

Elevating Sixth-Grade Students' Animal Vocabulary Proficiency Via Quizizz Paper Mode

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Abstrak: Penelitian ini adalah penelitian tindakan kelas yang bertujuan untuk meningkatkan kemampuan vocabulary Bahasa Inggris tentang hewan dari siswa kelas enam dan menilai persepsi mereka terhadap penggunaan Quizizz Paper Mode untuk pembelajaran vocabulary. Prosedur penelitian ini melibatkan empat tahap: perencanaan awal, pelaksanaan, pengamatan sistematis dan evaluasi, serta refleksi. Studi ini melibatkan 30 siswa kelas enam dari SDN Sanankulon 1 Blitar dan peneliti menggunakan kombinasi tes dan kuesioner untuk pengumpulan data. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kemampuan vocabulary siswa terbukti dari peningkatan yang substansial dalam skor rata rata mereka dari 56,10 sebelum dilakukannya tindakan awal menjadi 87,40 pada uji tindakan pasca-intervensi. Selain itu, respon kuesioner menegaskan adanya penerimaan positif dari siswa terhadap Quizizz Paper Mode sebagai alat yang efektif untuk pembelajaran vocabulary, sehingga menguatkan hasil penelitian. Temuan ini menjanjikan bagi para pendidik yang mencari pendekatan inovatif untuk meningkatkan pemerolehan kosakata pada siswa sekolah dasar, yang menekankan potensi alat berbasis teknologi seperti Quizizz Paper Mode untuk menciptakan pengalaman belajar yang menarik dan efektif

Abstract: This study is Classroom Action Research aimed at elevating the English vocabulary proficiency of sixth-grade students regarding animals and assessing their perceptions of using Quizizz Paper Mode for vocabulary learning. The research procedure involved four stages: initial planning, implementation, observation and evaluation, and reflection. The study comprises 30 sixth-grade students from SDN Sanankulon 1 Blitar, with a combination of tests and questionnaires used for data collection. The results indicated a significant improvement in students' vocabulary proficiency, demonstrated by a substantial increase in their average scores from 56.10 before the initial action to 87.40 in the post-intervention assessment. Furthermore, questionnaire responses affirmed the positive reception of Quizizz Paper Mode as an effective tool for vocabulary learning, reinforcing the research outcomes. These findings hold promise for educators seeking innovative approaches to enhance vocabulary acquisition among elementary school students, emphasizing the potential of technology-based tools like Quizizz Paper Mode to create engaging and effective learning experiences.

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INTRODUCTION

Vocabulary plays a pivotal role in effective communication and comprehension across various aspects of life (Fadhilawati & Sari, 2018; Mansur & Fadhilawati, 2019; Abdulrahman & Basalama, 2019). Its importance cannot be overstated, as it serves as the foundation for expressing thoughts, ideas, and emotions. A robust vocabulary empowers individuals to articulate their ideas more precisely, enabling them to convey their intentions accurately in both spoken and written forms (Rohmatillah, 2014; Mansur & Fadhilawati, 2019). In educational settings, a rich vocabulary is fundamental to students' academic success, students who invest the time and effort to acquire an extensive vocabulary discover that it significantly simplifies their ability to engage with English across all four language skills: reading, writing, listening, and speaking (Sriati et al., 2023). Furthermore, Alqahtani, (2015) and Ali, (2021) stated that vocabulary is essential to convey ideas and the speaker's meaning. In summary, vocabulary is not merely a linguistic tool it is a gateway to expressing oneself, understanding others, and thriving in both personal and professional spheres of life.

Despite the paramount importance of vocabulary in aiding students' English proficiency, numerous students grapple with limited word knowledge (Rohmatillah, 2014; Fadhilawati, 2016; Alqahtani, 2015; Sriati et al., 2023). Regarding the difficulties in learning vocabulary, Rohmatillah, (2014) asserted that nearly every English as a Foreign Language (EFL) student faced challenges when it comes to grasping vocabulary, particularly in aspects such as enunciation, orthography, word selection, colloquial phrases, and the intricate nuances of grammatical inflections. Besides, Fadhilawati et al., (2022) argued that the students' vocabulary challenges include word definitions, appropriate usage, and vocabulary memorization. Furthermore, Sriati et al.,(2023) claimed that mastering vocabulary can pose significant challenges, especially for individuals who have not yet acquired the essential skills of defining words, discovering synonyms and antonyms, and effectively applying these terms in various situations. Moreover, Alqahtani, (2015) stated that based on her extensive teaching experience in Saudi Arabia spanning numerous years, she has observed notable neglect or oversight of fundamental vocabulary teaching and learning principles, the challenges in teaching vocabulary, primarily because numerous educators lack confidence in determining the most effective methods for vocabulary instruction. In some instances, they may struggle to identify the starting point for establishing a curriculum that prioritizes the acquisition of new words.

Vocabulary learning difficulties were also experienced by students at SDN Sanankulon 1 Blitar. Based on the results manifesting prominently in their subpar performance on the pre-test assessing animal-related vocabulary. Their learning outcomes fell considerably below the requisite threshold of 70.00, with the class averaging a meager score of 56.1. This substantial deficit in meeting the minimum competency score (KKM) underscored a pervasive struggle among students in constructing sentences and effectively employing the vocabulary they had been exposed. Then upon meticulous observations of the teaching-learning process, it became evident that the pedagogical approach employed by the teacher was devoid of stimulating and captivating instructional media. The instructor's reliance solely on the textbook and a word list displayed on the whiteboard rendered the lessons lackluster and uninspiring. It became increasingly apparent that this monotonous teaching method failed to captivate the students, resulting in disinterest and a conspicuous lack of motivation to engage in meaningful learning experiences. Moreover, it also observed that SDN Sanankulon has wifi however it

Learning vocabulary in elementary school presents several challenges for the students because the students at this age are still building their foundational language skills, so grasping the meanings and usage of new words can be a formidable task. then, the limited attention span of elementary students and the need for engaging, age-appropriate teaching methods can make vocabulary acquisition a bit challenging. Additionally, the abstract nature of some words can be perplexing for young minds, as they might struggle to connect these words to concrete concepts. Furthermore, the wide range of vocabulary

words introduced during elementary education requires consistent practice and exposure, which can be demanding for both students and teachers. Nonetheless, with effective teaching strategies patience, and the implementation of technologies in the classroom, these difficulties can be overcome, enabling children to develop a strong vocabulary foundation.

Teaching vocabulary is a widely discussed aspect of instructing English as a foreign language, often presenting challenges to educators during the teaching and learning process. These challenges prompt teachers to seek effective strategies to ensure satisfactory results for their students. To achieve this, teachers must diligently research and employ suitable techniques that resonate with their students. Effective teachers should continually equip themselves with a diverse and current array of methods. Mastery of the subject matter is crucial to facilitate understanding among students and foster their engagement and enjoyment in the classroom (Alqahtani, 2015). Moreover, teachers should recognize that teaching vocabulary differs significantly from a student's native language, and they must be mindful of these distinctions. Additionally, the approach to teaching English to young learners varies markedly from that employed for adults. Hence, teachers should possess a deep understanding of their learners' characteristics, as this knowledge forms the basis for tailoring effective techniques and selecting appropriate materials that align with the objectives of language instruction (Alqahtani, 2015)

To develop students' strong vocabulary foundation as well as learning outcomes in this digital era, teachers are required to integrate digital technology into their instruction (Azizah et al., 2023; Rachmawati et al., 2020). If it is impossible to do because of some problems such as limited wifi, and limited tools for learning such as smartphones or computers they may combine technology with traditional ones for example by applying paper, pen, book, etc. One of the technologies in the current landscape that could be applied by a teacher by combining it with the traditional method is Quizizz Paper Mode. Quizizz paper mode is an enhancement feature designed for scenarios where students lack internet access or digital devices. This feature enables offline, in-person classroom engagement with Quizizz activities (Ni'am et al., 2021).

Furthermore, by integrating Paper mode, the teacher can act as a facilitator, leading students through the quiz questions, gathering their responses on paper, and subsequently fostering discussions or reviews using these written answers. The primary objective is to offer an interactive and inclusive learning experience that surmounts technological constraints (Ni'am et al., 2021). Moreover, the other benefit of Quizizz Paper mode is; that it can be utilized by students without the need for gadgets or laptops. In this mode, students are provided with sheets containing barcodes for answering questions. The teacher scans these barcodes using a device, and the student's responses are automatically recorded and can be displayed on a projector screen (Khasanah et al., 2023),

Prior research has investigated and substantiated the effectiveness of using Quizizz to improve the quality of teaching and learning (see: Suharsono, 2020; Pusparani, 2020; Rahayu & Purnawarman, 2019; Citra & Rosy, 2020; Priyanti et al., 2019; Yan Mei et al., 2019; Amalia, 2020; Mansur & Fadhilawati, 2021). Nonetheless, the adoption of Quizizz Paper Mode in education is not as widespread as the use of Quizizz itself. Existing studies on the implementation of Quizizz Paper Mode are predominantly not in the English field especially vocabulary in elementary school settings, they are as follows; 1) Ni'am et al., (2021) revealed that the integration of Quizizz Paper Mode was highly effective in improving mathematics achievement among eighth-grade students at junior high school; 2) Khasanah et al., (2023) claimed that Quizizz paper mode could boost students' motivation from 47% to 67% in the first cycle of action, 77 % in the second cycle of action and 86% in a third of action; 3) Putra, (2023) found that incorporating Quizizz Paper Mode improved students' vocabulary proficiency in a Junior High School setting. Furthermore, students displayed a positive reception towards using Quizizz Paper Mode as a means to acquire new vocabulary; 4) Azizah et al., (2023) reported that seventh-grade students had strong motivation to learn and demonstrated enhanced comprehension of the study materials when taught through the application of Quizizz Paper Mode. 5) Fauziah & Hadi, 2023) argued that the

utilization of Quizizz Paper Mode yielded positive outcomes by enhancing learning achievement and motivation among third-grade; 6) Rini & Zuhdi,(2023) asserted that Quizizz Paper Mode had a notable impact on the learning outcomes related to the application of Pancasila values among fourth-grade students and Dewi et al., (2023) presented that Quizizz paper mode is significant to enhance students' learning outcome and understand the concept of the water cycle from 35% in the pre-cycle to 60% in cycle I and 100% in cycle II.

Considering the challenges faced by students at SDN I Sanankulon Blitar and drawing upon the merits of Quizizz Paper Mode as elucidated by experts, along with the compelling evidence from prior research affirming its efficacy in improving student's learning outcomes and motivation, a noticeable research gap emerges. This gap pertains to the scarcity of studies investigating the implementation of Quizizz Paper Mode in English language teaching and learning, with a specific focus on vocabulary in elementary school setting It's noteworthy that the majority of previous research on Quizizz Paper Mode has primarily been conducted in junior high schools, predominantly within the domains of mathematics, Civics, science, and related subjects. In light of this gap, our research endeavor titled "Elevating Sixth-Grade Students' Animal Vocabulary Proficiency Via Quizizz Paper Mode This study seeks to address this void by concentrating on enhancing sixth Grade students' vocabulary proficiency at SDN I Sanankulon Blitar, employing Quizizz Paper Mode, especially on the topic " Animals" and capturing the students' views toward the integrating of Quizizz Papper Mode for learning vocabulary.

METHOD

To address the research problem, the researchers employed Classroom Action Research (CAR) as their methodology. CAR is an approach aimed at identifying effective classroom strategies, initiated by teachers to enhance student learning (Fadhilawati, 2013). In this context, CAR was employed to improve the thirty-sixth-grade vocabulary proficiency of animals at SDN I Sanankulon Blitar. The research was not only aimed to elevate students' vocabulary proficiency regarding animals but also to capture their perspectives on the integration of Quizizz Paper Mode in the vocabulary of animal instruction. Data gathering encompassed the administration of a preliminary assessment, a post-assessment, and a questionnaire to gauge both the students' grasp of vocabulary and their viewpoints regarding the integration of Quizizz Paper Mode. The research approach harmonized with Kemmis and Taggart's model, which consists of meticulous planning, implementing strategies, monitoring and assessing outcomes, and reflecting (Kemmis et al., 2014). A thorough account of each phase in the research journey is presented below:

1. Planning

In the initial phase of the research, the researchers engaged in a series of preparatory tasks. This included the development of a detailed lesson plan to guide the incorporation of Quizizz Paper Mode for the vocabulary of animal instruction. They also organized the classroom setup to seamlessly integrate the platform, gathered pertinent materials for teaching vocabulary of animals, crafted engaging vocabulary of animal quizzes within the Quizizz application, created a post-test assessment that consisted of 25 questions related to animal vocabulary in the form of multiple choice, constructed a comprehensive questionnaire using Google Forms to solicit student feedback, and established criteria for success. Success, in this context, was defined as students achieving post-test scores of 70 or higher, with an overall target average score of 70.00. These preparatory activities collectively laid a strong foundation for the subsequent stages of the research, ensuring a well-structured and informed progression towards the research goals.

2. Implementing strategies

During the "implementing" phase, the researchers put their instructional plan into action as detailed in the lesson plan. Within this educational framework, they skillfully executed the planned approach, which involved educating students about the vocabulary of animals using Quizizz Paper Mode. This instructional phase unfolded over three significant sessions, each serving a distinct role in the overall learning journey. The initial session primarily focused on introducing students to the mechanics of utilizing Quizizz Paper Mode, along with a review of vocabulary concepts related to the animal. In the subsequent meeting, the emphasis smoothly shifted toward providing students with a deep understanding of vocabulary usage in the context of sentences, enriched by practical exercises seamlessly integrated into the learning process. The final session was dedicated to practicing vocabulary use through the application of Quizizz Paper Mode. The following figure is the implementation of Quizizz paper mode for teaching and learning vocabulary to sixth-grade students at SDN I Sannakulon Blitar.

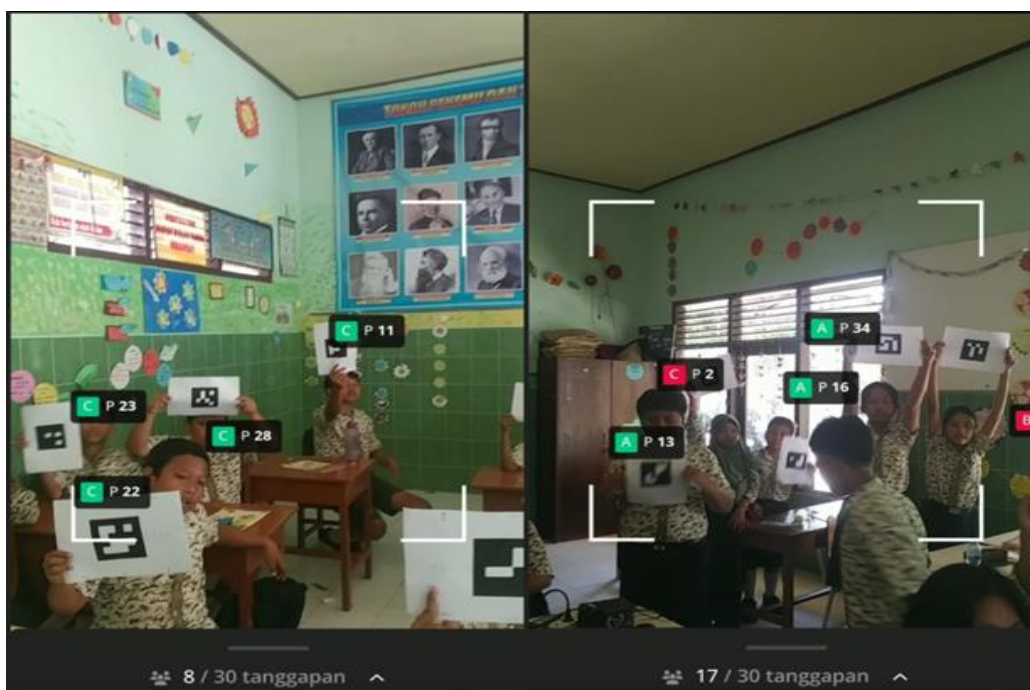


Figure 1. The Integration of Quizizz Paper Mode in Teaching Animal Vocabulary

3. Observing and Evaluating

The observation and evaluation phases hold paramount significance in comprehending the impact of the tested method on the learning process and students' vocabulary achievements. The data amassed during these phases serve as the compass for researchers, guiding decisions on whether to continue with the method's implementation or institute necessary adjustments. In this stage, the researchers keenly observed the outcomes resulting from the application of Quizizz Paper Mode to assess sixth-grade students' vocabulary of animal proficiency. This assessment took the form of a post-test, exclusively administered through Quizizz Paper Mode. The post-assessment consisted of 25 multiple-choice questions Each question held a weighted value of 4 points, cumulatively yielding a maximum score of 100. The administration of this post-assessment via Quizizz Paper Mode was allotted a timeframe of 60 minutes. Furthermore, the researchers distributed questionnaires to students, aiming to capture their perceptions regarding the integration of Quizizz Paper Mode into grammar instruction. The questionnaire featured 15 statements, each accompanied by a Likert scale comprising five options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Subsequently, the researchers

conducted a quantitative analysis of the collected data and provided a descriptive interpretation of the results.

4. Reflecting

Reflection plays a pivotal role in this research, serving as a critical checkpoint before determining the necessity of processing with another cycle (Mansur & Fadhilawati, 2021). During this reflective phase, the researchers assessed students' achievements in learning the vocabulary of animals, particularly in using the predefined success criteria established during the initial planning phase. By these predetermined benchmarks, if individual student scores exceeded the minimum threshold of 70.00, and the class's average score surpassed the same benchmark, the research initiative would conclude after the first cycle. Conversely, if the predetermined benchmarks were not met, the researchers would proceed into the subsequent cycle.

RESULTS AND DISCUSSION

Results

This section delves into the research findings, offering a detailed perspective to tackle the research questions that have been posed. The study was aimed at addressing two central research queries: Firstly, it sought to elucidate the improvement of the sixth-grade students' vocabulary of animal learning outcomes by employing Quizizz Paper Mode; and secondly, it rigorously examined students' perspectives on the integration of Quizizz Paper Mode as an instructional tool for the vocabulary of animal learning. These aspects are elaborated upon comprehensively as follows:

The result of Students' Vocabulary of Animal Learning Outcomes Before and After the Integration of Quizizz Paper Mode

The study delved into the assessment of the sixth-grade students' vocabulary of animal proficiency following their exposure to instruction facilitated by Quizizz Paper Mode. This evaluation of the impact was grounded in a thorough examination of students' performance indicators. The data extracted from this rigorous analysis has provided a detailed viewpoint on the effectiveness of incorporating Quizizz Paper Mode as a tool for vocabulary instruction. Below are the students' outcomes both before and after the implementation of Quizizz Paper Mode in the classroom for animal vocabulary instruction.

The data showcased in Table 1 allows us to deduce a notable improvement in the learning outcomes of the animal vocabulary of the 30 students in sixth grade in SDN I Sanankulon Blitar. On average, there was a significant enhancement in the animal vocabulary learning results, with a noticeable rise from an initial score of 56.10 to an impressive 87.40. This substantial improvement underscores the efficacy of integrating Quizizz Paper Mode as a valuable resource for vocabulary instruction in Elementary school. It indicates that the utilization of Quizizz Paper Mode in the context of vocabulary learning contributed significantly to the student's proficiency in defining words and using words in the context appropriately.

Table 1. The students' Learning Outcomes after Applying Quizizz in Learning the Vocabulary of Animals

No	Player	Initial of Students	Pre-Action Test Result	Post-Action Test Result
1	P1	AKP	68	88
2	P2	AEDS	28	76
3	P3	CDP	36	76
4	P4	DPW	72	92
5	P7	DIB	68	96
6	P8	EMA	48	92
7	P9	EVE	60	100
8	P10	EAK	68	96
9	P11	FJM	68	100
10	P12	FDW	68	96
11	P13	GPP	72	92
12	P14	GW	16	76
13	P15	HAF	72	96
14	P16	HM	68	88
15	P17	INSP	68	92
16	P18	IFP	68	96
17	P19	KSD	60	76
18	P20	KHS	68	76
19	P21	MYR	64	96
20	P22	MLN	52	76
21	P23	MDT	64	92
22	P24	MFZF	68	76
23	P25	NAL	60	100
24	P26	RC	68	76
25	P27	RA	28	76
26	P28	RND	44	88
27	P30	SAC	48	88
28	P31	SZL	24	76
29	P33	VWM	32	96
30	P34	VRP	56	80
AVERAGE			56,10	87,40

The Results of the Questionnaire

The examination of sixth-grade students' viewpoints regarding the integration of Quizizz Paper Mode as an educational tool in animal vocabulary instruction involved a quantitative exploration of their firsthand experiences with this pedagogical resource. This investigation commenced by disseminating a questionnaire at the end of the first research cycle. The outcome of the administered questionnaire is summarized in Table 2.

The feedback from sixth-grade students, as outlined in Table 2, underscores their overwhelmingly positive perception of Quizizz Paper Mode as a valuable instrument for mastering animal vocabulary. In terms of excitement for learning, a significant majority (83.3%) expressed strong agreement, with an additional 6.7% strongly agreeing that they found Quizizz Paper Mode an exciting avenue for animal vocabulary acquisition. Moreover, when considering ease of use, a substantial portion (73.3%) agreed, while 23.3% simply strongly agreed that navigating Quizizz Paper Mode was straightforward. In the realm of engagement, an impressive 93.3% of students concurred that they never experienced boredom while learning animal vocabulary through Quizizz Paper Mode. Transitioning to the aspects of music and avatars, approximately 76.7% to 93.3% either agreed or strongly agreed that they enjoyed the

accompanying music and were fond of the avatars integrated into the Quizizz Paper Mode application. Additionally, a noteworthy 80% of students expressed their interest in Memes within the Quizizz Paper Mode app.

Table 2. The Students' Responses of Quizizz Paper Mode for Learning and Evaluating Vocabulary of Animals.

NO	STATEMENTS	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
1	I am excited to learn the vocabulary of animals by using the Quizizz Paper Mode App.	6.7	83.3	6.7	3.3	0.00
2	Learning to use the Quizizz Paper Mode application is very easy!	23.3	73.3	3.3	0.00	0.00
3	I won't feel bored if I learn the vocabulary of animals by using Quizizz Paper Mode.	3.3	93.3	3.3	0.00	0.00
4	I enjoy the music in the Quizizz Paper Mode application because it makes me excited to complete the test.	20.0	76.7	3.3	0.00	0.00
5	I like the avatars in the Quizizz Paper Mode application.	20.0	76.7	3.3	0.00	0.00
6	I'm interested in Memes in the Quizizz Paper Mode app.	6.7	80.0	10.0	3.3	0.00
7	The barcode feature on the Quizizz Paper Mode application makes it easier for me to answer questions.	13.3	83.3	3.3	0.00	0.00
8	I like learning using Quizizz Paper Mode because it's like playing a game.	26.7	73.3	0.00	0.00	0.00
9	I can save time studying the vocabulary of animals by using Quizizz Paper Mode.	23.3	76.7	0.00	0.00	0.00
10	I prefer learning vocabulary using Quizizz Paper Mode rather than tests using paper and pen.	16.7	80.0	3.3	0.00	0.00
11	I love it when I see the results of the scores coming out right away on the Quizizz Paper Mode app leaderboard.	6.7	90.0	3.3	0.00	0.00
12	I am happy to have completed the Quizizz Paper Mode app test on animal vocabulary.	13.3	83.3	3.3	0.00	0.00
13	Quizizz Paper Mode helped me learn a lot of new vocabulary about animals.	10.0	83.3	6.7	0.00	0.00
14	I can focus on learning the vocabulary of animals by using the Quizizz paper Mode.	13.3	80.0	6.7	0.00	0.00
15	I will be happy if Quizizz Paper Mode can be applied in all subjects.	26.7	70.0	3.3	0.00	0.00

Regarding the barcode feature, a majority (83.3%) found it convenient for answering questions, reinforcing the practicality of Quizizz Paper Mode. The educational experience was often likened to a game, as evidenced by 73.3% strongly agreeing and 26.7% agreeing that learning with Quizizz Paper Mode felt akin to playing. In terms of time efficiency, a combined 76.7% strongly agreed or agreed that Quizizz Paper Mode streamlined their animal vocabulary studies. Furthermore, a substantial 80% either agreed or strongly agreed that they preferred learning vocabulary using Quizizz Paper Mode over traditional paper-and-pen tests.

Immediate feedback was a source of motivation, with a significant 90% either agreeing or strongly agreeing that they relished seeing their scores promptly on the Quizizz Paper Mode app leaderboard. Post-assessment, the majority (83.3%) reported feeling happy, further underscoring their satisfaction with the Quizizz Paper Mode app. Learning effectiveness was also evident, as around 83.3%

either agreed or strongly agreed that Quizizz Paper Mode significantly contributed to their acquisition of new animal vocabulary. Additionally, 80% either agreed or strongly agreed that they could maintain focus while learning animal vocabulary using Quizizz Paper Mode.

In terms of future preferences, implementation a substantial 70% agreed and 26.7% strongly agreed that they would welcome the implementation of Quizizz Paper Mode across all subjects. In summation, these comprehensive results collectively affirm students' enthusiasm for Quizizz Paper Mode, indicating its potential to create a dynamic and engaging learning environment that enhances their overall educational experience

Discussion

Based on the data gleaned from both Table 1 and Table 2, it becomes evident that sixth-grade students in SDN I Sanankulon Blitar made significant progress in mastering the vocabulary of animals with their average scores showing a notable improvement from 56.10 to 87.40. This outcome echoes the findings of previous research by Dewi et al., 2023; Putra, 2023; Fauziah & Hadi, 2023; and Rini & Zuhdi (2023) which highlighted the positive impact of Quizizz Paper Mode on enhancing students' learning outcomes.

Furthermore, the student's reactions to the integration of Quizizz Paper Mode in animal vocabulary learning were overwhelmingly positive. Several factors likely contributed to this success. First and foremost, the teacher shifted from traditional teaching methods to a blended approach that combined digital tools, specifically utilizing the Quizizz application alongside traditional paper-based methods. Additionally, recognizing the initial results fell short of expectations, the instructor extended the vocabulary of animal instruction from a single session to three sessions during the action phase. Moreover, the teacher utilized technology to engage students during the teaching-learning process addressing common issues such as fatigue, lack of motivation, and drowsiness, bored in the process of the students' learning vocabulary. The integration of technology aimed to alleviate these challenges. This approach aligns with the observations made by (Priyanti et al., 2019) who emphasized that Quizizz can inject variety into classes, mitigating monotony and preventing boredom.

Moreover, the sixth-grade students underscore their overwhelmingly positive perception of Quizizz Paper Mode as a valuable instrument for mastering animal vocabulary. In terms of excitement for learning, a significant majority of the students expressed strongly that they found Quizizz Paper Mode an exciting avenue for animal vocabulary acquisition. These results are in line with when considering ease of use, a substantial portion of the students agreed that navigating Quizizz Paper Mode was straightforward this result agrees with (Zhao, 2019) who argued that the utilization of Quizizz is very easy to do. In the realm of engagement, an impressive portion of students concurred that they never experienced boredom while learning animal vocabulary through Quizizz Paper Mode it is in line with (Priyanti et al., 2019) who emphasized that Quizizz can inject variety into classes, mitigating monotony and preventing boredom. Further, the results were also in line with Transitioning to the aspects of music and avatars, the students said that they enjoyed the accompanying music and were fond of the avatars integrated into the Quizizz Paper Mode application. Additionally, a noteworthy of students expressed their interest in Memes within the Quizizz Paper Mode app these results are in line with Mac Namara & Murphy, (2017) and Zhao, (2019) who claimed that Quizizz is an educational app that adds an element of fun and interaction to classroom activities. It allows students to complete exercises on their electronic devices during class. What sets Quizizz apart from other educational apps is its incorporation of game-like features such as avatars, themes, memes, and music, making the learning process engaging and enjoyable.

Furthermore, a substantial of the students agreed that they preferred learning vocabulary using Quizizz Paper Mode over traditional paper-and-pen tests this result supports the research result of

Fadhilawati, (2021) who stated that Quizizz application could be used as the best tool for learning as well as evaluating the students' learning outcomes. In addition, Immediate feedback was a source of motivation, with significant students agreeing that they relished seeing their scores promptly on the Quizizz Paper Mode app leaderboard, the results in line with Khasanah et al., (2023) and Azizah et al., (2023) that argued the utilization of paper mode was able to enhance students' motivation in learning.

CONCLUSION AND SUGGESTIONS

In conclusion, this classroom action research underscores the utilization of Quizizz Paper Mode in elevating the vocabulary proficiency of sixth-grade students at SDN I Sanankulon Blitar, particularly in the realm of animal-related terminology. The research process, comprising planning, implementation, observation, and reflection, yielded substantial and noteworthy improvements in students' vocabulary skills. The significant leap in average scores from the pre-intervention assessment to the post-intervention evaluation highlights the transformative potential of this technology-driven approach. Further, the student's views on the integration of Quizizz paper mode were very positive and supported the successfulness of the improvement of the student's vocabulary learning outcomes, especially regarding animals.

Moving forward, several valuable suggestions emerge from this study for educators and future research endeavors. First and foremost, educators are encouraged to embrace technology-based tools like Quizizz Paper Mode as integral components of their teaching strategies, harnessing their potential to make vocabulary acquisition engaging and highly effective. Secondly, recognizing the diversity of student learning needs, educators can explore the adaptation of such tools to facilitate personalized learning experiences, catering to individual proficiency levels and preferences. Thirdly, the implementation of continuous formative assessment, facilitated by digital tools, can offer real-time insights into student progress, enabling educators to tailor their instruction more precisely. To ensure the successful integration of technology, educators should also consider investing in professional development opportunities, equipping themselves with the necessary digital literacy and pedagogical skills. Lastly, given the enthusiastic response to gamified learning experiences, educators are encouraged to incorporate gamification elements into their lessons, thereby enhancing student motivation and engagement

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