalam kategori “Kurang” menurun dari 80% menjadi 32%, sedangkan yang masuk kategori “Sangat Baik” meningkat dari 4% menjadi 20%. Pada aspek penggunaan kata, nilai “Kurang” menurun dari 96% menjadi 12%, dan 36% siswa mencapai kategori “Sangat Baik”. Hasil ini menunjukkan bahwa Quizizz Paper Mode tidak hanya meningkatkan pemahaman siswa terhadap kosakata, tetapi juga kemampuan mereka dalam menggunakannya secara kontekstual. Kesimpulannya, Quizizz Paper Mode terbukti menjadi strategi yang efektif dan menarik untuk pengajaran kosakata, khususnya di lingkungan pendidikan dengan keterbatasan teknologi. Kombinasi unsur permainan (*gamifikasi*), umpan balik langsung, dan aksesibilitas offline berkontribusi pada peningkatan kinerja siswa serta motivasi mereka dalam belajar kosakata bahasa Inggris.

Kata Kunci: Quizizz Paper Mode, Penguasaan Kosakata, Makna Kata, Penggunaan Kata, Pembelajaran Berbasis Permainan, Siswa Sekolah Dasar.

ABSTRACT

Name : Besse Umami Kalsum
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 Thesis Title : The Implementation of Paper-Mode Quizizz to Improve Vocabulary Mastery at SD Negeri 52 Pinrang.

This research was conducted to investigate the implementation of Quizizz Paper Mode as a digital-based instructional tool aimed at improving vocabulary mastery among fourth-grade students at SD Negeri 52 Pinrang. The research was conducted in response to the lack of student motivation and achievement in vocabulary learning, which was largely due to traditional and monotonous teaching methods. The use of Quizizz Paper Mode, a game-based application adapted for offline settings, was expected to provide a more engaging and interactive learning environment that could address the challenges in low-tech classrooms and enhance students' language learning experience.

This research employed a quantitative approach with a pre-experimental design, specifically using a one-group pre-test and post-test model. A total of 25 fourth-grade students participated in the study. The researcher administered a vocabulary pre-test focused on two aspects word meaning and word use before conducting four treatment sessions using Quizizz Paper Mode. Each session included vocabulary instruction, interactive Q-card quizzes, and real-time feedback facilitated through the Quizizz mobile app. After the treatment, a post-test was given to measure improvement. Data from the pre- and post-tests were analyzed using percentage-based classification criteria to evaluate the effectiveness of the treatment.

The findings revealed a significant improvement in students' vocabulary mastery. In word meaning, students in the "Poor" category dropped from 80% to 32%, while those classified as "Very Good" increased from 4% to 20%. In the word use category, "Poor" scores decreased from 96% to 12%, and 36% of students reached the "Very Good" level. These results show that Quizizz Paper Mode not only improved students' vocabulary comprehension but also their ability to apply words contextually. In conclusion, Quizizz Paper Mode proved to be an effective and engaging strategy for vocabulary instruction, especially in low-resource educational settings. Its combination of gamification, real-time feedback, and offline accessibility contributed to students' improved performance and heightened motivation in learning English vocabulary.

Keywords: Quizizz Paper Mode, Vocabulary Mastery, Word Meaning, Word Use, Game-Based Learning, Elementary Students.

تجريد البحث

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 رقم التسجيل : 2120203879102022
 موضوع الرسالة : تطبيق Quizizz Paper Mode لتحسين إتقان المفردات في المدرسة الابتدائية الحكومية 52 بينرانج.

أجريت هذه الدراسة للتحقيق في تطبيق Quizizz Paper Mode كأداة تعليمية رقمية تهدف إلى تحسين إتقان المفردات لدى طلاب الصف الرابع في المدرسة الابتدائية الحكومية 52 بينرانج. وتأتي هذه الدراسة على خلفية انخفاض مستوى تحفيز الطلاب وتحصيلهم في تعلم المفردات بسبب طرق التدريس التقليدية الرتيبة. يُتوقع أن يوفر استخدام Quizizz Paper Mode، وهو تطبيق قائم على الألعاب تم تكييفه للتعليم غير المتصل بالإنترنت، تجربة تعليمية أكثر تفاعلية وممتعة، وأن يكون قادرًا على مواجهة التحديات في الفصل الدراسي مع محدودية التكنولوجيا وتحسين تجربة تعلم اللغة لدى الطلاب. تستخدم هذه الدراسة نهجًا كمياً بتصميم ما قبل التجريب، وتحديدًا نموذج مجموعة واحدة قبل الاختبار وبعد الاختبار. شارك في هذه الدراسة 25 طالبًا من الصف الرابع. قامت الباحثة بإجراء اختبار مسبق للمفردات يركز على جانبيين، هما معنى الكلمة (word meaning) واستخدام الكلمة (word use)، قبل تنفيذ أربع جلسات علاجية باستخدام Quizizz Paper Mode. تضمنت كل جلسة تدريس المفردات، واختبار تفاعلي باستخدام بطاقات (Q-cards)، وردود فعل فورية (real-time feedback) تم تيسيرها من خلال تطبيق Quizizz. بعد انتهاء العلاج، تم إجراء اختبار لاحق لقياس التحسن. تم تحليل البيانات من الاختبار المسبق والاختبار اللاحق باستخدام معايير تصنيف قائمة على النسبة المئوية لتقييم فعالية العلاج.

أظهرت نتائج البحث تحسناً كبيراً في إتقان الطلاب للمفردات. في جانب معنى الكلمات، انخفض عدد الطلاب في فئة "ضعيف" من 80٪ إلى 32٪، بينما ارتفع عدد الطلاب في فئة "جيد جداً" من 4٪ إلى 20٪. في جانب استخدام الكلمات، انخفضت نسبة "ضعيف" من 96٪ إلى 12٪، ووصل 36٪ من الطلاب إلى فئة "جيد جداً". تشير هذه النتائج إلى أن Quizizz Paper Mode لا يقتصر على تحسين فهم الطلاب للمفردات فحسب، بل أيضاً قدرتهم على استخدامها في سياقها الصحيح. في الختام، أثبت Quizizz Paper Mode أنه استراتيجية فعالة وجذابة لتعليم المفردات، خاصة في البيئات التعليمية التي تعاني من محدودية التكنولوجيا. تساهم تركيبة العناصر التالية: الألعاب، والردود الفورية، وإمكانية الوصول دون اتصال بالإنترنت، في تحسين أداء الطلاب وتحفيزهم على تعلم مفردات اللغة الإنجليزية.

الكلمات الرئيسية: Quizizz Paper Mode، إتقان المفردات، معنى الكلمات، استخدام الكلمات، التعلم القائم على الألعاب، طلاب المدرسة الابتدائية.

CHAPTER I

INTRODUCTION

A. Background of Research

English vocabulary is a basic knowledge of English, which help students to be effective in reading, writing, listening, and speaking. In 2020,¹ Endarto and Subekti's opinion aligned with this perspective, stating that vocabulary is one of the most basic and important pillars of English proficiency. It is also the basic language aspect that must be mastered before mastering English skills. Clearly, vocabulary is very important in learning English because it can influence four skills. Without sufficient vocabulary, students may struggle to express their thoughts clearly, understand spoken or written texts, or engage in meaningful communication.

In learning English, English particularly is significant for everyone because it is taught to students from elementary to college level. Besides that, the essence of English is vocabulary and grammar. According to Wilkins (as cited in Thornbury, 2002),² without vocabulary nothing can be conveyed, without vocabulary nothing can be conveyed. In addition, finding the right word to fit the intended meaning is frustrating when their store of words is limited. Recent studies support the view that vocabulary mastery should address both comprehension and

¹ Ignatius Tri Endarto, A. S. (2020). *Developing a Web-Based Vocabulary Size Test for Indonesian EFL Learners*. TEKNOSASTIK, 18, 72-81.

² Thornbury, Scott. (2002). *How to Teach Vocabulary*. London: Longman.

practical usage. For instance, Wright and Cervetti (2017),³ argued that effective vocabulary learning goes beyond memorizing definitions and requires opportunities for deep processing and contextual use. Similarly, Nation (2013),⁴ emphasized that vocabulary remains passive knowledge unless learners are given chances to apply it actively. Brooks (2024),⁵ also found that combining word meaning with usage activities significantly improves both vocabulary and reading outcomes.

A preliminary study by Hery Fitrianto (2014)⁶ revealed that teaching English as a foreign language (EFL) to Indonesian students presents several challenges, particularly in vocabulary mastery. Students often struggle to expand their vocabulary or to retain new words introduced by the teacher. This is largely because the teaching approach focuses solely on rote memorization of word meanings, without engaging methods or meaningful context. As a result, students' vocabulary remains limited, making it difficult for them to comprehend other language aspects such as reading texts, pronunciation, writing (especially spelling), translation, and grammar. This limitation can hinder their overall language development, reduce their confidence in using English, and lower their motivation to learn.

³ Wright, T. S., & Cervetti, G. N. (2017). A systematic review of the research on vocabulary instruction that impacts text comprehension. *Reading Research Quarterly*, 52(2), 203–226.

⁴ Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

⁵ Brooks, R. (2024). Evaluating the impact of vocabulary instruction on oral vocabulary and decoding. *Scientific Studies of Reading*.

⁶ Fitrianto, H. (2014). *The Effectiveness of Using Flashcards in Teaching Vocabulary to Young Learners*. *English Language Teaching*, 7(11), 103-110.

These difficulties are common among EFL learners, as English is not their mother tongue. Teachers face a considerable challenge in helping students understand and remember unfamiliar words. Unfortunately, vocabulary mastery is often given little emphasis in the classroom. This lack of priority contributes to a learning environment that students find boring and monotonous. In some cases, teachers even resort to punitive measures such as making students stand in front of the class for failing to memorize vocabulary, which can negatively affect students' motivation and psychological well-being.

Many students report specific challenges in different language skills due to limited vocabulary. In reading, they struggle to grasp the main ideas because they do not understand enough words. In writing, they often fail to express their thoughts clearly because they lack the necessary vocabulary. Similarly, in speaking, students report difficulty finding the right words to express themselves. In listening, limited vocabulary makes it hard for them to follow conversations or understand spoken instructions, which further affects their overall communication ability.

Previous research supports these findings, showing that students consistently struggle with vocabulary. Carter (1987),⁷ as cited in Fitriani (2012), noted that vocabulary has historically been undervalued in language teaching. Without sufficient vocabulary, students face significant obstacles in both understanding and expressing ideas, limiting their overall language proficiency.

⁷ Carter, R. (1987). Vocabulary: Applied Linguistic Perspective. Allen & Unwin. Classroom. International Journal of Higher Education," 8(1),37-43.

This lack of focus on vocabulary instruction has led to gaps in students' language development across all skills. Therefore, improving vocabulary teaching methods is essential to support students in becoming more competent and confident English users.

Given the importance of vocabulary in English learning, educators must select suitable teaching approaches and incorporate varied media to support students' language development. Haryadi and Pujiastuti (2020)⁸ stated that diverse instructional media can enhance the success of the learning process. However, many teachers still rely on traditional, monotonous methods that fail to engage students effectively in vocabulary learning. These outdated techniques often involve repetition and memorization without interaction or context, which can bore students and reduce their motivation. Therefore, integrating interactive and innovative media is crucial to make vocabulary learning more meaningful, enjoyable, and effective.

Arsyad (2017)⁹ defined learning media as tools or resources used in the learning environment that stimulate students' interest and motivation. Irwan and Walidi (2019)¹⁰ noted that effective media promote interactivity, communication, and motivation through elements such as fantasy, challenge, and curiosity. These elements can transform a passive learning experience into an active and engaging one. When students are more engaged, they are more likely to retain vocabulary

⁸ Haryadi, R., & Pujiastuti, H. (2020). *PhET simulation software-based learning to improve science process skills*. Journal of Physics: Conference Series, 1521(2).

⁹ Arsyad, A. 2017. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.

¹⁰ Irwan, I., Luthfi, Z. F., & Walidi, A. 2019. *Efektifitas Penggunaan Kahoot! Untuk Meningkatkan Hasil Belajar Siswa*. *Pedagogia: Jurnal Pendidikan*, 8(1).

and apply it in real contexts. Therefore, selecting the right media is essential for creating an enjoyable and productive learning atmosphere that supports vocabulary development.

Ramli (2012)¹¹ argued that appropriate and effective media use not only facilitates comprehension but also enhances students' cognitive and psychological development by engaging multiple senses and stimulating thought processes. Kholili (2023)¹² observed that students often express boredom when learning English without variation or engaging methods. Therefore, educators must explore innovative strategies and media to boost student motivation and active participation. Using creative and interactive tools can make lessons more enjoyable and meaningful for students. This approach not only sustains their interest but also helps improve their vocabulary mastery and overall language skills.

Nowadays, many primary students struggle with vocabulary mastery. This issue has been observed by the researcher during her teaching experience at SDN 52 Pinrang, particularly among fourth grade students. The researcher conducted an observation by asking students several questions about their motivation to study English. For example, one of the questions was, *"Do you like studying English?"* Most students responded negatively, stating that they do not enjoy learning English because they find it difficult to understand the meaning of words, spelling, and pronunciation. Furthermore, they expressed a lack of motivation to study English.

¹¹ Ramli, M. (2012). "Media dan Teknologi Informasi dalam pembelajaran. IAIN Antasari Press.

¹² Kholili, A. (2023). "Investigating Factors Underlying Boredom in Learning English: The Case of Secondary School". *Al-Lisan: Jurnal Bahasa (e-Journal)*, 8(1), 13-32.

Given this situation, the researcher is motivated to help improve students' vocabulary mastery. Developing students' vocabulary is one of the most essential responsibilities of an English teacher and researcher. Therefore, researchers must explore and apply effective techniques to support successful vocabulary teaching and make the learning process more enjoyable. To achieve this, researcher should carefully select an appropriate techniques and media that align with students' needs, interests, and learning styles. By doing so, they can create a more dynamic, supportive, and effective learning environment for vocabulary mastery.

One such innovation is the integration of digital applications in language learning. Among these, Quizizz stands out as a game-based learning platform that brings interactive and enjoyable experiences to the classroom. Zhao (2019)¹³ highlighted the game-like features of Quizizz, including avatars, memes, music, and themes, which make the learning process more engaging. Sabiq (2017)¹⁴ supported this by stating that audio-visual media like Quizizz can increase students' motivation and classroom participation. By turning vocabulary practice into a fun activity, Quizizz helps reduce learning anxiety and encourages students to engage more actively with the material.

Groening and Binnewies (2019)¹⁵ defined game-based learning as the use of game elements to achieve learning objectives by providing problem-solving

¹³ Zhao, F. 2019. "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom. *International Journal of Higher Education*," 8(1),37-43.

¹⁴ Sabiq, a. H. A. (2017). "Improving Students' Motivation and Reading Skills in ELT through Audio Visual Media." *Diksi*, 25(1).

¹⁵ Groening, C., & Binnewies, C. (2019). "Achievement unlocked —The impact of digital achievements as a gamification element on motivation and performance." *Computers in Human Behavior*, 97.

challenges that foster a sense of accomplishment. Lopez and Tucker (2019)¹⁶ further explained that gamification can boost motivation and stimulate students' enthusiasm for learning. Kamila et al. (2024)¹⁷ emphasized that games create enjoyment and relaxation, which make learning more effective, particularly in vocabulary acquisition. Through engaging tasks and interactive features, game-based learning keeps students focused and encourages them to participate more actively. As a result, vocabulary learning becomes not only more enjoyable but also more memorable and impactful.

In learning vocabulary, Quizizz can be used as an interactive media for students to support and review their vocabulary mastery. It is potential to draw students' attention and increase their participation in the teaching and learning process. This perspective aligns with the opinion of Nila and Mukminatus in 2021,¹⁸ stating that there is students' improvement in vocabulary mastery when using Quizizz as a learning media. It triggers the students' attention and motivation during the teaching and learning process. Furthermore, the instant feedback, competitive elements, and fun design of Quizizz help students stay engaged while reinforcing their understanding of new vocabulary.

In addition, to accommodate classrooms with limited access to devices or internet connectivity, Quizizz has introduced Paper Mode a feature that combines

¹⁶ Lopez, C. E., & Tucker, C. S. (2019). The effects of player type on performance: A gamification case study. *Computers in Human Behavior*, 92.

¹⁷ Kamila, A. S., Faliyanti, E., Latif, A., & Kusumawati, F. P. (2024). The effect of fly-swatter game on the eleventh grade students' vocabulary mastery. *Premise: Journal of English Education and Applied Linguistics*, 13(2).

¹⁸ Nila, K & Mukminatus. (2021). Using Quizizz Game to Improve Students' Vocabulary Mastery in Grade III at MTs Ibnu Rosyad. *TEFLIC Journal* 2, 2021, p. 34-48.

the benefits of digital learning with traditional paper-based activities. According to Fauziah and Hadi (2023),¹⁹ Quizizz Paper Mode enables students to answer printed quizzes while interacting with content presented on screen. This format is especially beneficial in low-resource settings where digital devices are unavailable. It allows teachers to maintain an engaging and interactive learning environment without relying entirely on technology. As a result, students in under-resourced schools still have the opportunity to experience game-based learning that supports vocabulary mastery and active classroom participation.

Husna et al. (2023)²⁰ noted that Paper Mode simulates traditional assessment while incorporating the interactive elements of technology. Ni'am et al. (2021)²¹ emphasized its relevance in promoting equitable access to learning. Instructors play a facilitative role by guiding students through the questions and providing immediate feedback (Fadhilawati et al., 2024)²². Suyitno and Fadhilawati (2024)²³ observed that even in offline contexts, Paper Mode maintains student engagement and supports active participation through real-time feedback. This approach

¹⁹ Rizka Fauziah & Muhamad Sofian Hadi. (2023). Analisis Efektivitas dan Manfaat Quizizz Paper Mode dalam Pembelajaran Interaktif di Kelas III SDN Singabraja 02. *JIMPS: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(3), 2721–2730.

²⁰ Husnah, L. A., Heriyawati, D.F., & Elfiyanto, S. (2023). Quizizz Paper Mode is new : Students' perception of using e-tool of language assessment in EFL Class. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 10(2), 121-137.

²¹ Ni'am, M. K., Saputra, I., Muttaqin, U., & Novianti, D. (2021). Efektivitas Penggunaan Quizizz Papermode terhadap Hasil Belajar Matematika Siswa Kelas VIII SMPN 2 Wiradesa. In Salafudin (Ed.), *Seminar Nasional Tadris Matematika 'Integrasi Ethno-Stem and Technological Pedagogic Content Knowledge'* (pp. 520–528).

²² Fadhilawati, D., Fauzi, A., Mansur, M., & Rachmawati, D. L. (2024). Fostering Students' English Grammar Learning Outcomes and Handling Classroom Technological Inclusivity by Integrating Quizizz Paper Mode. *Journal of Language & Culture*. Universitas Udayana.

²³ Suyitno, & Fadhilawati, D. (2024). Unleashing the Power of Quizizz Paper Mode to Refine Senior High School Students' Islamic Vocabulary Mastery. *Jurnal Komunikasi Pendidikan*, 8(1), 12–24.

ensures that all students, regardless of technological limitations, can benefit from interactive and meaningful vocabulary learning experiences.

The benefits of Paper Mode include increased engagement, interactivity, and flexibility in learning (Fauziah & Hadi, 2023)²⁴. It allows students to actively participate, motivates them through gamification and competition, and supports efficient learning by enabling immediate assessment and teacher feedback. As such, Paper Mode presents a promising tool for improving vocabulary mastery in primary education settings. It bridges the gap between traditional and digital learning, making it adaptable to various classroom conditions. Ultimately, this feature helps create a more inclusive, motivating, and effective learning environment for young learners.

One of the biggest challenges in vocabulary mastery, especially at the elementary level, is maintaining student engagement. Schunk, Pintrich, and Meece (2014),²⁵ explain that motivation is a key predictor of academic success. Without it, students are unlikely to participate actively or retain new information. Game-based platforms like Quizizz inherently increase motivation through elements such as rewards, rankings, and interactive content. In particular, Quizizz Paper Mode minimizes distractions often associated with digital devices while still maintaining gamified features. This hybrid method supports engagement by introducing novelty and enjoyment, which are crucial for sustained attention.

²⁴ Fauziah, R., & Hadi, M. S. (2023). Analisis Efektivitas dan Manfaat Quizizz Paper Mode dalam Pembelajaran Interaktif di Kelas III SDN Singabraja 02. *JIMPS: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(3), 2721–2730.

²⁵ Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2014). *Motivation in Education: Theory, Research, and Applications* (4th ed.). Pearson Higher Ed.

Based on the discussion above, it is evident that vocabulary mastery plays a crucial role in supporting students' overall English language skills, including reading, writing, speaking, and listening. However, traditional and monotonous teaching methods often fail to engage students effectively. To address this issue, the integration of innovative learning media particularly game-based platforms like Quizizz offers a practical and engaging solution. These platforms not only make learning more enjoyable but also increase student motivation, participation, and retention of vocabulary. Therefore, adopting such tools in the classroom can significantly enhance the effectiveness of vocabulary instruction and contribute to better language learning outcomes.

Quizizz, especially through its Paper Mode feature, provides an interactive and accessible learning environment, making it suitable for classrooms with limited technological resources. It combines the motivational aspects of gamification with the familiarity of paper-based assessments, thereby enhancing student participation, engagement, and vocabulary retention. This approach allows teachers to maintain the benefits of interactive learning even in offline settings. Students become more enthusiastic and involved in the learning process, which positively impacts their vocabulary acquisition. What makes this research novel is its focus on integrating a gamified assessment tool in a low-tech classroom setting, an area that remains underexplored, particularly at the elementary level. This study specifically uses the Quizizz Paper Mode as a learning medium to support vocabulary instruction, combining traditional classroom techniques with digital innovation. Therefore, this research will examine the implementation of Quizizz

Paper Mode in teaching vocabulary at fourth grade students, entitled: “**The Implementation of Quizizz Paper Mode to Improve Vocabulary Mastery at Sd Negeri 52 Pinrang**”.

B. Research Question

The research questions are essential element of the research because it would lead and frame the process of the research. In accordance with the background, this research elaborates with research questions:

1. How is Quizizz Paper Mode implemented in vocabulary mastery at SD Negeri 52 Pinrang?
2. Does the implementation of Quizizz Paper Mode improve students' vocabulary mastery at SD Negeri 52 Pinrang?

C. Purpose of the Research

In alignment with the research questions, this study aims to:

1. Examine the implementation of Quizizz Paper Mode in teaching vocabulary.
2. Determine the effectiveness of Quizizz Paper Mode in improving students' vocabulary mastery at SD Negeri 52 Pinrang.

D. Significance of Research

Results are expected to be a benefit to all parties, especially those related to the world of education, among others, as follows:

1. Theoretical Benefits Theoretically This research is expected to contribute and benefit the interests of science, especially in IAIN Parepare. This

contribution is related to implementation of Quizizz Paper Mode to improve vocabulary mastery.

2. Practical Benefits

- a) For Students: The results of this study are expected to be used as materials for efforts to improve student learning effectiveness to obtain maximum results
- b) For teacher: This research can provide variations in teaching and learning activities so that the learning process is not monotonous. As a means for teachers regarding the use of digital learning media. It is hoped that they will help each other in introducing various media to learning.
- c) For Researchers: The results of this study are expected to increase the knowledge of researchers to develop insights and as an initial step to obtaining a Master's degree.

E. Research Focus

Based on the description of the background, the researcher focus is on the implementation of Quizizz Paper Mode to improve students' vocabulary mastery. This focus specifically emphasizes how Quizizz Paper Mode, as a gamified and interactive learning tool, can be applied in classroom settings with limited technological resources to enhance students' understanding of word meaning and word use. By narrowing the scope to this feature, the study aims to explore its effectiveness in improving vocabulary outcomes among fourth-grade students at SDN 52 Pinrang.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

In supporting this research, there are several relevant studies conducted by some researchers. Based on several sources related to this research, the researcher presents several previous studies that have correlation to this research. These studies provide valuable insights into the effectiveness of digital learning tools and game-based platforms like Quizizz in improving vocabulary mastery. They also highlight the importance of engaging media in enhancing student motivation, participation, and overall language proficiency. By reviewing these prior findings, the researcher aims to strengthen the foundation of the current study and demonstrate its relevance within the broader context of English language learning. These studies are described as follows:

Khadijah Maming, et al in 2023²⁶, in their research “Get Ahead with Quizizz: Advancing Junior High School Students' Vocabulary Mastery in Online Learning”. The research method in this study is descriptive quantitative with experimental study. The aim of this study is to address the problem of low scores in English vocabulary among Junior High School students and investigates whether the use of Quizizz as an interesting and interactive media can improve their vocabulary mastery. The study found that the use of Quizizz significantly

²⁶ Khadijah Maming, et al, “Get Ahead with Quizizz: Advancing Junior High School Students' Vocabulary Mastery in Online Learning”, *Elsya : Journal of English Language Studies*, Vol. 5, No. 2, 2023, pp. 224-235, <https://doi.org/10.31849/elsya.v5i1/10275>.

improved students' vocabulary mastery. These findings support the idea that integrating game-based platforms into language instruction can positively influence student learning outcomes and engagement.

Suyitno and Dian Fadhilawati in 2024²⁷, in their research “Unleashing the Power of Quizizz Paper Mode to Refine Senior High School Students' Islamic Vocabulary Mastery”. The data collection method is conducted quantitative using a classroom action research design the study followed structured procedures, encompassing planning, acting, observing, evaluating, and reflecting. This research aims to refine the mastery of Islamic vocabulary of 40 students in the English Conversation Club at MAN Blitar by implementing Quizizz Paper Mode. The results indicated that the use of Quizizz Paper Mode successfully increased students' vocabulary mastery, motivation, and classroom engagement, even in a low-tech environment.

Rizal Wahid Permana Putra in 2023²⁸, in his research “Improving Students' Vocabulary through Quizizz Paper Mode: A Classroom Action Research in Indonesian EFL setting”. This research employed a quantitative approach with classroom action research design. This research aimed at investigating the use of Quizizz Paper Mode to improve students' vocabulary at eighth grade students. The result of their research revealed a substantial improvement in students' Islamic vocabulary proficiency. These findings highlight the potential of Quizizz Paper

²⁷Suyitno, & Fadhilawati, D. (2024). Unleashing the Power of Quizizz Paper Mode to Refine Senior High School Students' Islamic Vocabulary Mastery. *Jurnal Komunikasi Pendidikan*, 8(1), 12–24 <https://doi.org/10.32585/jurnalkomdik.v8i1.4847>.

²⁸ Putra. R.W.P. Improving Students' Vocabulary through Quizizz Paper Mode: A Classroom Action Research in Indonesian EFL setting. *English Learning Innovation*, 4(1), 22-31, February 2024, <https://doi.org/10.22219/englie.v4i1.22513>

Mode as an effective tool to enhance vocabulary learning, especially in EFL classrooms with limited access to digital resources.

Dian Fadhilawati, et al in 2024²⁹, in their research “Fostering Students' English Grammar Learning Outcomes and Handling Classroom Technological inclusivity by Integrating Quizizz Paper Mode”. This study utilized quantitative with four stages of classroom action research encompassing planning, implementation, observation and evaluation, and reflection. This study aims to fostered grammar learning outcomes of tenth-grade students and handled technological inclusivity by using Quizizz Paper Mode, especially in understanding and using simple past and present perfect tense. The research result showed that there is an improvement on the students' learning.

Ratnasari et al in 2019³⁰, in their research “Quizizz Application as Gamification Platform to Bridge Students in Teaching Reading Comprehension”. The data collection method is conducted quantitative research with quasi experimental design. This study aims to determine the impact of using the Quizizz in learning Reading Comprehension on Narrative text material. The result of this research there were a significant effect of applying Quizizz to teach reading comprehension. These findings suggest that Quizizz not only supports vocabulary

²⁹ Dian Fadhilawati, et al, Fostering Students' English Grammar Learning Outcomes and Handling Classroom Technological inclusivity by Integrating Quizizz Paper Mode, *Lingual: Journal of Language & Culture*, Volume 17, No.1, May 2024.

³⁰ Ratnasari et al, Quizizz Application as Gamification Platform to Bridge Students in Teaching Reading Comprehension, *Seminar Nasional Pendidikan, FKIP UNMA 2019 “Literasi Pendidikan karakter berwawasan kearifan local pada era revolusi industry 4.0”*, 8 Agustus 2019, 1333-1337.

learning but can also effectively enhance students' understanding and engagement in reading activities.

Mara Purba Hasibuan in 2023³¹, in her research “Quizizz Paper Mode Increases Student Learning Motivation in Mathematics Lessons at SD Plus Darul Ilmi Murni”. This research employed a quantitative approach with classroom action research design in 2 cycles. This study aimed to find out whether the Quizizz Paper Mode can improve students' understanding of number names and number symbols. It showed that the use of Quizizz Paper Mode can increase students' understanding the names and symbol of numbers in mathematics. Besides that, students are also interested and motivated in the learning process using paper mode quizizz.

Nila Komalasari and Mukminatus Zuhriyah in 2021³², in their research “Using Quizizz Game to Improve Student's Vocabulary Mastery in Grade VIII C at Mts Ibnu Rosyad”. The research is conducted through quantitative with Classroom Action Research (CAR). This research aims to find out whether or not Quizizz Game could improve students' vocabulary mastery and the supporting and inhibiting factors of the success of Quizizz Game implementation. The results of this research showed that there was improvement from cycle 1 to cycle 2, indicating a positive impact on students' vocabulary acquisition. These findings

³¹ Mara Purba Hasibuan, Quizizz Paper Mode Increases Student Learning Motivation in Mathematics Lessons at SD Plus Darul Ilmi Murni, *Mahir : Jurnal Ilmu Pendidikan Dan Pembelajaran*, Volume 2 Nomor 2, Agustus 2023.

³² Nila Komalasari and Mukminatus Zuhriyah. Using Quizizz Game to Improve Student's Vocabulary Mastery in Grade VIII C at Mts Ibnu Rosyad, *TEFLICS Journal* 2, 34-48, 2021, <https://doi.org/10.33752/teflics.v1i2.2163>.

confirm that game-based learning tools like Quizizz can significantly contribute to more engaging and effective vocabulary instruction.

Hesti Nabila, et al in 2023³³, in their research “The Effectiveness of Using Quizizz to Improve the Students’ Vocabulary”. The data analysis for this research utilizes quantitative with a pre-experimental research design. This research aims to determine the effectiveness of using Quizizz application to improve the students’ vocabulary. The results of this research showed that by using the Quizizz application, students’ vocabulary mastery increased. These findings support the view that integrating digital tools like Quizizz into classroom instruction can significantly enhance vocabulary learning outcomes.

Muhamad Dzaky Robith and Dwi Agustina in 2024³⁴, in their research “The Effectiveness of Quizizz Paper Mode in English Language Teaching”. The data analysis for this research utilizes descriptive quantitative with Pre-Experimental design. This research aims to investigate the effectiveness of using Quizizz Paper Mode in teaching English in elementary schools and to identify students’ perceptions regarding the effects of using the Quizizz Paper Mode in learning English. The results showed that the use of Quizizz Paper Mode in teaching English is effective in improving students’ learning outcomes. In addition, the majority of students gave positive responses to the use of Quizizz Paper Mode in learning English.

³³ Hesti Nabila et al in, The Effectiveness of Using Quizizz to Improve the Students’ Vocabulary, *Journal of Excellence in English Language Education*, Volume 2 No. 4 (2023).

³⁴ Muhamad Dzaky Robith and Dwi Agustina, The Effectiveness of Quizizz Paper Mode in English Language Teaching, *UNNES-TEFLIN National Conference*, Vol 6, July 6, 2024.

Rita Aryani, et al in 2022³⁵, in their research “The Utilization of the Quizizz Application to English Subject at SMKN 14, Jakarta Pusat”. The data analysis for this research utilizes qualitative by using a questionnaire, interview, observation, and document review. This research aims to analyze the application of Quizizz to English subjects as an alternative to distance learning assessment. The findings of this research showed that the English used hardware such as a projector, laptop, speaker, headset, and smartphone, while software such as the internet, dictionary application, e-book, Microsoft office, and browsing apps. These results highlight that Quizizz was effectively integrated into a technologically supported environment, showing its adaptability and usefulness in remote learning contexts.

Muhammad Luthfi and Zulfadewina in 2024,³⁶ in their research “The Effect of Using Quizizz Paper Mode on Student Learning Outcomes in Mathematics Subjects at SDN Setu 02 Jakarta”. The data analysis for this research utilizes quantitative with pre-experimental research. This research aims to investigate the impact of using Quizizz Paper Mode as a learning medium on the student’s mathematics learning outcomes. The results demonstrate a significant improvement in enhancing students' mathematical understanding and engagement.

While several studies have investigated the impact of Quizizz and Quizizz Paper Mode on students’ learning outcomes across different subjects and educational levels, few have specifically explored its impact on English vocabulary

³⁵ Rita Aryani et al, The Utilization of the Quizizz Application to English Subject at SMKN 14 Jakarta Pusat, *Journal of English Education*, 10(3), 937-946, 2022. <https://doi.org/10.25134/erjee.v10i3.7150>.

³⁶ Muhammad Luthfi and Zulfadewina. The Effect of Using Quizizz Paper Mode on Student Learning Outcomes in Mathematics Subjects at SDN Setu 02 Jakarta. *Journal Eduvest*, 4 (9): 741-749.

acquisition at the elementary level, especially focusing on word meaning and word use. Furthermore, unlike most prior studies which employed classroom action research designs, this study uses a pre-experimental design to quantitatively measure the effectiveness of Quizizz Paper Mode in enhancing specific vocabulary skills. This research addresses a methodological and contextual gap by applying Quizizz Paper Mode in low-tech, early education settings, aiming to improve foundational language skills essential for further academic success.

B. Some Pertinent Ideas

1. Concept of Vocabulary

The smallest part of sentence is a word. A word is part of many vocabularies. Vocabulary is one of elements in English. It is considered as a very important communication tool who improves a person's knowledge. Knowing a lot of word in foreign language is very important. The more words people know, the easier they will understand the foreign language.

Vocabulary is more effective when learners encounter words in real-life, thematic, or narrative contexts rather than as disconnected items. Nation (2013) supports this by asserting that vocabulary learning should involve both receptive and productive knowledge, and this is best achieved through repeated exposure to words across different communicative settings. For young EFL learners, themes such as daily routines, family, school objects, or animals provide a familiar framework that makes it easier to understand and remember new vocabulary. When students can relate new words to personal experiences or cultural relevance, the learning becomes more intuitive and long-lasting. This is

because contextual learning activates both cognitive and emotional connections in the brain, enhancing memory retention.

Moreover, applying vocabulary in multiple contexts allows students to understand nuances in meaning, usage, and grammatical form. For instance, a word like “run” can be interpreted differently depending on whether it is used in physical activity, computer commands, or idiomatic expressions (“run a program” or “run out of time”). This kind of contextual variation is crucial for vocabulary mastery. As Cameron (2001) argues, young learners need to engage with vocabulary through stories, songs, dialogues, and interactive tasks that reflect natural language use. Tools like Quizizz Paper Mode can support this by presenting questions in sentence-level contexts and

a. Definition of Vocabulary

According to Richards and Renandya, vocabulary is a component of language proficiency and provides much of the basis for how people speak, listen, read and write.³⁷ It can be assumed that the first thing students should know in order to master English is vocabulary. Without vocabulary, people cannot speak, listen, read and write well. It is one of language components that should be mastered to get the language goals. Furthermore, Hiebert and Kamil state that vocabulary is knowledge of the meanings of words.³⁸ It means that when we have master vocabulary we can know the meaning of the words or the sentences. In addition, Cameron states that vocabulary is to know a word

³⁷ Jack C. Richards and Willy A. Renandya, *Methodology in language teaching on Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p.255

³⁸ Elfrieda H. Heibert and Michael L Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice*, (London: Mahwah Jersey, 2005), p. 3.

and meaning.³⁹ It can be said that vocabulary is the basic component of the language used to know the meaning of the word. Without vocabulary, a sentence cannot be arranged correctly.

Vocabulary knowledge is central to language learning and is vital for both comprehension and expression. Vocabulary as the total number of words needed to communicate ideas and express meaning. Alqahtani emphasizes that without a sufficient vocabulary, students struggle to convey their thoughts accurately and effectively, Alqahtani, M. in 2015.⁴⁰ This definition underscores the foundational role vocabulary plays in language learning and communication.

Vocabulary is central to language and critical to the typical language learners. Lack of vocabulary knowledge will result in a lack of meaningful communication, Alizadeh in 2016.⁴¹ Vocabulary learning is crucially essential for foreign language transferability, Fitriani Halimah & Lidiyatul Izzah in 2020.⁴² This means that without establishing a solid vocabulary base, comprehension and use of a language will not be achieved. Students cannot communicate effectively without knowledge of grammar, but it isn't easy to

³⁹ Lynne Cameron, *Teaching Language to Young Learners*, (Britania Raya: Cambridge University, 2001), p.75.

⁴⁰ Alqahtani, M. (2015). *The Importance of Vocabulary in Language Learning and How to Be Taught*. International Journal of Teaching and Learning in Higher Education, 27(1), 67-76.

⁴¹ Alizadeh, I. (2016). Vocabulary Teaching Techniques: A Review of Common Practices. In International 420 Journal of Research in English Education (Vol. 1, Issue 1). www.ijreeonline.com.

⁴² Halimah, F., & Izzah, L. (2020). Building FL-Vocabulary Transferability through Semantic Boggle. English Language in Focus (ELIF), 2(2), 79. <https://doi.org/10.24853/elif.2.2.79-86>.

share without knowledge of Vocabulary, Saputra & Sofian Hadi in 2019.⁴³

Vocabulary influences the communication process. This is because Vocabulary is all the words a person knows or uses and is all the words in a particular language that are commonly used for communication.

b. Types of Vocabulary

Types of vocabulary, according to Thornbury, are divided into eight classes. These classes are commonly known as parts of speech, which include nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Each type has a different function and role in sentence construction. Understanding these categories helps learners use words correctly and effectively in context. Therefore, knowing the types of vocabulary is essential in mastering English grammar and communication. The types are:

1. Noun

According to Seaton, a noun is a word that refers to the name of a person, place, thing, or idea. Nouns are generally divided into common nouns (e.g., *book, city, teacher*) and proper nouns (e.g., *Indonesia, Siti, Pinrang*), where proper nouns always begin with capital letters. Nouns can serve as the subject or object in a sentence and are fundamental to constructing meaningful statements. They often function as the main focus in both spoken and written

⁴³ Saputra, H. N., & Hadi, M. S. (2019). Teaching Vocabulary through Fly Swatter Game. *English Language in Focus (ELIF)*, 2(1), 17. <https://doi.org/10.24853/elif.2.1.17-24>

communication. Therefore, understanding how nouns work is essential for mastering sentence structure and overall language use.

For example, in the sentence "*Jhon is reading a book in the library,*" the words *Jhon*, *book*, and *library* are all nouns. Nouns can also be pluralized (e.g., *books*, *teachers*) and combined with determiners like *a*, *an*, or *the*. Mastery of nouns allows learners to name and describe their environment clearly and accurately. Therefore, learning how to use nouns correctly is a crucial step in building strong communication skills.

2. Pronoun

A pronoun is used in place of a noun to avoid repetition and to simplify sentences. Pronouns can refer to people (*I*, *you*, *he*, *she*), groups (*we*, *they*), or objects (*it*). They also play various grammatical roles such as subject (*She is kind*), object (*I saw him*), or possessive (*This is her book*). Using pronouns helps in achieving sentence cohesion and avoiding redundancy.

For example, instead of saying "*Siti is a student. Siti studies hard,*" we can say "*Siti is a student. She studies hard.*" The word *she* is a pronoun replacing the noun *Siti*. Pronouns can also be reflexive (*myself*, *yourself*) or demonstrative (*this*, *that*), depending on context. These types of pronouns serve different functions and help clarify meaning in communication. Understanding how to use various pronouns correctly is essential for effective and coherent sentence construction.

3. Verb

Verbs are action words that describe what the subject is doing. A verb can also express a state of being or an occurrence. Verbs are essential in sentence structure as they carry the core meaning. The base form of a verb is called the infinitive (e.g., *to eat*, *to go*). Verbs can be categorized as regular or irregular depending on how they change in past tense.

For example, in "*They walk to school every morning*," the word *walk* is a verb indicating the action. In "*She is happy*," the word *is* is a linking verb that connects the subject to a state. Action verbs include *run*, *write*, *bring*, while stative verbs include *know*, *believe*, *like*. Verbs can show not only actions but also conditions, feelings, or existence. Mastering different types of verbs helps learners form complete sentences and express thoughts accurately.

4. Adjective

Adjectives are words that modify or describe nouns and pronouns. They provide more information about the quality, quantity, size, color, or other features of the noun. Adjectives help create clearer and more detailed descriptions in both spoken and written language. By using adjectives, speakers and writers can make their communication more vivid and precise. This makes adjectives essential in helping learners express their ideas more effectively.

For example, in the sentence "*The tall boy is very diligent*," the adjectives *tall* and *diligent* describe the noun *boy*. Adjectives can be placed

before the noun (*a beautiful flower*) or after a linking verb (*The flower is beautiful*). Comparative (*taller*) and superlative (*tallest*) forms are also part of adjective usage. These forms help compare two or more things and express varying degrees of qualities. Mastering adjectives enables learners to make their language richer and more expressive.

5. Adverb

An adverb is a word that describes or modifies a verb, adjective, or another adverb. It usually explains how, when, where, or to what extent something happens. Adverbs often end in *-ly* (e.g., *quickly*, *slowly*, *happily*), though not all adverbs follow this pattern. They help add detail and clarity to sentences by providing more information about actions or qualities. Understanding how to use adverbs properly allows learners to express actions and descriptions more accurately and effectively.

For example, in the sentence "*She speaks clearly*," the word *clearly* is an adverb describing how she speaks. In "*He arrived late*," *late* is an adverb indicating time. Adverbs can also describe frequency (*often*, *never*), degree (*very*, *almost*), and place (*here*, *there*, *outside*). These variations allow speakers to express actions with greater precision and nuance. Mastery of adverbs enables learners to convey subtle meanings and enhance both spoken and written communication.

6. Preposition

A preposition is a word placed before a noun or pronoun to show its relationship to other words in the sentence. Prepositions often indicate direction, location, time, or introduce an object. Common prepositions include *at, in, on, under, beside, with*. These small words are essential for constructing prepositional phrases that add detail and clarity to a sentence. Without proper use of prepositions, the meaning of a sentence can become vague or confusing.

For example, in the sentence "*The cat is under the table,*" the word *under* shows the position of the cat relative to the table. Prepositional phrases consist of the preposition and the object it governs (e.g., *in the room, on the chair*). Proper use of prepositions is essential for expressing spatial and temporal relationships clearly.

7. Conjunction

A conjunction is a word used to connect words, phrases, or clauses within a sentence. There are three main types: coordinating conjunctions (e.g., *and, but, or*), subordinating conjunctions (e.g., *because, although, while*), and correlative conjunctions (e.g., *either...or, neither...nor*). Each type of conjunction serves a unique function in linking ideas to form complex and coherent sentences. Mastering conjunctions helps learners write more fluidly and logically. Without conjunctions, writing can become choppy and disconnected.

For instance, "*I wanted to play, but it was raining,*" uses the conjunction *but* to contrast two clauses. Conjunctions help in maintaining the logical flow

of ideas and are essential for constructing compound and complex sentences that convey relationships such as cause and effect, contrast, or time. By using conjunctions appropriately, learners can create more cohesive and meaningful communication. Thus, understanding conjunctions enhances overall language proficiency.

8. Determiner

A determiner is a word placed in front of a noun to clarify what the noun refers to. Determiners include articles (*a, an, the*), demonstratives (*this, that*), possessives (*my, your*), and quantifiers (*some, many, few*). These elements are essential in helping both the speaker and listener understand the context and reference of the noun being discussed. By using appropriate determiners, communication becomes clearer, more precise, and easier to follow.

For example, in the sentence "*This book is interesting,*" the word *this* is a determiner identifying which book is being referred to. In "*I saw a dog,*" the article *a* introduces an unspecified dog, whereas *the* in "*I saw the dog*" refers to a specific dog known to the speaker and listener. Determiners help indicate specificity, quantity, ownership, and definiteness in a sentence. Their correct use allows the speaker or writer to clearly express whether they are referring to something general or particular. Therefore, using determiners accurately aids clarity, precision, and comprehension in communication.

c. Aspects of Vocabulary

Moreover, Harmer states there are four aspects that students should acquire when acquiring vocabulary. The vocabulary components include word meaning, word usage, combination, and grammar.⁴⁴ Each of these aspects plays a crucial role in helping students understand and use vocabulary accurately. Mastering these components allows learners to apply words correctly in different contexts and sentence structures. Therefore, a comprehensive understanding of these four aspects is essential for effective vocabulary acquisition.

1) Word Meaning

According to Harmer (2001), meaning is one of the central aspects of vocabulary knowledge. Understanding the meaning of a word involves more than just knowing its dictionary definition. It also includes the ability to interpret the word correctly in different contexts. For language learners, especially in EFL settings, grasping the meaning of a word is essential to communicate accurately and appropriately.

Words can have denotative (literal) and connotative (emotional or cultural) meanings. For example, the word *snake* denotes a type of reptile, but connotatively, it can also imply danger or betrayal in some cultures. Therefore, teachers must help students learn not only what words mean but also what they suggest or imply in different situations.

⁴⁴ Harmer, Jeremy. 2001. "The Practice Of English Language Teaching". Third Edition (London: Cambridge).

Furthermore, Harmer (2001) points out the importance of teaching meaning in context. Simply translating words from one language to another does not ensure understanding. Teachers should provide clear, contextualized examples and encourage students to encounter vocabulary through reading, listening, and real-life use. This helps learners build a deeper, more nuanced understanding of word meanings.

2) Word Use

Word meaning alone is not enough; learners must also understand how words are used in real communication. Word usage is often influenced by collocation, context, and register. A word might carry a certain meaning but could be inappropriate or awkward if used in the wrong context or with the wrong tone. Learners need to be aware of how native speakers commonly use certain words in natural situations. This helps them apply vocabulary more accurately and appropriately in both spoken and written language.

Harmer gives special attention to how the figurative use of language (such as metaphors and idioms) affects word use. For example, the phrase "*He's in a black mood*" does not describe the literal color but conveys a metaphorical meaning of being angry or upset. Such usages can be challenging for learners because they cannot be understood through word-for-word translation. These expressions often require cultural and contextual understanding to be interpreted correctly. Therefore, teachers need to provide clear explanations and examples to help students grasp figurative meanings in vocabulary.

Teachers, therefore, need to design learning experiences that expose students to authentic language input where word usage varies by context. Through activities such as role plays, storytelling, and dialogue completion, learners can become familiar with how to use vocabulary appropriately in different communicative settings. These activities provide opportunities for students to practice using words in meaningful and realistic ways. According to Zeng et al. (2025),⁴⁵ authentic and task-based learning environments help students internalize vocabulary more effectively by allowing them to encounter and produce language in real-life contexts. As a result, students are more likely to retain vocabulary and apply it effectively in both spoken and written communication.

3) Word Combination

Vocabulary learning includes recognizing how words naturally combine with others. This concept is known as collocation, and it is crucial in helping learners sound natural and fluent. For example, we say "*make a decision*" and not "*do a decision*," even though both verbs are generally synonymous. These fixed combinations often do not follow strict grammatical rules and are considered arbitrary, making them difficult to deduce from logic alone. Therefore, learners need to be exposed to and practice these collocations frequently to develop more native-like fluency.

⁴⁵ Zeng, Y., Kuo, L.-J., Chen, L., Lin, J.-A., & Shen, H. (2025). *Vocabulary Instruction for English Learners: A Systematic Review Connecting Theories, Research, and Practices*. *Education Sciences*, 15(3), 262. <https://doi.org/10.3390/educsci15030262>

In addition to collocations, Harmer highlights multi-word items or lexical chunks phrases that are stored and used as single units. Examples include phrasal verbs (*wake up*), compound nouns (*whiteboard*), or fixed expressions (*as a matter of fact*). Learners must become familiar with these combinations to avoid unnatural phrasing.

Effective vocabulary teaching, therefore, includes plenty of exposure to word combinations in context. Teachers can use tools like concordances, reading passages, and dialogues to highlight typical combinations. Encouraging students to notice and record collocations can significantly improve their productive language skills. Recent research supports this approach Wang (2024),⁴⁶ highlighted that explicitly teaching lexical collocations and integrating them into listening, reading, and writing activities helps learners internalize natural language patterns more effectively.

4) Word Grammar

Harmer (2001) also underlines the importance of understanding the grammatical behavior of vocabulary items. This includes knowing how words function grammatically whether a noun is countable or uncountable, what verb forms are required, and how adjectives agree with nouns, among other things. Grammatical knowledge helps learners construct correct and meaningful sentences. Thus, mastering vocabulary involves not only learning meanings but

⁴⁶ Wang, W. (2024). *Recent Research on L2 Vocabulary Collocations Acquisition: What Are the Implications for Language Teaching?* International Journal of Education and Humanities, 16(2), 305–308.

also understanding how each word operates within the grammar system of the language.

For example, some nouns can be both countable and uncountable depending on usage. "*I had two coffees*" (referring to cups of coffee) is countable, whereas "*I like coffee*" (referring to the substance) is uncountable. Similarly, learners need to know that certain verbs require specific structures, such as *want + to + infinitive* (e.g., *I want to go*), not *I want go*. Understanding these grammatical behaviors helps learners avoid common errors and express their ideas more naturally and accurately.

Grammar should not be taught in isolation from vocabulary. Instead, vocabulary should be introduced with its typical grammatical patterns, allowing learners to understand both form and function. Integrating grammar into vocabulary instruction ensures that students not only know what words mean but also how to use them correctly in sentences. This approach is supported by recent research: Celik & Kara (2024),⁴⁷ found that technology-enhanced grammar instruction improved grammatical competence and learner motivation by situating vocabulary learning within meaningful grammatical contexts.

2. Concept of Vocabulary Mastery

Vocabulary mastery is the ability to use the words in conducting the communication and understanding the meaning of the words or phrases in English,

⁴⁷ Celik, B., & Kara, S. (2024). *Reaping the Fruits of Technology-Integrated Grammar Instruction in EFL Classes at the Tertiary Level Through Web 2.0 Tools*. *Novitas-ROYAL: Research on Youth and Language*, 18(1), 18–36.

Fitdarlin Waruyu et al in 2023.⁴⁸ Vocabulary mastery is how the teachers teach a list of a word with their meanings, in some sources for learning a foreign language to the students. By having and mastering it, we will know the meaning of vocabulary in the context. By having and mastering vocabulary, learners are able to interpret meaning not only literally but also contextually. This helps them improve their reading, writing, listening, and speaking skills. Ultimately, strong vocabulary knowledge serves as the foundation for successful language acquisition and overall communicative competence.

Chartey says that good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing, and reading besides grammar as stead.⁴⁹ From the statements, it is clear that vocabulary is important to be mastered for students. Vocabulary is the knowledge of meanings of words. They also divided two types of vocabulary: active vocabulary that is used in speech and writing and passive vocabulary (receptive) that is known but not used by a person, Hiebert and Kamil 2005 as cited in Nurchurifiani & Febriyanti in 2021.⁵⁰ Therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary tape definition, or an equivalent word in their own language.

3. Digital Game-Based Learning (DGBL)

⁴⁸ Fitdarlin Waruyu (2023) *Increasing The Student's Vocabulary Mastery Through How Special Am I Game Of The Tenth Grade Smk Negeri 1 Gunungsitoli In 2022/2023*. AoEJ: Academy of Education Journal. Vol. 14 No 2 Tahun 2023.

⁴⁹ Michael McCartney, *Vocabulary; Description, Acquisition and Pedagogy*, (London: Cambridge University Press, 1997), p.140.

⁵⁰ Nurchurifiani, E., Nissa, R. N., & Febriyanti, F. (2021). Improving Students' Vocabulary Mastery Through the Keyword Technique At The Tenth Grade of SMAN 2 Tulang Bawang Tengah. *Journal Corner of Education, Linguistics, and Literature*, 1(2), 139-147.

Digital Game-Based Learning is an approach to teaching that integrates educational content with game elements to enhance learning outcomes. According to Prensky (2001), students in the 21st century are digital natives who are more engaged by interactive and gamified content. Incorporating games into instruction provides intrinsic motivation, increases participation, and creates a more dynamic learning experience. Gee (2007),⁵¹ argues that games provide "situated learning" environments, where learners apply knowledge actively through trial and error, which strengthens conceptual understanding and long-term retention.

Digital Game-Based Learning (DGBL) not only brings entertainment into the learning process but also creates emotional engagement through challenges, scores, and rewards that support more meaningful learning. According to López and Tucker (2019),⁵² the competitive elements of gamification significantly increase student motivation and focus. This is especially important in vocabulary learning, as students tend to remember new words more easily when actively involved in game-based contexts. In addition, DGBL allows for adaptive learning enabling students to learn at their own pace and according to their individual abilities.

In EFL (English as a Foreign Language) environments, such as elementary schools in Indonesia, this approach is highly relevant as students are still building their foundational English skills. Game-based learning reduces the fear of making

⁵¹ Gee, J. P. (2007). *What Video Games Have to Teach Us About Learning and Literacy* (2nd ed.). New York: Palgrave Macmillan.

⁵² López, C. E., & Tucker, C. S. (2019). The effects of player type on performance: A gamification case study. *Computers in Human Behavior*, 91, 333–345. <https://doi.org/10.1016/j.chb.2018.10.005>.

mistakes, which often hinders students from attempting to use new vocabulary. With features such as instant feedback and repetition, students can identify their errors without pressure and learn from them constructively. In this regard, Quizizz Paper Mode serves as a bridge between traditional and digital learning methods, making it possible to apply DGBL principles even in low-tech settings.

English as Foreign Language (EFL) learners often experience difficulty in mastering vocabulary due to lack of exposure and practice opportunities. DGBL helps mitigate this issue by creating immersive and interactive environments that mimic real-life language use. Quizizz Paper Mode, for instance, allows EFL learners to engage with vocabulary through printed questions while maintaining elements of gamification such as points, feedback, and competition. This is especially beneficial in settings where technology access is limited, as it ensures inclusivity without sacrificing engagement.

Digital Game-Based Learning, as implemented through Quizizz Paper Mode, offers an interactive, motivating, and adaptive approach to vocabulary mastery. It helps create an enjoyable and effective learning environment, ultimately enhancing students' vocabulary mastery through active and meaningful learning experiences. Gamification reduces cognitive overload by breaking information into manageable chunks and providing scaffolding through guided questions and feedback. This method allows learners to participate actively and receive immediate feedback, which reinforces learning. As a result, students are more engaged, motivated, and better equipped to retain new vocabulary.

According to Sweller's (1988),⁵³ cognitive load theory, learning is optimized when instructional design avoids unnecessary mental effort and focuses on core learning goals. Quizizz Paper Mode presents vocabulary in bite-sized questions that are visually supported and sequentially structured. This method allows students to process and internalize vocabulary efficiently, avoiding the cognitive fatigue often associated with traditional memorization or excessive explanation. By simplifying complex information into manageable steps, learners can concentrate better and retain more. Consequently, the learning experience becomes both effective and cognitively sustainable.

4. Concept of Quizizz Application

Quizizz is a digital-based digital-game exercise and online presentation that helps educators or teachers to distribute teaching materials to be more easily understood by learners. Also it can add interest and spirit learning for certain materials when utilizing this digital learning media, Ulhusna et al, in 2021.⁵⁴ Quizizz is an educational app-based game, which brings multiplayer activities to the classroom and makes classroom practice more interactive and fun. This perspective can be explained through the viewpoint of Zhao in 2019,⁵⁵ stating that Quizizz is an interactive and fun learning media because it has game characters

⁵³ Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4

⁵⁴ Ulhusna, M., Syelfia D., and Lili, R. *Sosialisasi Quizizz Sebagai Media Pembelajaran Berbasis Digital Pada Masa Pandemi*. *Jurnal Pengabdian Kepada Masyarakat* 1, no. 2 (2021): 156–65.

⁵⁵ Zhao, F. 2019. "Using Quizizz to Integrate Fun Multiplayer Activity in the Accounting Classroom. *International Journal of Higher Education*," 8(1),37-43. <https://doi.org/10.5430/ijhe.V8n1p37>

such as avatars, themes, memes, and music that are entertaining in the process of taking quizzes.

Quizizz has many services that will support the learning process to be much more interactive of: double options, essay, rearrangement, match, voice record, video record, drag and loose, dropdown, upload image, and so forth. These functions highlight how the platform enhances both the teaching experience and students' comprehension of the material. According to Rindiani in 2023, some of the functions of Quizizz for creating learning media are as follows:

a. Quizizz as a Learning Medium

Quizizz serves as an effective digital learning medium that allows teachers to create interactive and engaging content. Through this platform, educators can prepare material slides integrated with multiple-choice or short-answer questions. These interspersed quizzes help assess how well students comprehend the material in real time, making the learning process more dynamic and responsive.

In practice, teachers can design a slide presentation on a specific topic such as vocabulary or grammar and embed Quizizz questions at regular intervals. This approach helps maintain students' attention and encourages active participation. For example, after explaining a set of new vocabulary, the teacher can insert a five-question quiz to reinforce understanding. This method not only keeps students engaged but also provides instant feedback that can guide further instruction.

b. As a Media for Analyzing Student Learning Outcomes

Quizizz's strengths lies in its ability to generate detailed performance analytics. After completing a quiz, both teachers and students receive a breakdown of results, including correct and incorrect answers, time spent per question, and areas of difficulty. This allows teachers to diagnose individual and group learning gaps quickly and accurately.

For example, if a teacher notices that most students answered incorrectly on a question about verb usage, they can revisit that topic in the next session. This real-time feedback helps educators tailor their lessons more effectively and provide targeted support where needed. In the long term, this feature contributes to data-driven teaching practices and promotes continuous learning improvement among students.

c. As a Means for Creative Learning

Quizizz supports creative learning by offering features that make lessons more fun, engaging, and visually appealing. With customizable themes, music, memes, and leaderboard rankings, teachers can turn a traditional learning activity into an enjoyable game-like experience. This environment boosts student motivation and reduces learning anxiety, especially for younger learners.

In application, students are not only passive recipients of content but become active participants in the learning process. For instance, teachers can assign a vocabulary quiz with fun visuals and time challenges, prompting students to think quickly and apply their knowledge. The competitive yet

supportive atmosphere encourages learners to do their best while enjoying the process. Over time, this fosters a positive attitude toward English learning and enhances creativity in classroom interaction.

Quizizz is an application to create interactive quiz games that are used in classroom learning. The teacher can create quizzes that students can answer in four forms, such as multiple choice, essay, drawing, and fill in the blank. Quizizz can provide data and statistics about students' performance results shortly after working on the questions. Quizizz can be used for self-assessment by students or to measure topic understanding for student advancement, Lisa'adah Al husnah et al, in 2023.⁵⁶

5. Concept of Quizizz Paper-Mode

Quizizz Paper Mode is a Quizizz session mode that supports blended learning and classrooms without personal devices for students. All you need is one mobile phone, Quizizz application.⁵⁷ Quizizz uses printable-code cards to deliver the students' answers. The students should show and rotate the Q-cards, and then the teacher will scan all response cards to display the real-time answer and score, Rizal Wahid in 2023.⁵⁸ The primary objective of this mode is to foster interactive

⁵⁶ Husnah, L. A., Heriyawati, D.F., & Elfiyanto, S. (2023). Quizizz paper-mode is new : Students' perception of using e-tool of language assessment in EFL Class. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 10(2), 121-137. .Doi:10.22219/celtic.v10i2. 28528

⁵⁷ Quizizz. Retrieved January 7, 2025, from <https://support.quizizz.com/hc/en-us/articles/23359228697881-A-Quick-Guide-to-Quizizz-Paper-Mode>.

⁵⁸ Rizal Wahid Permana. 2023. Utilizing Quizizz Paper Mode for formative assessment in English teaching and learning , *Journal of Research on English and Language Learning*. DOI:<http://dx.doi.org/10.33474/j-reall.v2i1.9524>, Volume 4 | Number 1 | p. 48-54

and inclusive learning experiences while circumventing technological constraints, Dian Fadhilawati, et al in 2024.⁵⁹

Quizizz Paper Mode offers immediate feedback upon scanning, enabling students to understand their mistakes and correct misconceptions on the spot. Feedback plays a vital role in helping students correct errors and reinforce learning. According to Hattie & Timperley (2007),⁶⁰ timely and specific feedback has one of the highest impacts on student achievement. Furthermore, repetition through feedback strengthens vocabulary recall. As students repeatedly encounter the correct form of a word and receive reinforcement for correct answers, they are more likely to retain and use the vocabulary accurately in different contexts.

The Quizizz Paper Mode feature proves invaluable for educators facilitating offline or face-to-face instruction, and this functionality is particularly beneficial for students who may not have access to smartphones, laptops, or internet data, as the teachers assume the role of the operator, Ni'am et al., 2021.⁶¹ This process maintains student involvement as teachers swiftly scan and project the responses, seamlessly integrating offline participation with effective classroom dynamics, Putra in 2023.⁶²

⁵⁹ Dian Fadhilawati, et al, Fostering Students' English Grammar Learning Outcomes and Handling Classroom Technological inclusivity by Integrating Quizizz Paper Mode, *Lingual: Journal of Language & Culture*, Volume 17, No.1, May 2024.

⁶⁰ Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

⁶¹ Ni'am, M. K., Saputra, I., Muttaqin, U., & Novianti, D. (2021). Efektivitas Penggunaan Quizizz Papermode terhadap Hasil Belajar Matematika Siswa Kelas VIII SMPN 2 Wiradesa. In Salafudin (Ed.), *Seminar Nasional Tadris Matematika 'Integrasi Ethno-Stem and Technological Pedagogic Content Knowledge'* (pp. 520–528). Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan. <https://proceeding.uingusdur.ac.id/index.php/santika/article/view/1395>

⁶² Putra, R. W. P. (2023). Improving Students' Vocabulary Through Quizizz Paper Mode: A Classroom Action Research in Indonesian EFL setting. *English Learning Innovation*, 4(1), 2231. <https://doi.org/10.22219/englie.v4i1.24832>

In many Indonesian elementary schools, technological limitations hinder the use of fully digital platforms. Quizizz Paper Mode bridges this gap by offering a hybrid approach that combines the strengths of gamification with paper-based participation. This format supports equity in education by allowing students in resource-limited environments to enjoy the benefits of interactive and engaging assessments. According to UNESCO (2020),⁶³ inclusive learning environments should provide access to meaningful learning regardless of technological constraints. Quizizz Paper Mode serves this purpose by ensuring participation and engagement even without personal devices.

1. Active Student Participation

The use of technology like Quizizz Paper Mode enables students to take an active role in the learning process. Unlike traditional methods where students passively receive information, this platform offers features such as interactive questions, real-time answer selection, and immediate responses. These features allow learners to directly interact with the material, making them feel more involved and responsible for their own learning progress. According to UNESCO (2020), active student participation is a key component of inclusive and quality education, especially in contexts where student engagement tends to be low. Quizizz Paper Mode supports this by promoting interaction, collaboration, and motivation even in classrooms with limited digital access. Through its game-based approach, it encourages

⁶³ UNESCO. (2020). *Education in a post-COVID world: Nine ideas for public action*. Paris: United Nations Educational, Scientific and Cultural Organization.

students to think critically, respond confidently, and remain focused during the lesson, thus fostering a more meaningful and student-centered learning experience.

For example, during a vocabulary quiz using Q-cards, students are required to think critically and respond quickly to the questions, which keep them mentally alert and focused. The act of physically marking answers and receiving immediate feedback (via scanning) promotes engagement and reinforces learning. This hands-on and participatory model transforms assessment into an opportunity for practice and reinforcement, rather than just evaluation.

2. Increasing Student Engagement

Fauziah & Hadi (2023) highlight that educational technology, especially those incorporating gamification elements, plays a major role in increasing student engagement. Quizizz Paper Mode brings fun and excitement into the classroom by integrating aspects like competition, point scoring, and visual feedback. These elements help create a dynamic learning atmosphere where students are more willing to participate and less likely to feel bored or anxious.

In practice, when students see their progress visualized, or compare their performance with peers through friendly competition, they feel more motivated to perform well. Even though Quizizz Paper Mode uses paper instead of screens, it still retains the core motivational elements of the digital

version. This kind of engaging experience not only sustains student attention but also promotes a more positive attitude toward the subject matter.

3. Improving Learning Effectiveness

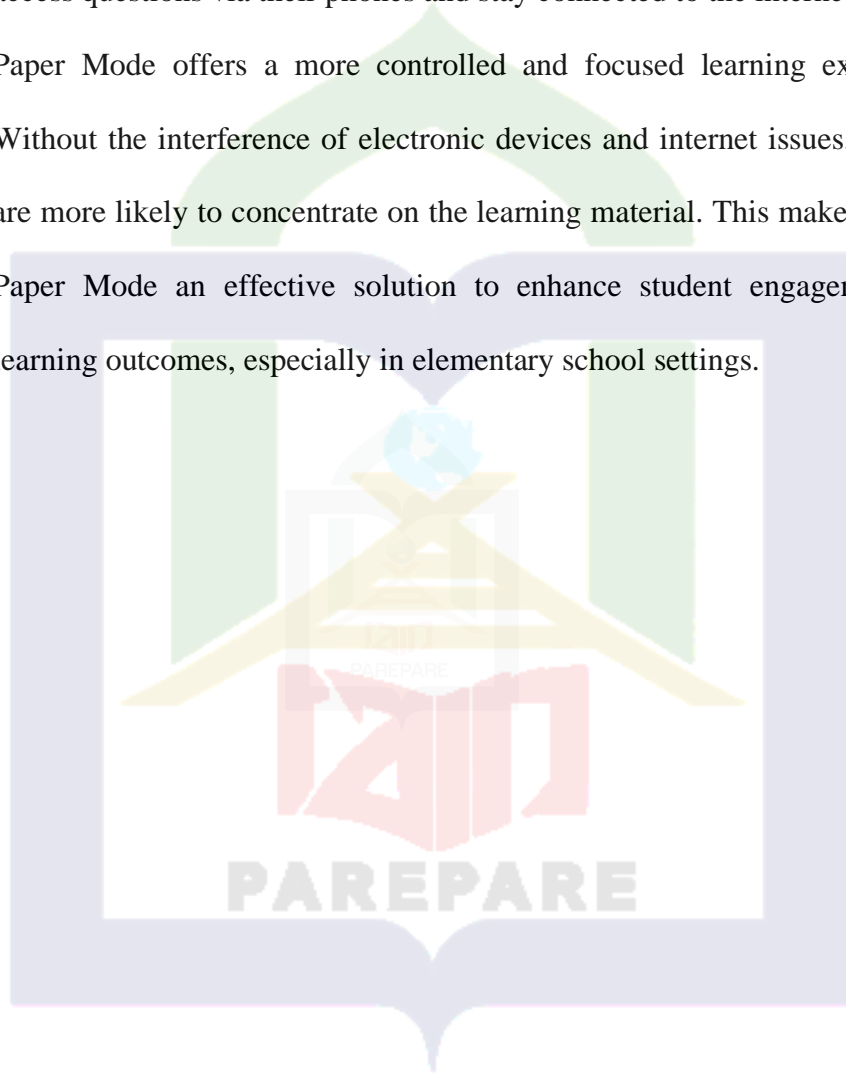
According to Fauziah & Hadi (2023), using tools like Quizizz Paper Mode can significantly improve the efficiency and effectiveness of the learning process. Students are able to learn at their own pace, revisit materials, and receive feedback instantly—allowing them to immediately correct misunderstandings. This immediate response cycle supports the development of independent learning skills and helps prevent the accumulation of conceptual errors.

For instance, when students complete a quiz and the results are scanned and analyzed, both teachers and students can identify which vocabulary items need more attention. This data-driven feedback allows for timely remedial teaching and supports continuous improvement. Furthermore, the reusable Q-cards reduce dependency on devices while still allowing for structured and measurable learning, making it both practical and pedagogically sound for classrooms with limited technology access.

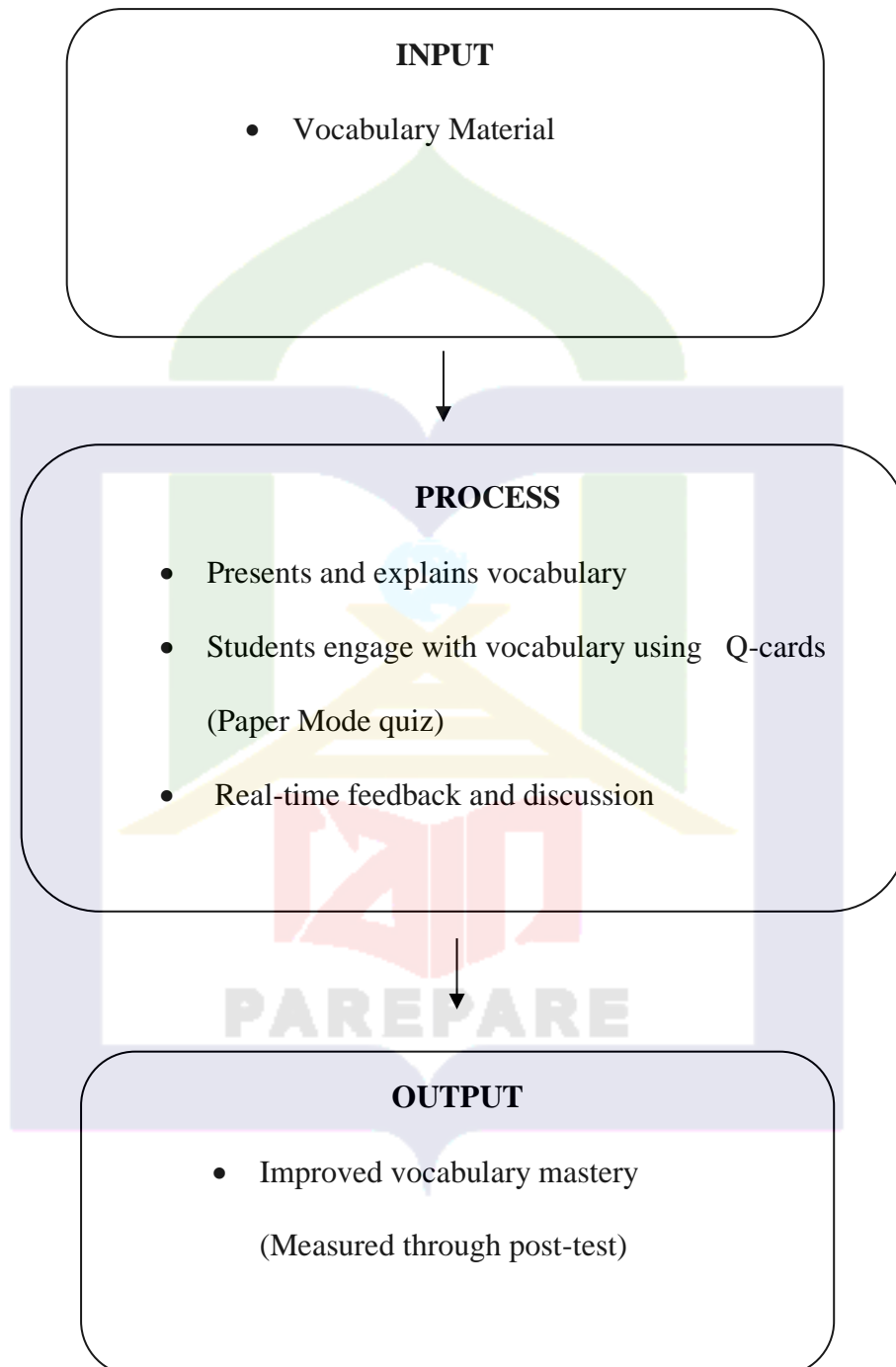
One of the main benefit of using Quizizz Paper Mode compared to the regular version of Quizizz is that students do not need to use their mobile phones to complete quizzes or exercises. In this mode, students are given a sheet of paper containing a QR code, while the questions and answer choices are displayed on the classroom's LCD screen. The teacher or researcher then scans the students' answer sheets using a device to collect the results. This

feature is particularly helpful in minimizing distractions that often occur when students use mobile devices during lessons.

Unlike the regular version of Quizizz, which requires students to access questions via their phones and stay connected to the internet, Quizizz Paper Mode offers a more controlled and focused learning experience. Without the interference of electronic devices and internet issues, students are more likely to concentrate on the learning material. This makes Quizizz Paper Mode an effective solution to enhance student engagement and learning outcomes, especially in elementary school settings.



C. CONCEPTUAL FRAMEWORK



1. Input

The input refers to the students' baseline vocabulary ability before any intervention. This was measured through a pre-test consisting of 20 multiple-choice questions aimed at assessing students' knowledge of word meaning and word use. These materials were then delivered and practiced throughout the teaching process using the Quizizz Paper Mode platform. The pre-test served as a diagnostic tool to understand students' starting point before the application of the learning strategy.

The vocabulary materials provided to the students during the input stage were carefully selected based on their relevance to the students' daily lives and their alignment with the fourth-grade English curriculum. These materials included common nouns such as school objects (e.g., "pencil," "board," "chair"), family members (e.g., "mother," "sister"), and basic verbs (e.g., "run," "eat," "read"). Each vocabulary item was introduced with visual aids and example sentences to help students associate the word with its meaning and use it in context. The goal during this stage was to ensure that students had sufficient exposure and initial understanding of each target word before engaging with the game-based learning platform.

Additionally, the teacher employed various interactive techniques to reinforce students' vocabulary input. These included repetition drills, choral reading, and simple classroom role-plays to promote active engagement and memory retention. The teacher also encouraged students to create their own sentences using the new vocabulary, providing opportunities for personalized

learning and deeper comprehension. By doing so, the students not only recognized the meanings of the words but also learned how to use them appropriately in sentences, laying a strong foundation for the subsequent practice sessions using Quizizz Paper Mode.

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2. Process

The process referred to the implementation of vocabulary mastery using Quizizz Paper Mode, which was carried out over four classroom sessions. Each

session followed a systematic sequence designed to enhance students' understanding of English vocabulary. The learning began with the delivery of vocabulary materials that focused on two main aspects: word meaning and word use. These materials were adapted to suit the students' existing proficiency levels, ensuring that the content was both accessible and appropriately challenging for fourth-grade learners.

After the material was presented, students engaged in a Quizizz activity using printed Q-cards. These cards contained multiple-choice questions related to the vocabulary taught in the session. Working in an offline setting, making the activity accessible even without direct access to digital devices. Once completed, the answer sheets were scanned using the Quizizz mobile application, allowing for automatic scoring and immediate feedback. This feature helped both the students and the researcher monitor learning progress in real time.

Following the quiz activity, the researcher facilitated a class discussion to reinforce vocabulary comprehension. During this stage, students were encouraged to ask questions, share their difficulties, and discuss the correct answers. This open-ended reflection provided a space for peer learning and deeper understanding, as students were able to engage in meaningful dialogue about language use. Additionally, the researcher addressed any misconceptions and offered further explanation when necessary, ensuring that students could internalize the vocabulary more effectively.

At the end of each session, feedback was collected from the students to gain insights into their learning experience and any challenges they faced. This

feedback was used to adjust teaching strategies for future sessions. Throughout the implementation, the researcher consistently acted as a facilitator providing guidance, encouragement, and clarification where needed. Despite the limited use of digital technology, the learning atmosphere remained interactive and student-centered, demonstrating the potential of Quizizz Paper Mode to support vocabulary development in low-tech classroom environments.

3. Output

The post-test, administered after the completion of the four instructional sessions, consisted of 20 multiple-choice questions that mirrored the format and content of the pre-test. The aim was to ensure a consistent basis for comparison, focusing on students' ability to recall word meanings and apply vocabulary in appropriate contexts. The test was conducted in a controlled classroom environment, and students were instructed to complete it independently to reflect their individual learning outcomes.

The results of the post-test showed a noticeable improvement in students' vocabulary mastery compared to the pre-test scores. Most students demonstrated higher accuracy in selecting correct word meanings and using words appropriately within sentences. This improvement suggests that repeated exposure, practice, and reinforcement through gamified learning strategies helped solidify vocabulary understanding. In particular, the immediate feedback and class discussions embedded in the Quizizz Paper Mode sessions may have contributed significantly to the students' progress by addressing misconceptions in real time.

Furthermore, students displayed increased confidence when engaging with English vocabulary, and many showed greater enthusiasm during review activities. Their active participation in classroom discussions also indicated a deeper level of comprehension and willingness to use English in practical ways. These behavioral changes, although informal, reinforced the positive impact of the learning intervention and highlighted the motivational benefits of incorporating gamification elements in traditional classrooms.

The implementation of Quizizz Paper Mode through offline gamified assessments and interactive teaching strategies successfully created an engaging and supportive learning environment for fourth-grade students. This approach proved to be both practical and effective in classrooms with limited access to digital technology. It allowed students to participate actively in vocabulary learning through printed Q-cards. The use of immediate feedback and follow-up discussions helped maintain student interest and motivation. Overall, the method encouraged consistent practice and reinforced students' understanding of vocabulary.

As a result of this implementation, the comparison between pre-test and post-test scores clearly showed significant improvement in students' vocabulary acquisition. The increase in scores indicated measurable learning progress among the participants. Students demonstrated better mastery of word meaning and usage in various contexts. They also showed greater retention of vocabulary items introduced during the lessons. In addition, students displayed increased motivation and confidence in learning English. This positive change in attitude contributed to

more active classroom participation. These findings highlight the potential of Quizizz Paper Mode as an effective instructional tool, particularly in low-resource educational settings.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a quantitative approach using a pre-experimental design, which was suitable for determining the impact of a treatment on a specific group without the use of a control group. The primary objective was to assess the effect of using Quizizz Paper Mode (independent variable) on students' vocabulary mastery (dependent variable). The design included a single group that received both a pre-test and a post-test to measure learning gains after the implementation. The researcher applied Quizizz Paper Mode as a vocabulary teaching technique during the experimental period.

B. Focus of the Research

For limitations on the problems created, the researcher's focus is on the implementation of Quizizz Paper Mode to improve students' vocabulary mastery. This focus specifically emphasizes how Quizizz Paper Mode, as a gamified and interactive learning tool, can be applied in classroom settings with limited technological resources to enhance students' understanding of word meaning and word use. By narrowing the scope to this feature, the study aims to explore its effectiveness in improving vocabulary outcomes among fourth-grade students at SDN 52 Pinrang.

C. Location and Duration of the Research

The research was conducted at SD Negeri 52 Pinrang, selected based on preliminary observations indicating the school's readiness for instructional innovation and active student participation. The school environment supported the integration of new teaching strategies within the existing curriculum. Students showed enthusiasm toward engaging learning methods. Their positive attitude created a conducive atmosphere for implementing the intervention. The duration of the study was approximately two weeks in total. This included the administration of the pre-test, a series of treatment sessions using Quizizz Paper Mode, and the post-test. Each phase of the study was carefully planned to ensure the consistency and reliability of the data collected.

D. Population and Sample

1. Population

The population of this research consisted of all fourth-grade students at SDN 52 Pinrang in the academic year 2024/2025. This population was chosen because it aligned with the focus and location of the study, which was to improve English vocabulary mastery at the elementary school level. Fourth-grade students were considered appropriate participants due to their stage of language development and curricular exposure to basic English. At this stage, they are beginning to develop foundational language skills that are crucial for future learning. Their learning needs matched the objectives of the intervention being implemented through the use of Quizizz Paper Mode. Additionally, their cognitive and social readiness made them suitable for

participating in interactive and gamified learning activities. Involving this population also ensured the study's relevance and applicability to similar educational contexts. The population of the research can be shown in the table below:

CLASS	TOTAL/CLASS
3	31
4	25
5	30
6	25
TOTAL	111

Table 3.1 (Data Source: Administration of SD Negeri 52 Pinrang)

2. Sample

The sample of this research was selected using a purposive sampling technique, which involved selecting participants based on specific criteria relevant to the research objectives. The sample consisted of 25 fourth-grade students from SDN 52 Pinrang, including 11 male students and 14 female students. This class was chosen because the students in this class had lower vocabulary mastery compared to other classes. Their vocabulary level was identified through preliminary observations and teacher input. Selecting this group allowed the researcher to evaluate the effectiveness of the intervention on students who most needed vocabulary improvement.

CLASS	GENDER		TOTAL
	MALE	FEMALE	
IV	11	14	25

Table 3.2 (Data Source: Administration of SD Negeri 52 Pinrang)

E. Procedure of Collecting Data

The data collection procedure consisted of three stages: pre-test, treatment, and post-test. The pre-test was administered to assess students' initial vocabulary knowledge before the intervention. This was followed by the treatment stage, which involved four sessions using Quizizz Paper Mode to teach and reinforce vocabulary. After the treatment, a post-test was conducted to measure any improvement in the students' vocabulary mastery. These three stages were systematically organized to ensure the accuracy and reliability of the data collected. The process was described as follows:

1. Pre-Test

A pre-test consisting of 20 multiple-choice questions with four options (a, b, c, d) was administered to assess students' initial vocabulary knowledge. This test was conducted during the first meeting and aimed to measure baseline performance prior to the implementation. The questions were constructed to cover essential vocabulary aspects such as word meaning and word use. The results of this pre-test helped the researcher identify students' strengths and weaknesses before applying the Quizizz Paper Mode in the following sessions.

2. Treatment

The treatment involved four meeting sessions in which the teacher implemented Quizizz Paper Mode to teach vocabulary. Each session was carefully designed to introduce and reinforce selected vocabulary items. The activities combined printed Q-cards with interactive questioning to engage students in learning. Students participated actively through group and individual tasks guided by the teacher. This approach aimed to improve both vocabulary recognition and usage in a structured yet enjoyable way. Each meeting followed a structured lesson plan:

Meeting I–IV At the beginning of each meeting, the researcher greeted the students and took attendance. After that, the researcher briefly reviewed the students' prior knowledge or the material discussed in the previous lesson. Finally, the researcher informed the students about the sequence of activities planned for the day. The researcher began by explaining the objective of the teaching and learning process to the students. Then, the researcher introduced the Quizizz application, focusing specifically on the Quizizz Paper Mode, and described the steps students were expected to follow while using it.

Next, the researcher provided materials that covered vocabulary aspects, including word meaning and word use. These materials were selected and arranged based on topics appropriate to the students' proficiency level and learning needs. In addition, the researcher gave a brief explanation of the content to help students understand the context thoroughly. By understanding

the context, it was expected that students would be able to more easily relate word meanings to their proper usage in sentences.

After that, the researcher opened the Quizizz app and started the Paper Mode quiz. The steps were as follows: The process began by creating a new quiz or selecting a previously prepared one that included multiple-choice questions. Alternatively, teachers took advantage of the extensive Quizizz Library, which offered access to over 30 million pre-made activities. With a single click, the selected quiz was seamlessly converted into Paper Mode for offline use. Once the quiz had been set to Paper Mode, the educator selected the 'Print' option, which generated a downloadable PDF containing 60 uniquely coded Q-cards. These cards were printed in advance approximately ten days prior to the start of the study, ensuring that all materials were ready before implementation. However, the printed Q-cards were only distributed to students during the actual research sessions. Importantly, these Q-cards were designed to be reusable across different Paper Mode quizzes, supporting sustainability and minimizing paper usage during repeated classroom activities.

The quiz session began with the researcher displaying the questions via a computer screen or a projector, which made it easier for all students to follow. As students chose their answers, they simultaneously raised their Q-cards to indicate their responses. At this stage, the researcher used the Quizizz mobile app to scan all of the Q-cards at once, allowing for a smooth and rapid collection of answers without the need for individual checking. To conclude the activity, the researcher tapped 'Submit' in the app, which instantly recorded all student

responses. In addition to real-time feedback, the system also generated comprehensive performance reports after the quiz. These reports provided detailed insights into each student's understanding, enabling the researcher to act as a facilitator by assisting students in answering the questions, recording their responses on the application, and guiding follow-up discussions or review sessions based on their answers.

At the end of each session, the researcher provided an opportunity for students to ask questions related to the material that had been discussed. This allowed students to clarify any concepts they did not understand and to engage more actively in the learning process. Following the question-and-answer session, the researcher and the students collaboratively summarized the key points of the lesson to reinforce their understanding. This summary also served as a way to reflect on what had been learned during the session. Finally, the session was formally concluded with a closing remark by the researcher.

3. Post-Test

After the post-test was administered, the researcher collected and analyzed the students' scores to identify specific areas of improvement. The results revealed that a significant number of students demonstrated better understanding of word meanings and could more accurately use vocabulary in various contexts compared to their performance in the pre-test. The structured use of Quizizz Paper Mode throughout the learning sessions appeared to have positively influenced both students' retention and application of vocabulary.

In addition to the quantitative results, the researcher observed increased confidence and engagement among students during the post-test. Many students approached the questions with greater enthusiasm and showed improved response accuracy. This behavioral change suggested not only cognitive gains but also affective development, as students became more comfortable and motivated to use English vocabulary in meaningful ways.

The administration of the post-test confirmed that the use of Quizizz Paper Mode was effective in enhancing students' vocabulary mastery. The students showed notable improvement in both understanding word meanings and applying words in appropriate contexts. These findings support the idea that game-based learning strategies, even in a paper-based format, can significantly contribute to vocabulary development in an engaging and measurable way.

F. Instrument of the Research

The primary instrument used in this study was a vocabulary test comprising multiple-choice questions. The test focused on assessing students' ability to recognize and apply vocabulary related to key aspects, including word meaning and word use. It was designed to reflect the students' level and the instructional goals of the study. The content validity of the test was ensured through expert review and alignment with the curriculum. This helped guarantee that the test accurately measured the intended vocabulary skills.

G. Technique of Data Analysis

In analysing the data collection, the researcher used quantitative data by using the students' score classification criteria. The students' scores from the pre-

test and post-test were calculated and compared to determine the level of improvement. Each score was categorized based on a predetermined classification scale. This classification helped in interpreting the students' performance more clearly and systematically. The researcher applied some of the following steps:

1. Scoring the students' answer on pre-test and post-test by using this formula:

$$score = \frac{right}{n} \times 100\%$$

2. Analyze the result of students' scores into classification criteria.

Table 3.3 The students' score classification

No.	Classification	Score
1.	Very Good	93-100
2.	Good	84-92
3.	Average	75-83
4.	Poor	<75

(Kemendikbud , 2017)

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This research was conducted to investigate the implementation of Quizizz Paper Mode as a learning medium to improve the vocabulary mastery of fourth-grade students at SDN 52 Pinrang in the academic year 2024/2025. The focus of the study was on two aspects of vocabulary: word meaning and word use. A pre-experimental design was employed, involving a single group that received a pre-test, participated in four treatment sessions using Quizizz Paper Mode, and completed a post-test to measure vocabulary improvement after the treatment. The following is a table of these indicators created by the researcher regarding the result of pre-test and post-test.

The aim of collecting and analyzing the pre-test and post-test data is to observe the extent of vocabulary improvement achieved by the students after the implementation of Quizizz Paper Mode. By focusing on measurable aspects such as word meaning and word use, the researcher can identify which component of vocabulary showed greater enhancement and how effectively the learning medium supported students in grasping and applying new vocabulary. The results also provide insight into the students' progress and the overall effectiveness of integrating digital-based tools in a traditional classroom setting through printed format assessments. Here are the scores:

1. Scores of Vocabulary Mastery of the Students Pre-test and Post-test

Table 4.1 Frequency and Percentage of the Students' Score in Pre-test and Post-test

No.	Classifications	Range	Pre-test		Post-test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	0	0	4	16
2.	Good	84-92	2	8	10	40
3.	Average	75-83	0	0	8	32
4.	Poor	<75	23	92	3	12
	Total		25	100	25	100

Table 4.1 shows the classification of student scores in both the pre-test and post-test. Before the treatment, the majority of students scored in the poor category, with 23 out of 25 students (92%) falling into this classification. Only 2 students (8%) achieved a good score, while no students reached very good or average levels.

In contrast, after the treatment using Quizizz Paper Mode, there was a significant improvement in students' performance. The number of students scoring very good increased to 4 (16%), while 10 students (40%) scored good and 8 students (32%) scored average. Only 3 students (12%) remained in the poor category.

In conclusion, the data shows that Quizizz Paper Mode was effective in enhancing students' vocabulary knowledge. The transition from a majority of students being in the poor category to more students achieving average, good, and very good classifications demonstrates that the treatment positively impacted students' vocabulary mastery.

2. The Aspects of Student's Vocabulary Mastery

a. Word Meaning

Distribution score of students' pre-test and post-test of word meaning. According to Piñango (2023),⁶⁴ word meaning is not something fixed or absolute. Instead, it changes depending on the situation and how the word is used in context. What we think of as a clear meaning is actually shaped by the moment and the surroundings where the word appears. The meaning of a word can change depending on how and where it is used. It doesn't always have one clear definition. This means that to understand vocabulary well, we need to pay attention to the situation and be flexible when figuring out what a word means.

⁶⁴Piñango, M. M. (2023). *Solving the elusiveness of word meanings*. *Frontiers in Artificial Intelligence*, 6, 1025293. <https://doi.org/10.3389/frai.2023.1025293>

Table 4.2 Frequency and Percentage of the Students' Scores of Word Meaning

No.	Classifications	Range	Pre-test		Post-test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	1	4	5	20
2.	Good	84-92	2	8	6	24
3.	Average	75-83	2	8	6	24
4.	Poor	<75	20	80	8	32
	Total		25	100	25	100

Table 4.2 presents the classification of students' vocabulary mastery in the aspect of Word Meaning before and after the implementation of the Quizizz Paper Mode. The scores are categorized into four levels: *Very Good*, *Good*, *Average*, and *Poor*, based on the percentage range converted to a 100-point scale. This scoring system provides a clear and structured interpretation of students' vocabulary development over the course of the study.

During the pre-test, the majority of students fell into the *Poor* category, with a total of 20 students (80%). Only 1 student (4%) reached the *Very Good* category, while 2 students (8%) were classified as *Good* and another 2 students (8%) as *Average*. These results indicate that students' initial understanding of word meaning was generally low. These results indicate that students' initial understanding of word meaning was generally low and in need of improvement.

After the treatment using Quizizz Paper Mode, a significant improvement was observed in the post-test. The number of students in the Very Good category increased to 5 students (20%), while 6 students (24%) reached the Good category, and another 6 students (24%) fell into the Average category. Meanwhile, the number of students in the Poor category decreased to 8 students (32%), indicating a positive shift in overall performance. These results suggest that the treatment had a meaningful impact on students' understanding of word meaning.

This progress indicates that the implementation of Quizizz Paper Mode had a positive impact on students' ability to understand the meaning of vocabulary. The tool successfully helped more students achieve higher levels of vocabulary mastery in this aspect. It provided an engaging and interactive way for students to practice and internalize new vocabulary. The structured format and immediate feedback contributed to better retention and comprehension. Overall, the results support the effectiveness of Quizizz Paper Mode as a vocabulary learning tool.

b. .Word Use

Distribution score of students' pre-test and post-test of word use. According to Graves (2016),⁶⁵ word use means being able to use it productively in a sentence and recognize when and how it is appropriately used in different contexts. Knowing a word is not only about

⁶⁵ Graves, M. F. (2016). *The vocabulary book: Learning and instruction*. Teachers College Press.

understanding its meaning but also about being able to use it correctly and appropriately in various contexts. True vocabulary mastery involves both the comprehension of word meaning and the ability to apply the word effectively in speaking or writing.

Table 4.3 Frequency and Percentage of the Students' Scores of Word Use

No.	Classifications	Range	Pre-test		Post-test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	0	0	9	36
2.	Good	84-92	0	0	7	28
3.	Average	75-83	1	4	6	24
4.	Poor	<75	24	96	3	12
	Total		25	100	25	100

Table 4.3 shows the classification of students' scores in the pre-test and post-test related to their ability in *word use*. The data reveals a clear difference in students' vocabulary mastery before and after the treatment was given. The table illustrates how students' performance shifted across different categories as a result of the intervention. It provides a comparison between the initial and final results, highlighting the progress made by the students. This comparison demonstrates the effectiveness of the Quizizz Paper Mode in improving students' ability to use vocabulary correctly.

In the pre-test, none of the students achieved a *very good* or *good* score. Only 1 student (4%) reached the *average* level, while the remaining 24 students (96%) were in the *poor* category. This indicates that most of the students initially had difficulty applying vocabulary appropriately in context. Their limited ability to use words correctly reflected a low level of practical vocabulary mastery. These results highlight the need for targeted instructional strategies to improve students' word use skills.

After the treatment using Quizizz Paper Mode, the post-test results improved significantly. A total of 9 students (36%) scored in the Very Good category, showing a strong grasp of vocabulary usage. Additionally, 7 students (28%) were placed in the Good category, and 6 students (24%) achieved scores in the Average category. Only 3 students (12%) remained in the Poor classification, indicating a substantial reduction from the pre-test results. These findings demonstrate notable progress in students' ability to apply vocabulary in context following the intervention.

The comparison between the pre-test and post-test clearly shows that the students' ability in using words in context or *word use* improved after being exposed to the treatment. The implementation of Quizizz Paper Mode as a learning medium was effective in enhancing the students' vocabulary usage skills. Overall, the results support the use of Quizizz Paper Mode as a valuable strategy in vocabulary instruction.

The results of this finding clearly indicate that the implementation of Quizizz Paper Mode had a significant and positive impact on the vocabulary

mastery of fourth-grade students at SDN 52 Pinrang. The research focused on two essential aspects of vocabulary knowledge: word meaning and word use. Based on the pre-test results, the majority of students were classified in the Poor category for both aspects. This suggests that students initially experienced substantial difficulties in recognizing and applying English vocabulary correctly in various contexts. Such findings justified the need for an effective and engaging instructional intervention.

Following the treatment phase, which consisted of four sessions using Quizizz Paper Mode, a marked improvement was observed in students' post-test scores. In the aspect of word meaning, the number of students in the Very Good and Good categories increased, while those in the Poor category significantly decreased. Likewise, in the word use aspect, students showed better ability to apply vocabulary appropriately in context. This positive shift in score distribution clearly demonstrates the impact of the treatment on enhancing students' vocabulary competence in both recognition and practical application. Similar results were found in a study conducted at SMP Negeri 1 Sutojayan Blitar, where students' vocabulary scores improved significantly from 59.20 to 84.74 after using Quizizz Paper Mode, highlighting its effectiveness in both word meaning and word use (Astutik & Wahyuni, 2023).⁶⁶ Likewise, a classroom action research at MI Salafiyah Kertoharjo showed that elementary students became more engaged

⁶⁶ Astutik, D. R., & Wahyuni, S. (2023). *The effectiveness of Quizizz Paper Mode in improving vocabulary mastery at SMP Negeri 1 Sutojayan Blitar*. Universitas Islam Balitar Repository. <https://repository.unisbablitar.ac.id/id/eprint/867>

and achieved better learning outcomes through this interactive tool (Setiawan, 2023).⁶⁷

One of the key factors contributing to this improvement was the interactive and gamified nature of the learning activities. Quizizz Paper Mode utilized printed Q-cards and structured competition to engage students actively during each session. The combination of offline gameplay, collaborative tasks, and guided teacher facilitation fostered a dynamic learning environment. This was especially important in a low-resource classroom setting, where access to digital tools is limited, yet motivation and participation remained high due to the engaging format.

Another strength of the implementation was the immediate feedback provided during each learning activity. This allowed students to quickly identify their mistakes and correct them through follow-up discussions. Such reinforcement enhanced students' retention and deeper understanding of vocabulary items introduced during the lessons. Moreover, students' increased enthusiasm and confidence in using English vocabulary showed that the learning process was not only effective but also enjoyable and supportive. Similarly, Maraza-Quispe et al. (2024),⁶⁸ found that Quizizz, especially with its real-time feedback features, significantly outperformed other gamified tools in enhancing learner comprehension and retention. Additionally, a study by

⁶⁷ Setiawan, D. (2023). *Improving vocabulary mastery using Quizizz Paper Mode at MI Salafiyah Kertoharjo*. UNNES Undergraduate Thesis Proceedings. <https://proceeding.unnes.ac.id/utnc/article/view/4003>

⁶⁸ Maraza-Quispe, A., López, S., & Delgado, R. (2024). *Gamification Tools in Learning: Comparative Impact of Quizizz and Kahoot on Student Performance*. *International Journal of Information and Education Technology*, 14(1), 20–26. <https://www.ijiet.org/vol14/IJiet-V14N1-2033.pdf>

Heriyawati (2023),⁶⁹ on Quizizz Paper Mode revealed that students felt more motivated and confident when they received instant scoring and corrections, allowing them to reflect on their learning and reinforce correct usage of vocabulary. This finding validated the effectiveness of Quizizz Paper Mode in improving vocabulary mastery among elementary students. The clear gains in both word meaning and word use, along with increased student engagement and participation, point to the value of this approach in classroom practice. As an instructional tool, Quizizz Paper Mode proves to be both practical and innovative, especially for schools operating with limited technological resources.

Moreover these findings are consistent with recent studies that highlight the effectiveness of Quizizz Paper Mode in similar educational contexts. For example, Astutik and Wahyuni (2023),⁷⁰ found that eighth-grade students at SMP Negeri 1 Sutojayan Blitar experienced a significant increase in vocabulary achievement from an average of 59.20 to 84.74 after being taught using Quizizz Paper Mode. In another study, Setiawan (2023)⁷¹ reported improved engagement and learning outcomes among students at MI Salafiyah Kertoharjo when this tool was applied in a low-tech classroom setting. Furthermore, a classroom action research at SMP SSA Klopasawit showed that average vocabulary scores rose from 72.4 to 81.4 through the implementation of Quizizz Paper Mode, with students demonstrating higher

⁶⁹ Heriyawati, D. F. (2023). *Students' Perceptions Toward the Use of Quizizz Paper Mode in Vocabulary Learning*. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 10(2), 145–160. Retrieved from ejournal.umm.ac.id

⁷⁰ Astutik, D. R., & Wahyuni, S. (2023). *The effectiveness of Quizizz Paper Mode in improving vocabulary mastery at SMP Negeri 1 Sutojayan Blitar*. Universitas Islam Balitar Repository. <https://repository.unisbablitar.ac.id/id/eprint/867>

⁷¹ Setiawan, D. (2023). *Improving vocabulary mastery using Quizizz Paper Mode at MI Salafiyah Kertoharjo*. UNNES Undergraduate Thesis Proceedings. <https://proceeding.unnes.ac.id/utnc/article/view/4003>

motivation and participation throughout the sessions (Putri, 2023).⁷² These supporting findings reinforce the conclusion that interactive and gamified tools like Quizizz Paper Mode can significantly enhance vocabulary mastery, especially when used in structured and student-centered instruction.

Therefore, integrating gamified and interactive learning tools can be a powerful strategy in developing students' language skills at the foundational level. These tools not only capture students' attention but also cater to diverse learning styles, making instruction more inclusive and adaptive. By turning vocabulary practice into an enjoyable experience, students are more likely to engage deeply with the material and retain what they have learned. Moreover, the element of immediate feedback enables learners to monitor their progress and correct misunderstandings in real time, thus accelerating mastery. In resource-limited schools, alternatives like Quizizz Paper Mode provide an accessible yet effective solution for enriching language instruction. The findings suggest that when such tools are carefully implemented, they can foster a student-centered environment that supports both academic growth and learner confidence. As such, educators are encouraged to adopt similar strategies to optimize vocabulary instruction and overall language development in early education settings.

⁷² Putri, R. A. (2023). *Enhancing vocabulary mastery through Quizizz Paper Mode in a low-tech environment*. Englie: English Language Education Journal, 12(2), 45–53. <https://ejournal.umm.ac.id/index.php/englie/article/view/24832>

B. Discussions

1. Student Enthusiasm as an Indicator

Before the researcher implemented the Quizizz Paper Mode in the fourth-grade classroom, the students showed very little enthusiasm for learning English. Many of them even questioned why they had to study the subject, showing no motivation or interest in engaging with English lessons. Their lack of enthusiasm was a clear obstacle in the learning process. However, everything began to change when the researcher introduced basic vocabulary materials, such as common classroom objects, names of family members, and other familiar topics that were easy for them to relate to.

After laying this foundation, the researcher began to introduce the Quizizz Paper Mode as a part of the teaching strategy. Then explained how the feature works and how it would be used as part of the classroom activities. This new method caught their attention, and the researcher started to see a shift in their attitudes. Students who had previously asked, “Why do we have to learn English?” began to ask instead, “When will we have another English lesson?” They became more eager to participate and waited patiently in their seats, ready to follow instructions and engage in English learning activities with curiosity and excitement.

This transformation clearly reflects a significant change in students’ motivation and enthusiasm toward English. They started to view the subject as fun and approachable, not as difficult or boring as they once believed. Many of them now express a strong desire to learn more and frequently ask when the next English class will be held. This demonstrates that the method researcher used in

implementing Quizizz Paper Mode to improve students' vocabulary was not only appropriate but also highly effective in fostering a positive and engaging learning environment.

The increased enthusiasm was not only observed during the lesson itself but also reflected in the students' overall classroom behavior. They began to show initiative reviewing vocabulary on their own, helping classmates, and expressing excitement when English was on the schedule. These behavioral shifts suggested a deeper internal motivation, indicating that the students were not just passively engaging but were genuinely enjoying the learning process. According to Harmer (2007),⁷³ motivation is one of the key factors that affect the success of language learning, especially among young learners. When students feel emotionally and mentally engaged, they are more likely to retain new vocabulary and language structures. This is in line with Mujahidah et al. (2024),⁷⁴ who observed that the use of interactive learning media such as AnkiApp attracted students' attention and increased their enthusiasm for learning. They noted that students who were previously bored and unmotivated became more engaged and active when exposed to media that supported repetition and interactive vocabulary practice. This further supports the idea that appropriate learning media play a crucial role in enhancing motivation and creating a positive learning experience.

⁷³ Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.

⁷⁴ Mujahidah, Hasanah, N., Yusuf, M., Zulfah, & Asti Fatmasyamsiar, A. (2024). *The Implementation of AnkiApp to Improve Students' Vocabulary Mastery*. Southeast Asia Language Teaching and Learning (SALTeL) Journal, 7(1), 9–18. <https://doi.org/10.35307/saltel.v7i1.115>

Moreover, the interactive and game-like nature of Quizizz Paper Mode appeared to break the barrier of fear and boredom often associated with English among young learners. It created a relaxed yet competitive atmosphere that kept them focused and eager to participate. The use of real-life vocabulary, combined with a novel method of delivery, successfully transformed the way students perceived the subject. As a result, students who were once disengaged became active participants in their own learning journey. In line with this, Prensky (2001),⁷⁵ argues that digital game-based learning promotes active involvement, motivation, and increased student attention, especially when traditional methods fail to do so. Similarly, Sunubi (2018),⁷⁶ demonstrated that using a concept mapping strategy significantly improved students' vocabulary mastery in a junior high school in Parepare. His findings support the argument that interactive and visual strategies whether through games or mapping can create meaningful vocabulary learning experiences and improve student outcomes.

In addition, Brown (2001),⁷⁷ highlights that young learners benefit most when learning activities are interactive, relevant, and involve all senses, making the learning process more memorable and effective. Quizizz Paper Mode, with its visual, written, and participatory format, matches this principle well. Likewise, Cameron (2001),⁷⁸ states that vocabulary development in children must be

⁷⁵ Prensky, M. (2001). *Digital game-based learning*. McGraw-Hill.

⁷⁶ Sunubi, A. H. (2018). *Increasing vocabulary mastery of the first year students of SMP Negeri 3 Pamboang through concept mapping strategy*. Inspiring: English Education Journal, 1(2), 25–39. <https://ejurnal.iainpare.ac.id/index.php/inspiring/article/view/838>

⁷⁷ Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.

⁷⁸ Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.

supported by meaningful use in context and engaging repetition both of which are present in the implementation of Quizizz Paper Mode. These theories strengthen the idea that the increase in student enthusiasm is not coincidental, but rather the result of using a method that is developmentally appropriate and pedagogically sound. This aligns with findings by Handayani, Arqam, Tjalla, Sunubi, and Mujahidah (2024),⁷⁹ who reported that English teachers at SMA 3 Parepare showed strong positive attitudes toward the integration of educational technology in language teaching. Their research revealed that tools such as multimedia, interactive games, and digital resources increased student motivation and engagement in the classroom. These findings reinforce the importance of using engaging, technology-enhanced approaches like Quizizz Paper Mode to support early language learners.

The implementation of Quizizz Paper Mode in a fourth-grade classroom significantly improved students' enthusiasm and motivation toward learning English, particularly in vocabulary mastery. Initially disengaged and unmotivated, students became active, curious, and increasingly confident after being introduced to basic vocabulary through interactive methods. Their classroom behavior shifted positively they reviewed vocabulary independently, participated eagerly, and consistently expressed interest in future lessons.

⁷⁹ Handayani, H. T., Arqam, A., Tjalla, M., Sunubi, A. H., & Mujahidah, M. (2024). *An investigation of English language teachers' attitude toward the use of technology in language teaching at SMA 3 Parepare*. DEIKTIS: Jurnal Pendidikan Bahasa dan Sastra, 4(3), 317–327. <https://doi.org/10.53769/deiktis.v4i3.794>

This transformation was not incidental but the result of a student-centered, developmentally appropriate approach that leveraged game-based and interactive learning strategies. Supported by findings from Mujahidah et al. (2024), Sunubi (2018), and Handayani et al. (2024), as well as by foundational theories from Harmer, Prensky, Cameron, and others, this study demonstrates that when learners are emotionally and cognitively engaged through innovative tools like Quizizz Paper Mode, they not only retain vocabulary more effectively but also develop a sustained interest in language learning. The integration of technology and play in instruction fosters a supportive and motivating environment that transforms how young learners perceive and experience English education

2. The Ways of the Implementation Quizizz Paper Mode to Improve Students' Vocabulary Mastery

The process began with the preparation of the pre-test, which was designed to measure the students' initial vocabulary knowledge. This pre-test consisted of 20 multiple-choice questions that focused on two essential aspects of vocabulary: word meaning and word use. The purpose of the pre-test was to assess the baseline proficiency of the students before the treatment. Following the pre-test, the researcher introduced the students to the Quizizz Paper Mode. This mode was selected due to its suitability in low-technology classroom environments, as it does not require each student to have a device. Instead, students responded using printed QR-coded cards (Q-cards), which were scanned by the teacher using a mobile phone.

The implementation of the Quizizz Paper Mode was conducted over four meeting sessions. In each session, the researcher began by greeting the students, reviewing previous materials, and stating the learning objectives. Next, the researcher introduced new vocabulary content, focusing on word meaning and how to use words appropriately in context. This was done through simple explanations and relatable examples to ensure students could easily understand the vocabulary being introduced. After the explanation, the Quizizz Paper Mode quiz session began. The researcher either created a new quiz or selected one from the Quizizz library. The quiz was then converted into Paper Mode. Each student received a set of Q-cards with unique codes representing multiple-choice options (A, B, C, D). During the quiz, the questions were displayed via a projector or screen. Students selected their answers by holding up the Q-card corresponding to their chosen option. The researcher then used the Quizizz mobile app to scan all the students' answers at once. The scanning process was quick and efficient, and the app provided real-time feedback and performance reports. The researcher facilitated a class discussion to review the correct answers, explain misunderstandings, and encourage students to ask questions. This discussion served as a reinforcement of the vocabulary learned and helped clarify how each word should be used in context.

Finally, after the four treatment sessions were completed, a post-test was administered using the same format as the pre-test. The results of the post-test were then compared to the pre-test to determine the extent of vocabulary improvement. The entire process showed that the interactive and engaging nature of Quizizz Paper Mode, even without digital access for each student, contributed significantly to

improving students' understanding and use of English vocabulary. The gamified elements, immediate feedback, and supportive classroom environment all played a role in increasing student motivation and vocabulary retention.

The use of Quizizz Paper Mode was implemented in four classroom sessions, each carefully designed to focus on different vocabulary themes relevant to fourth-grade students. The aim was to improve their vocabulary mastery through structured activities that integrated both traditional and digital teaching tools in a low-tech environment. The analysis of these sessions is presented using the input-process-output framework, which allows for a detailed examination of what was involved in the learning process, how it was executed, and the learning outcomes achieved by the students. Each session was adapted to the learners' needs, and attention was given to meaningful engagement and effective vocabulary retention.

The Learning Activities are carried out through the following steps. In the first session, the primary focus was vocabulary related to classroom objects, including words such as *pencil*, *eraser*, *ruler*, *bag*, *chair*, *desk*, and *book*. These vocabulary items were selected from the official English textbook and other relevant references. The teacher also prepared printed Q-cards for use with Quizizz Paper Mode, serving as both instructional and assessment tools. Supporting equipment, such as a projector, whiteboard, and the Quizizz mobile application, was prepared in advance. Additionally, students brought prior knowledge from earlier English lessons, which helped create a foundation for learning.

This session started with a warm greeting and review of the previous lesson, followed by an introduction to new vocabulary through direct instruction and

classroom interaction. The teacher encouraged students to observe objects around them and name them in English. Then, the teacher introduced Quizizz Paper Mode and explained how to use the printed Q-cards during the quiz. A vocabulary quiz was administered, with questions projected on the screen. Students responded by raising their corresponding Q-cards, which were scanned using the mobile application. The automated feedback feature of Quizizz provided instant results, which allowed the teacher to address any errors immediately and clarify the correct answers.

By the end of the session, students demonstrated an improved ability to identify and name classroom objects in English. Their vocabulary recall and pronunciation also showed noticeable progress compared to the beginning of the lesson. The quiz results showed a high level of engagement, and most students were able to answer correctly. Their responses reflected a stronger grasp of the vocabulary taught during the lesson. The immediate feedback mechanism enabled the teacher to pinpoint and correct misunderstandings on the spot. This allowed students to revise their answers and better understand the correct usage of words. Overall, students participated actively in the activity, and their confidence in using basic vocabulary increased noticeably.

The second session introduced modal verbs *can* and *can't* to express ability or inability in daily contexts. Inputs included example sentences such as *I can run* and *She can't swim*, which were derived from the textbook. Supplementary inputs were prepared in the form of visual prompts, worksheets, Q-cards, and the Quizizz mobile app. The students' existing understanding of basic sentence construction

served as a helpful foundation for the lesson. The teacher began the session by explaining the function and form of *can* and *can't*, supported by sample sentences that illustrated how these modals are used. Students practiced forming their own sentences in pairs or small groups. To reinforce learning, the teacher launched a Quizizz Paper Mode quiz where students answered questions about modal usage by lifting the correct Q-card in response to each projected question. After scanning the responses, the teacher provided whole class feedback and reviewed questions that were commonly answered incorrectly, ensuring that students understood why certain answers were correct or incorrect.

As a result of this session, students were better able to express abilities using *can* and *can't* in simple sentences. They showed improvement in forming both affirmative and negative statements related to ability. Students gained confidence in distinguishing between the two forms and applying them in appropriate contexts during speaking and writing activities. Quiz results indicated that most students had understood the concept well. For those who struggled, follow-up explanations and guided practice proved to be helpful in clarifying misunderstandings. The feedback component also encouraged peer learning, as students discussed their answers and reasoning during the review session. This collaborative environment helped reinforce the correct usage of *can* and *can't* while simultaneously boosting students' confidence in using English communicatively.

The third meeting concentrated on the present continuous tense and the use of *verb-ing* forms. Vocabulary items such as *reading*, *writing*, *drawing*, and *playing* were introduced as part of the lesson focus. Instructional inputs included example

sentences, grammar explanations, and relevant visuals to support students' understanding of both structure and meaning. The teacher provided contextualized examples to demonstrate how present continuous is used to describe ongoing actions. As in previous meetings, Q-cards, the Quizizz Paper Mode, a projector, and the Quizizz scanning application were integral tools that facilitated the learning process. Students' prior knowledge of subject-verb agreement and basic present tense helped lay the groundwork for this lesson. This prior foundation enabled them to more easily grasp the function and form of the present continuous tense.

After the usual opening routine, the teacher presented sentence patterns like *He is eating* and *They are playing* to introduce the structure of the present continuous tense. Students repeated the examples aloud to build familiarity with the new grammar pattern. They were then asked to create their own sentences using similar structures, which they shared with their classmates. This activity helped reinforce the use of *verb-ing* in meaningful contexts. The session was followed by a Quizizz Paper Mode activity, where students answered questions by selecting the correct *verb-ing* form displayed on the screen and raising the corresponding Q-card. These responses were scanned and analyzed using the app, allowing for real-time tracking of student performance. The teacher then guided the class through an explanation of the most frequently misunderstood items, reinforcing key grammar rules and correcting errors effectively.

At the end of the session, students demonstrated the ability to form and understand sentences in the present continuous tense. Their improved understanding was evident in their quiz performance and classroom participation.

Additionally, the interactive quiz encouraged students to think critically about sentence structure and use appropriate verbs in context. This session emphasized vocabulary about family members such as *father*, *mother*, *brother*, *sister*, *grandmother*, and *grandfather*. The materials used included vocabulary lists, family tree templates, and illustrations. Students were first asked to mention members of their own families in English, which activated prior knowledge. The teacher then introduced and explained new vocabulary using pictures and a simple family tree diagram. After this, students created their own basic family trees as part of a guided exercise.

The lesson concluded with a vocabulary quiz using Quizizz Paper Mode, where students selected answers via their Q-cards and received feedback immediately after the scanning process. The teacher closed the session with a brief discussion to summarize and clarify any confusing points. During the lesson, students successfully identified and described family members using English vocabulary. The combination of drawing, vocabulary recall, and the quiz activity allowed them to engage in a variety of tasks that reinforced their learning. Quiz performance showed increased accuracy, indicating that most students had understood the material well. The teacher was also able to identify students needing further support and provide them with targeted explanations. This session helped students personalize their learning by connecting new vocabulary with their own family structures, making the content more meaningful and relevant. According to

Fitriyani et al. (2024),⁸⁰ when students connect vocabulary to real-life contexts such as their own family, their understanding becomes deeper and more memorable.

Analyzing the four meetings through the input-process-output framework reveals how each stage of instruction contributed to the students' vocabulary development. The inputs, including vocabulary lists, sentence models, Quizizz Paper Mode tools, and prior student knowledge, provided a strong foundation for each lesson. The processes, which involved structured teaching, guided practice, group activities, and interactive assessments using Q-cards, created engaging and student-centered learning environments. The outputs were evident in students' improved vocabulary mastery, better sentence construction, and more active classroom participation. These outcomes clearly demonstrated that the learning objectives were achieved effectively in each meeting. This is consistent with the findings of Djafar and Fikri (2025),⁸¹ who reported that students' vocabulary mastery rose significantly from 21% to 89.5% when Quizizz Paper Mode was used systematically across learning cycles at SDN 4 Banawa.

Despite technological limitations, the use of Quizizz Paper Mode offered an innovative and practical approach to language learning. This method allowed students to engage actively in vocabulary exercises without the need for individual devices. The integration of printed media with digital scanning and real-time feedback ensured that learning remained accessible, measurable, and interactive.

⁸⁰ Fitriyani, F., Nurhayati, L., & Harahap, D. F. (2024). Improving students' Islamic vocabulary mastery using Quizizz Paper Mode. *Jurnal Komunikasi Pendidikan (J-Komdik)*, 5(2), 155–164. <https://journal.univetbantara.ac.id/index.php/komdik/article/view/4847>

⁸¹ Djafar, N., & Fikri, M. (2025). *Increasing vocabulary of elementary students through Quizizz*. ResearchGate. <https://www.researchgate.net/publication/391206828>

Dewi and Siregar (2023),⁸² highlighted that Quizizz Paper Mode can function effectively as a formative assessment tool, helping teachers to quickly assess understanding, reduce distractions, and provide immediate feedback. This approach minimized distractions and created a structured, low-pressure environment for learning. It also enabled teachers to monitor student performance efficiently and address misunderstandings immediately.

Furthermore, students responded positively to this method. Many were more motivated, engaged, and willing to participate in classroom activities. Sutrisno and Widodo (2023),⁸³ found similar results in their study with eighth-grade students, where the competitive yet anonymous nature of Quizizz Paper Mode increased motivation and participation, resulting in better vocabulary retention. These findings align with the observed outcomes in the present study, where students remained focused and enthusiastic during each activity, and their quiz performance improved consistently over the sessions.

Overall, the implementation showed that a well-structured lesson supported by appropriate tools and clear procedures could significantly improve vocabulary acquisition among elementary students. The consistent use of Quizizz Paper Mode across the four sessions provided a structured and interactive environment for learning. Students were actively involved in each stage of the lesson, from initial instruction to assessment and feedback. The use of Q-cards and real-time scanning

⁸² Dewi, A. R., & Siregar, F. (2023). *Utilizing Paper-mode Quizizz for formative assessment in English teaching and learning*. ResearchGate. <https://www.researchgate.net/publication/370508815>

⁸³ Sutrisno, B., & Widodo, A. (2023). Improving students' vocabulary through Paper-Mode Quizizz: A classroom action research in Indonesian EFL setting. *ResearchGate*. <https://www.researchgate.net/publication/368858476>

technology allowed for immediate response analysis and targeted reinforcement. This helped students better retain new vocabulary and apply it in meaningful contexts. As Faroh (2023),⁸⁴ noted the use of printed Q-cards and simple scan-based tools can make learning more focused and effective in low-tech classrooms. Moreover, the blended approach of printed and digital materials proved to be both accessible and engaging. These findings demonstrate the effectiveness of combining traditional instruction with innovative assessment tools to enhance vocabulary mastery in young learners.

3. The Improvement of the Students' Vocabulary after the Treatment

The findings from the pre-test and post-test clearly indicate that the implementation of Quizizz Paper Mode has significantly improved the vocabulary mastery of fourth-grade students at SDN 52 Pinrang. The observed improvement was evident across all assessed areas of vocabulary, particularly in word meaning and word use. This suggests that the integration of interactive tools like Quizizz Paper Mode can create a more engaging and effective learning experience. This section discusses the results in relation to the two main vocabulary aspects word meaning and word use as well as the overall vocabulary mastery score. These findings are also examined in light of relevant theories and prior research to provide deeper insight into the impact of this instructional approach.

Firstly, the overall improvement in students' vocabulary scores from the pre-test to the post-test demonstrates the positive impact of the intervention. In the

⁸⁴ Faroh, I. N. (2023). *The effects of Quizizz Paper Mode in teaching grammar at SMP IT Harapan Bunda Purwokerto* (Undergraduate thesis, UIN Prof. K.H. Saifuddin Zuhri). UIN Repository. <https://repository.uinsaizu.ac.id/22648/>

pre-test, 92% of students were categorized as having “Poor” vocabulary mastery, with no students achieving “Very Good” or “Average” classifications. However, in the post-test, only 12% of students remained in the “Poor” category, while a significant number of students moved into higher classifications: 16% achieved “Very Good”, 40% “Good”, and 32% “Average”. This sharp transition underscores the effectiveness of Quizizz Paper Mode in transforming students’ engagement and outcomes in vocabulary learning.

When analyzed separately by vocabulary aspects, both word meaning and word use showed notable gains. For word meaning, pre-test results showed 80% of students scored in the “Poor” range. After treatment, only 32% remained in that category, while 68% of students improved into the “Average”, “Good”, or “Very Good” classifications. This finding aligns with the theory of Harmer (2001), who stated that understanding the meaning of vocabulary is essential for students’ ability to use it properly. The improvement suggests that Quizizz Paper Mode’s interactive format supported students in associating words with their meanings more effectively, perhaps due to the engaging feedback and repetition involved.

In the aspect of word use, the improvement was even more remarkable. Pre-test results showed that 96% of students were in the “Poor” category, indicating a general inability to apply vocabulary in context. After treatment, 36% reached “Very Good”, 28% “Good”, and 24% “Average”. Only 12% remained in the “Poor” category. This suggests that the instructional method using Quizizz Paper Mode helped students move beyond rote memorization toward meaningful usage of vocabulary in appropriate contexts, supporting the notion presented by Hiebert

and Kamil (2005) regarding the importance of both receptive and productive vocabulary knowledge.

The effectiveness of Quizizz Paper Mode can be attributed to its interactive and gamified features, even in an offline setting. As highlighted by Groening & Binnewies (2019), game-based learning increases student motivation through competition, immediate feedback, and engaging elements. In this study, the use of printed Q-cards and real-time scanning maintained students' excitement and focus, despite the absence of full digital infrastructure. The results support the findings of Suyitno and Fadhilawati (2024), who also observed that Paper Mode could simulate digital engagement in low-resource settings.

Moreover, the inclusive and supportive classroom environment created through the use of Quizizz Paper Mode contributed to student confidence and willingness to participate. Unlike traditional vocabulary learning, which students found monotonous and stressful, this method created a low-pressure and fun atmosphere. This aligns with Ramli's (2012) idea that effective learning media should stimulate not only cognitive engagement but also psychological readiness.

The findings also address an important contextual gap in prior research. While much of the existing literature focuses on Quizizz in online or junior/senior high school settings, this study applied the tool in an elementary, offline classroom, demonstrating its adaptability and effectiveness in primary education. By doing so, it contributes new insights into how technological tools, when used innovatively, can support early language learning even in settings with limited digital access.

In summary, the research results provide strong evidence that the implementation of Quizizz Paper Mode positively improve students' vocabulary mastery, particularly in enhancing both word meaning and word use. It fosters an engaging, inclusive, and effective learning environment that transforms students' attitudes and outcomes in English vocabulary learning. The interactive nature of Quizizz Paper Mode encourages active participation, which leads to better retention and application of new vocabulary. Moreover, the real-time feedback feature helps students identify their mistakes immediately, allowing for timely correction and deeper understanding. As a result, students become more motivated, confident, and involved in the learning process, making vocabulary acquisition more meaningful and sustainable.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion of this research, it can be concluded that the implementation of Quizizz Paper Mode significantly improved the vocabulary mastery of fourth-grade students at SDN 52 Pinrang. This improvement was evident in both aspects of vocabulary assessed word meaning and word use. The pre-test and post-test results showed a substantial shift in students' performance, with most students initially categorized as “poor” moving up to “average”, “good”, and even “very good” classifications after the intervention. These results affirm that Quizizz Paper Mode serves as an effective and engaging learning tool even in offline settings, fostering student motivation, participation, and comprehension.

Moreover, the interactive and gamified nature of Quizizz Paper Mode contributed to creating a more dynamic and inclusive classroom environment. It helped students better understand vocabulary through meaningful context and active participation, making the learning process more enjoyable and effective. This study confirms that innovative learning media like Quizizz Paper Mode can address challenges in traditional vocabulary mastery, particularly in low-tech primary education settings. Thus, it is recommended that teachers incorporate such tools into their instructional strategies to enhance language learning outcomes among young learners.

B. Suggestions

Based on the findings of this study, the following suggestions are offered to support the continued development of vocabulary mastery through innovative learning media:

1. For Students:

Students are encouraged to actively participate in learning activities, especially when engaging and interactive tools like Quizizz Paper Mode are used. They should take advantage of the game-based elements to strengthen their vocabulary understanding both in meaning and usage. By treating learning as an enjoyable and competitive experience, students can improve their motivation and develop better language skills. Additionally, students are advised to review vocabulary learned in class regularly and practice using it in speaking and writing tasks. Consistent involvement in such activities will help them retain new words more effectively and build confidence in using English in real-life contexts.

2. For Teachers:

Teachers are advised to incorporate Quizizz Paper Mode as a complementary strategy in vocabulary mastery, particularly in low-tech classrooms. This tool not only enhances student engagement but also provides real-time feedback that can guide instruction. Teachers should also provide adequate explanation and follow-up discussion after each quiz session to reinforce learning and ensure students understand how to use vocabulary in meaningful contexts. In addition, designing varied and level-appropriate

vocabulary tasks within the Quizizz Paper Mode can help address different student needs and learning styles. By combining interactive tools with supportive teaching practices, teachers can foster a more effective and enjoyable language learning environment.

3. For Readers:

General readers, especially those interested in educational innovation, can take insights from this research to understand how simple technological adaptations can bring significant improvements in student learning. This study highlights that innovation does not always require advanced tools what matters is how the method aligns with student needs and classroom conditions. The successful implementation of Quizizz Paper Mode in a low-tech setting illustrates how creativity and practicality can work hand in hand to overcome limitations. By focusing on student engagement, clear instruction, and timely feedback, educators can achieve meaningful learning outcomes. This research serves as a valuable example of how thoughtful, context-sensitive solutions can drive positive change in education.

4. For Researchers:

Future researchers are encouraged to explore the implementation of Quizizz Paper Mode across different subjects and grade levels to examine its broader impact. Further research can also investigate students' long-term vocabulary retention after using this method, or compare its effectiveness with other game-based or digital learning platforms. Qualitative data on student perceptions could also enrich understanding of its motivational effects.

Additionally, examining how different teaching styles interact with this tool could offer deeper insight into optimizing its use in diverse educational settings. Broader studies involving larger and more varied samples would also enhance the generalizability of the findings.



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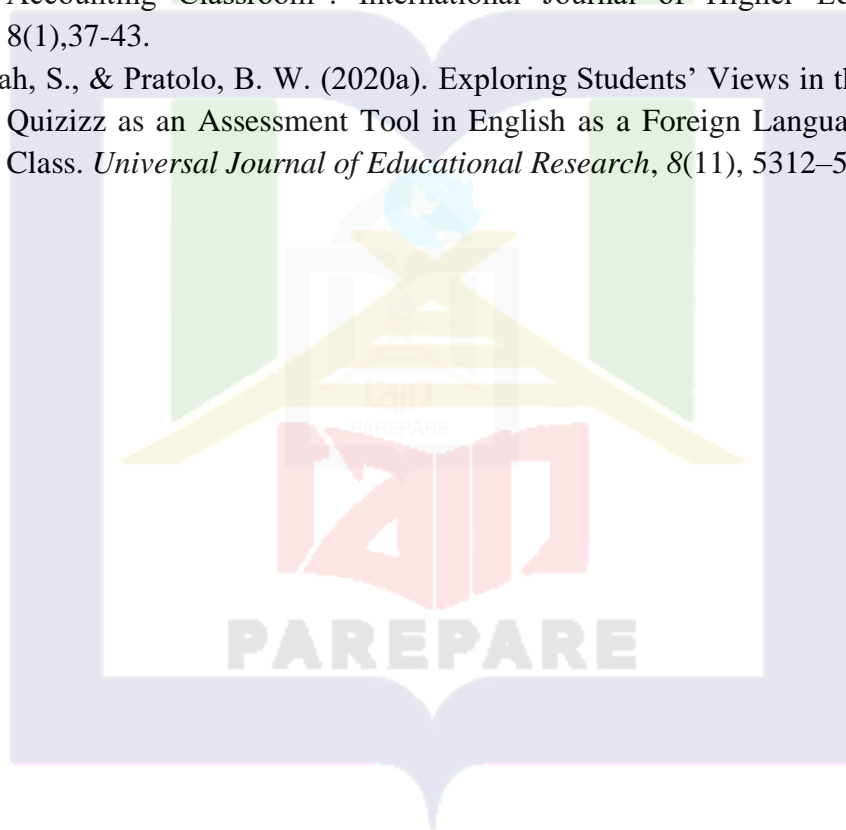
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APPENDICES



Research Instrument

Pre-Test

Name: _____

Class: _____

Date: _____

Instructions: Choose the best meaning or description of the underlined word.

1. This is a...

- a. Lamp
- b. Picture
- c. Clock
- d. Chair

2. They are sitting on the...

- a. Armchair
- b. Television
- c. Sofa
- d. Table



3. Can you open the . . . please!

- a. Door
- b. Curtain
- c. Book
- d. Window



4. Pencil colour means....

- a. Peraut
- b. Penggaris
- c. Pensil warna
- d. Tempat pensil

5. Ruler means...

- a. Tas
- b. Penghapus
- c. Penggaris
- d. Peraut

6. Eraser means.....

- a. Penghapus
- b. Peraut
- c. Krayon
- d. Penggaris

7. It's my book. I can....

- a. Swim
- b. Read
- c. Listen
- d. Walk

8. It's my pen. I can....

- a. Write
- b. Memorize
- c. Swim
- d. listen



9. He.... ride a bike.

- a. Yes
- b. No
- c. Can
- d. Can't



10. Look....

- a. He can't eat fruit
- b. He can eat fruit
- c. He can eat vegetables
- d. He can't eat vegetables



11. What does swimming mean?

- a. Berjalan
- b. Berlari
- c. Berenang
- d. Berhitung

12. What does walking mean?

- a. Berenang
- b. Berjalan

- c. Belajar
- d. Menari

13. What does writing mean?

- a. Membaca
- b. Menulis
- c. Menggambar
- d. menghafal

14. What time is it?

- a. Three o'clock
- b. Four o'clock
- c. Eight o'clock
- d. Twelve o'clock



15. What time is it?

- a. Half past eight
- b. Half past nine
- c. Half past ten
- d. Half past eleven



16. What is the correct time?

- a. Half past six
- b. Ten o'clock
- c. Half past seven
- d. Six o'clock

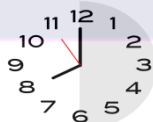


17. Half past eight...

a.



b.



c.



d.



18. Grandfather means...

- a. Bapak
- b. Ibu

- c. Nenek
- d. Kakek

19. Cousin means...

- a. Saudara laki-laki
- b. Saudara perempuan
- c. Sepupu
- d. Saudara

20. Niece means...

- a. Sepupu
- b. Paman
- c. Keponakan laki-laki
- d. Keponakan perempuan

Post-test

Name: _____

Class: _____

Date: _____

Instructions: Choose the best meaning or description of the underlined word.

1. What is this?

- a. Pencil case
- b. Drawing book
- c. Pencil colour
- d. Lesson book



d. No

2. What is this?

- a. Table
- b. Lamp
- c. Picture
- d. Chair



3. I have in my bedroom

- a. Window
- b. Door
- c. Clock
- d. Book



4. Cupboard means....

- a. Papan tulis
- b. Lemari
- c. Meja
- d. Kursi

5. Curtain means...

- a. Gorden
- b. Pensil
- c. Penghapus
- d. Gambar

6. Drawing book means...

- a. Buku tulis
- b. Buku paket
- c. Buku gambar
- d. Buku catatan

7. He... play football

- a. Can
- b. Can't
- c. Yes



8. Edo can in the bedroom

- a. Read a book
- b. Sweep the floor
- c. Watch tv
- d. Sleep

9. Can they dance?

- a. No, we can't
- b. Yes, they can
- c. No, I can't
- d. Yes, we can



10. Look...

- a. Laura can play football
- b. Laura can't play tennis
- c. Laura can play tennis
- d. Laura can't play football



11. What does drawing mean?

- a. Menggambar
- b. Membaca
- c. Menulis
- d. Melompat

12. What does listening mean?

- a. Menulis
- b. Mendengarkan
- c. Menjelaskan
- d. Menari

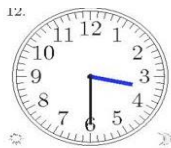
13. What does running mean?

- a. Berenang
- b. Belajar
- c. Berhitung
- d. Berlari

14. What time is it?



- a. Nine o'clock
b. Eleven o'clock
c. Seven o'clock
15. What time is it?
- a. Half past two
b. Half past three
c. Half past four
d. Half past five
16. What is the correct time?
- a. Eleven o'clock
b. Eleven past two
c. Half past eleven
d. One past eleven
17. Ten past five.....
- a.
b.
c.
d.
18. Parents mean.....
- a. Saudara
b. Orang tua
c. Sepupu
d. Keponakan
19. Siblings mean....
- a. Kakak
b. Adik
c. Saudara
d. Sepupu
20. Nephew means....
- a. Nenek
b. Paman
- c. Keponakan perempuan
d. Keponakan laki-laki



Student's score of word meaning and word use in pre-test and post-test

name	Word meaning	Word use
Nur hikmah	7	4
habibi	4	5
anindya	8	9
munirah	1	2
irma	2	5
syifa	5	3
wahyu	5	6
afdal	5	4
arsyil	5	5
nabila	7	6
madiah	8	6
tahsiin	3	4
alif	4	5
rara	4	3
inna	5	5
zafran	6	6
mayadah	6	6
iryad	4	6
alika	6	6
asila	6	6
dani	2	2
faiz	4	5
faisal	4	2
daffa	9	8
husna	5	7

name	Word meaning	Word use
Nur hikmah	9	11
habibi	7	11
anindya	8	10
munirah	5	5
irma	9	10
syifa	7	8
wahyu	7	9
afdal	5	10
arsyil	7	7
nabila	6	11
madiah	7	8
tahsiin	8	9
alif	9	8
rara	6	9
inna	6	8
zafran	8	10
mayadah	6	10
iryad	5	10
alika	8	11
asila	7	11
dani	7	10
faiz	4	11
faisal	9	11
daffa	8	9
husna	8	9

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) I

Satuan Pendidikan : SD Negeri 52 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IV / Genap

Tahun Pelajaran : 2024/2025

Materi Pokok : Things in the school

Alokasi Waktu : 60 Menit (4 Pertemuan)

A. Tujuan Pembelajaran

1. Siswa dapat menyebutkan nama benda-benda yang ada di sekolah dalam Bahasa Inggris.
2. Siswa dapat mencocokkan gambar dengan nama benda.
3. Siswa dapat menjawab soal Quizizz Paper Mode tentang benda di sekolah

B. Sumber pembelajaran

1. Buku paket bahasa inggris
2. Buku pelajaran bahasa inggris yang relevan

C. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru masuk kelas, mengucapkan salam dan berdoa. Kemudian menyapa dengan menggunakan bahasa Inggris agar English Envirotment dapat tercipta. 2. Guru mengecek kehadiran siswa. 3. Guru menanyakan materi sebelumnya. 4. Guru menyampaikan topik pembelajaran dan manfaat materi pembelajaran. 	10 menit
Kegiatan inti	<ol style="list-style-type: none"> 1. Siswa diajak menyebutkan benda-benda yang ada di dalam kelas. 2. Pengenalan kosakata: pencil, eraser, ruler, bag, chair, desk, book, board, etc. 3. Guru memperkenalkan aplikasi Quizizz dan fitur Paper Mode. 4. Guru membagikan Q-card dan menampilkan soal di layar. 5. Guru membuka kuis Quizizz dan menampilkan pertanyaan melalui LCD/proyektor. 6. Siswa menjawab pertanyaan dengan mengangkat QR code. 7. Guru memindai jawaban menggunakan aplikasi. 8. Guru memberikan umpan balik cepat berdasarkan hasil scan. 	40 menit

Penutup	<ol style="list-style-type: none"> 1. Guru mengajak siswa mengajukan pertanyaan jika ada yang belum dipahami. 2. Bersama siswa, guru menyimpulkan materi pelajaran hari ini. 3. Guru memberikan motivasi dan menutup pelajaran dengan doa. 	10 menit
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D. Sumber/bahan/alat

1. White board, marker, laptop, lcd/proyektor
2. Kosa kata yang berhubungan dengan barang-barang yang ada di dalam kelas
3. Quizizz Paper Mode

E. Pedoman penilaian

Penilaian: via Quizizz Paper Mode

Jumlah soal: 10

Nilai 10 untuk setiap jawaban yang benar

Maximum skor

Total : 100

Jumlah skor perolehan x 100

skor maksimal

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) II

Satuan Pendidikan : SD Negeri 52 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IV / Genap

Tahun Pelajaran : 2024/2025

Materi Pokok : Can/can't

Alokasi Waktu : 60 Menit

B. Tujuan Pembelajaran

1. Siswa dapat menggunakan kosakata dalam kalimat sederhana.
2. Siswa memahami perbedaan penggunaan kata sesuai konteks.
3. Siswa mampu menjawab soal kontekstual melalui Quizizz.

C. Sumber pembelajaran

3. Buku paket bahasa Inggris
4. Buku pelajaran bahasa Inggris yang relevan

F. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru masuk kelas, mengucapkan salam dan berdoa. Kemudian menyapa dengan menggunakan bahasa Inggris agar English Envirotment dapat tercipta. 2. Guru mengecek kehadiran siswa. 3. Guru menanyakan materi sebelumnya. 4. Guru menyampaikan topik pembelajaran dan manfaat materi pembelajaran. 	10 menit
Kegiatan inti	<ol style="list-style-type: none"> 1. Guru menjelaskan fungsi dan penggunaan "can" dan "cannot" dalam kalimat. 2. Guru membimbing siswa membaca kalimat mereka. 3. Guru memulai kuis Quizizz Paper Mode dengan soal pilihan ganda. 4. Guru membagikan Q-card dan menampilkan soal di layar. 5. Siswa mengangkat Q-card sebagai jawaban. 6. Guru memindai Q-card dan menampilkan hasil kelas secara keseluruhan. 7. Guru memberikan umpan balik cepat berdasarkan hasil scan dan Guru membahas soal yang dianggap sulit. 	40 menit
Penutup	<ol style="list-style-type: none"> 4. Guru mengajak siswa mengajukan pertanyaan jika ada yang belum dipahami. 	10 menit

	<p>5. Bersama siswa, guru menyimpulkan materi pelajaran hari ini.</p> <p>6. Guru memberikan motivasi dan menutup pelajaran dengan doa.</p>	
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G. Sumber/bahan/alat

4. White board, marker, laptop, lcd/proyektor
5. Kosa kata yang berhubungan dengan barang-barang yang ada di dalam kelas
6. Quizizz Paper Mode

H. Pedoman penilaian

Penilaian: via Quizizz Paper Mode

Jumlah soal: 10

Nilai 10 untuk setiap jawaban yang benar

Maximum skor

Total : 100

Jumlahskorperolehan x 100

skormaksimal

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) III

Satuan Pendidikan : SD Negeri 52 Pinrang

Mata Pelajaran : Bahasa Inggris

//Kelas/Semester : IV / Genap

Tahun Pelajaran : 2024/2025

Materi Pokok : Verb-Ing

Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

1. Siswa memahami penggunaan bentuk *verb-ing* dalam aktivitas yang sedang berlangsung.
2. Siswa dapat menyusun kalimat sederhana dengan *present continuous tense*.
3. Siswa dapat menjawab soal Quizizz Paper Mode tentang Verb-Ing

B. Sumber pembelajaran

1. Buku paket bahasa inggris
2. Buku pelajaran bahasa inggris yang relevan

C. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru masuk kelas, mengucapkan salam dan berdoa. Kemudian menyapa dengan menggunakan bahasa Inggris agar English Envirotment dapat tercipta. 2. Guru mengecek kehadiran siswa. 3. Guru menanyakan materi sebelumnya. 4. Guru menyampaikan topik pembelajaran dan manfaat materi pembelajaran. 	10 menit
Kegiatan inti	<ol style="list-style-type: none"> 1. Penjelasan pola kalimat “She is reading”, “They are playing”. 2. Latihan menggunakan kalimat dengan benarr. 3. Guru membagikan Q-card dan menampilkan soal di layar. 4. Guru membuka kuis Quizizz dan menampilkan pertanyaan melalui LCD/proyektor. 5. Siswa menjawab pertanyaan dengan mengangkat QR code. 6. Guru memindai jawaban menggunakan aplikasi. 7. Guru memberikan umpan balik cepat berdasarkan hasil scan. 	40 menit
Penutup	<ol style="list-style-type: none"> 1. Guru mengajak siswa mengajukan pertanyaan jika ada yang belum dipahami. 	10 menit

	<ol style="list-style-type: none"> 2. Bersama siswa, guru menyimpulkan materi pelajaran hari ini. 3. Guru memberikan motivasi dan menutup pelajaran dengan doa. 	
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D. Sumber/bahan/alat

1. White board, marker, laptop, lcd/proyektor
2. Kosa kata yang berhubungan dengan barang-barang yang ada di dalam kelas
3. Quizizz Paper Mode

E. Pedoman penilaian

Penilaian: via Quizizz Paper Mode

Jumlah soal: 10

Nilai 10 untuk setiap jawaban yang benar

Maximum skor

Total : 100

Jumlah skor perolehan x 100

skor maksimal

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) IV

Satuan Pendidikan : SD Negeri 52 Pinrang

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IV / Genap

Tahun Pelajaran : 2024/2025

Materi Pokok : Family Member

Alokasi Waktu : 60 Menit

A. Tujuan Pembelajaran

1. Siswa dapat menyebutkan nama anggota keluarga dalam Bahasa Inggris.
2. Siswa dapat menjelaskan hubungan keluarga secara sederhana.
3. Siswa dapat menjawab soal Quizizz dengan benar.

B. Sumber pembelajaran

1. Buku paket bahasa inggris
2. Buku pelajaran bahasa inggris yang relevan

I. Langkah – langkahKegiatanPembelajaran

Kegiatan	DeskripsiKegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru masuk kelas, mengucapkan salam dan berdoa. Kemudian menyapa dengan menggunakan bahasa Inggris agar English Envirotment dapat tercipta. 2. Guru mengecek kehadiran siswa. 3. Guru menanyakan materi sebelumnya. 4. Guru menyampaikan topik pembelajaran dan manfaat materi pembelajaran. 	10 menit
Kegiatan inti	<ol style="list-style-type: none"> 1. Guru mengajak siswa menyebutkan anggota keluarga di rumah. 2. Pengenalan kosakata: <i>father, mother, brother, sister, grandmother</i>, dll. 3. Siswa menggambar silsilah keluarga secara sederhana. 4. Guru membagikan Q-card dan menampilkan soal di layar. 5. Guru membuka kuis Quizizz dan menampilkan pertanyaan melalui LCD/proyektor. 6. Siswa menjawab pertanyaan dengan mengangkat QR code. 7. Guru memindai jawaban menggunakan aplikasi. 8. Guru memberikan umpan balik cepat berdasarkan hasil scan. 	40 menit

Penutup	<ol style="list-style-type: none"> 1. Guru mengajak siswa mengajukan pertanyaan jika ada yang belum dipahami. 2. Bersama siswa, guru menyimpulkan materi pelajaran hari ini. 3. Guru memberikan motivasi dan menutup pelajaran dengan doa. 	10 menit
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C. Sumber/bahan/alat

4. White board, marker, laptop, lcd/proyektor
5. Kosa kata yang berhubungan dengan barang-barang yang ada di dalam kelas
6. Quizizz Paper Mode

D. Pedoman penilaian

Penilaian: via Quizizz Paper Mode

Jumlah soal: 10

Nilai 10 untuk setiap jawaban yang benar

Maximum skor

Total : 100

$\frac{\text{Jumlah skor perolehan}}{\text{skor maksimal}} \times 100$

REPUBLIK INDONESIA
KEMENTERIAN HUKUM

SURAT PENCATATAN CIPTAAN

Dalam rangka perlindungan ciptaan di bidang ilmu pengetahuan, seni dan sastra berdasarkan Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta, dengan ini menerangkan:

Nomor dan tanggal permohonan

: EC002025091918, 17 Juli 2025

Pencipta

: 1. Besse Ummi Kalsum., 2. Dr. Arqam, M.Pd., 3. Dr. Abdul Haris Sunubi, M. Pd., 4. Dr. Mujahidah, M.Pd., 5. Dr. Maghdahalena Tjalla, M.Hum.

Nama

Alamat

: Pallameang RT 005/RW 001, Matirro Sompe, Kab. Pinrang, Sulawesi Selatan, 91261

Kewarganegaraan

: Indonesia

Pemegang Hak Cipta

Nama

: 1. Besse Ummi Kalsum., 2. Dr. Arqam, M.Pd., 3. Dr. Abdul Haris Sunubi, M. Pd., 4. Dr. Mujahidah, M.Pd., 5. Dr. Maghdahalena Tjalla, M.Hum.

Alamat

: Pallameang RT 005/RW 001, Matirro Sompe, Kab. Pinrang, Sulawesi Selatan, 91261

Kewarganegaraan

: Indonesia

Jenis Ciptaan

: Karya Tulis (Artikel)

Judul Ciptaan

: THE IMPLEMENTATION OF QUIZZZ PAPER MODE TO IMPROVE VOCABULARY MASTERY AT SD NEGERI 52 PINRANG

Tanggal dan tempat diumumkan untuk pertama kali di wilayah Indonesia atau di luar wilayah Indonesia

: 17 Juli 2025, di Kota Pare Pare

Jangka waktu perlindungan

: Berlaku selama hidup Pencipta dan terus berlangsung selama 70 (tujuh puluh) tahun setelah Pencipta meninggal dunia, terhitung mulai tanggal 1 Januari tahun berikutnya.

Nomor Pencatatan

: 000932179

adalah benar berdasarkan keterangan yang diberikan oleh Pemohon.

Surat Pencatatan Hak Cipta atau produk Hak terkait ini sesuai dengan Pasal 72 Undang-Undang Nomor 28 Tahun 2014 tentang Hak Cipta.



a.n. MENTERI HUKUM
DIREKTUR JENDERAL KEKAYAAN INTELEKTUAL
u.b.

Direktur Hak Cipta dan Desain Industri

Agung Damarsasongko, SH, MH.
NIP. 196912261994031001



Disclaimer:

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2. Surat Pencatatan ini telah disegel secara elektronik menggunakan segel elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik, Badan Siber dan Sandi Negara.
3. Surat Pencatatan ini dapat dibuktikan keasliannya dengan memindai kode QR pada dokumen ini dan informasi akan ditampilkan dalam browser.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
UNIT PELAKSANA TEKNIS BAHASA**

Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id



SURAT KETERANGAN

Nomor: B-113/In.39/UPB.10/PP.00.9/07/2025

Yang bertanda tangan dibawah ini,

Nama : Hj. Nurhamdah, M.Pd.
NIP : 19731116 199803 2 007
Jabatan : Kepala Unit Pelaksana Teknis (UPT) Bahasa

Dengan ini menerangkan bahwa berkas sebagai berikut atas nama,

Nama : Besse Ummi Kalsum
Nim : 2120203879102022
Berkas : Abstrak

Telah selesai diterjemahkan dari Bahasa Indonesia ke Bahasa Arab pada tanggal 18 Juli 2025 oleh Unit Pelaksana Teknis Bahasa IAIN Parepare.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Parepare, 18 Juli 2025
Kepala,



Hj. Nurhamdah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT (LP2M)
Jalan Amal Bakti No. 8 Soreang, Kota Parepare 91131 Telepon (0421) 21307, Fax. (0421) 24404 PO
Box 909 Parepare 91100 website: lp2m.iainpare.ac.id, email: lp2m@iainpare.ac.id

SURAT REKOMENDASI

No. B-402/In.39/LP2M.07/PP.00.9/07/2025

Nama : Suhartina, M.Pd.
NIP : 19910830 202012 2 018
Jabatan : Kepala Pusat Penerbitan & Publikasi LP2M IAIN Parepare
Intituti : IAIN Parepare

Dengan ini menyatakan bahwa identitas di bawah ini :

Penulis : Besse Umami Kalsum
Email : besseummikalsum.m@gmail.com
NIM : 2120203879102022
Prodi : Pendidikan Agama Islam
Jenjang Pendidikan : Pascasarjana

Benar telah menyelesaikan artikel dengan judul **“Sipakainge: Inovasi penelitian, Karya Ilmiah dan Pengembangan (Islamic Science)”** yang diterbitkan pada jurnal **“Sipakainge: Inovasi penelitian, Karya Ilmiah, dan Pengembangan (Islamic Science)” Vol.3 No.2 2025** dan Jurnal ber-ISSN terbitan Sao Jurnal IAIN Parepare. Maka dengan ini yang bersangkutan diberikan rekomendasi untuk dapat mengikuti ujian akhir.

Demikian surat rekomendasi ini disampaikan, atas partisipasi dan kerja samanya diucapkan terima kasih.

Parepare, 18 Juli 2025
Kepala Pusat Penerbitan & Publikasi



Suhartina, M.Pd.
NIP. 19910830 202012 2 018

DOCUMENTATIONS





CURRICULUM VITAE



The researcher, **Besse Ummi Kalsum**, was born on August 16th, 1996 in Sengkang, Wajo Regency, South Sulawesi. She is the youngest of two siblings, born to the couple Muh. Yusuf Mustafa Kadir and Asnidar Aziz. Her early education began at SD Negeri 53 Langnga in 2002, where she completed her elementary school education in 2008. She continued her junior high school education at Pondok Pesantren Modern Rahmatul Asri, Enrekang, and successfully graduated in 2011. After that, she pursued her senior high school studies at SMA Negeri 3 Pinrang and graduated in 2014.

In 2015, she was accepted as a student of the English Education Study Program at the Faculty of Languages and Literature, State University of Makassar (UNM), where she completed her undergraduate degree in 2020. Her academic journey continued in 2022 when she enrolled in the English Education Master's Program at the Institut Agama Islam Negeri (IAIN) Parepare. Throughout her academic career, she has consistently shown an interest in English language education, particularly in vocabulary learning and the integration of digital tools in teaching.

In 2023, she officially began her career as an English teacher at MTs Tiroang, where she worked for one academic year until 2024. This role allowed her to develop her instructional abilities, especially in teaching English to junior high school students. Since 2024, she has been serving as an honorary teacher at SD Negeri 52 Pinrang. In this current position, she continues to contribute to the academic development of elementary students by implementing creative and interactive teaching methods to enhance their English and language proficiency. She also had the opportunity to practice her teaching skills during her graduate studies by teaching English at SD Negeri 52 Pinrang, allowing her to gain valuable experience in instructing younger learners.