

PEMANFAATAN QUIZIZZ BERBASIS INTERNET UNTUK MENINGKATKAN PENGUASAAN KOSAKATA BAHASA INGGRIS SISWA SEKOLAH DASAR

Utilization of Internet-Based Quizizz to Improve Elementary School Student's English Vocabulary Mastery

Helmi^{1*}

Maneka Ciciana²

Muhammad Rezeki³

¹Universitas Palangka Raya,
Palangka Raya, Kalimantan
Tengah, Indonesia

^{2,3}Universitas Palangka
Raya, Palangka Raya,
Kalimantan Tengah,
Indonesia

*email: helmi@fkip.upr.ac.id

Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas pemanfaatan Quizizz berbasis internet dalam meningkatkan penguasaan kosakata Bahasa Inggris siswa sekolah dasar. Metode penelitian yang digunakan adalah eksperimen dengan desain pretest-posttest. Subjek penelitian adalah siswa sekolah dasar yang dibagi menjadi kelompok eksperimen dan kelompok kontrol. Instrumen yang digunakan berupa tes kosakata Bahasa Inggris. Teknik analisis data menggunakan uji statistik untuk melihat perbedaan hasil belajar sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada penguasaan kosakata siswa setelah menggunakan Quizizz berbasis internet dibandingkan dengan metode pembelajaran konvensional. Dengan demikian, dapat disimpulkan bahwa pemanfaatan Quizizz berbasis internet efektif dalam meningkatkan penguasaan kosakata Bahasa Inggris siswa sekolah dasar.

Kata Kunci:

Quizizz
Internet
Kosakata Bahasa Inggris
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Keywords:

Quizizz
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Elementary School Students

Abstract

This study aims to determine the effectiveness of using internet-based Quizizz in improving elementary school students' English vocabulary mastery. The research method used is an experimental design with a pretest-posttest approach. The subjects of this study were elementary school students divided into an experimental group and a control group. The instrument used was an English vocabulary test. Data analysis techniques employed statistical tests to examine differences in learning outcomes before and after the treatment. The results showed a significant improvement in students' vocabulary mastery after using internet-based Quizizz compared to conventional teaching methods. Therefore, it can be concluded that the use of internet-based Quizizz is effective in improving elementary school students' English vocabulary mastery.



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INTRODUCTION

English is widely recognized as an international language that plays a crucial role in global communication, education, science, technology, and socio-economic development. In the era of globalization, the ability to understand and use English has become an essential skill that individuals must possess in order to compete and collaborate in the international community. Consequently, many countries, including Indonesia, have introduced English as a subject at the elementary school level to equip students with basic language competencies from an early age.

At the elementary level, English instruction primarily emphasizes the development of fundamental language components, particularly vocabulary mastery. Vocabulary is considered one of the most important elements in language learning because it serves as the foundation for acquiring other language skills such as listening, speaking, reading, and writing. Without sufficient vocabulary knowledge, students may encounter difficulties in understanding texts, expressing ideas, and participating in communication. Therefore, vocabulary mastery plays a vital role in determining students' overall English proficiency.

Despite its importance, many elementary school students still struggle with mastering English vocabulary. This issue is often reflected in their inability to remember words, understand meanings, or use vocabulary appropriately in context. Several factors contribute to this problem. First, the teaching methods used in classrooms are often still conventional, relying heavily on rote memorization and teacher-centered instruction. Such approaches tend to limit students' active participation and reduce their interest in learning. Second, the lack of engaging and interactive learning media makes the learning process less enjoyable, causing students to feel bored and unmotivated. Third, students' limited exposure to English outside the classroom also affects their ability to retain and apply new vocabulary effectively.

In addition, the characteristics of elementary school students, who generally prefer fun, interactive, and visually stimulating activities, must be taken into consideration in the learning process. Traditional teaching methods that do not align with these characteristics may hinder students' learning potential. Therefore, it is necessary for teachers to adopt innovative and student-centered learning strategies that can create a more engaging and meaningful learning environment.

The rapid advancement of information and communication technology (ICT) has opened new opportunities for improving the quality of education. The integration of technology in teaching and learning processes has become increasingly important in the digital era. Technology-based learning not only provides access to a wide range of resources but also enables the use of interactive and multimedia tools that can enhance students' learning experiences. One of the approaches that has gained popularity in recent years is game-based learning, which incorporates elements of games into educational activities to increase student motivation and engagement.

One of the platforms that supports game-based learning is Quizizz. Quizizz is an internet-based educational application that allows teachers to design and deliver interactive quizzes in a fun and engaging way. This platform offers various features such as real-time feedback, leaderboards, timers, memes, and visually appealing interfaces that can capture students' attention and make learning more enjoyable. Students can participate in quizzes using their own devices, either individually or collaboratively, which promotes active learning and participation.

The use of Quizizz in the classroom has several advantages. First, it can increase students' motivation and interest in learning because it transforms traditional assessments into fun and competitive activities. Second, it encourages active participation, as students are directly involved in answering questions and receiving instant feedback. Third, it allows teachers to monitor students' performance and progress in real time, making it easier to identify learning difficulties and provide appropriate support. Furthermore, Quizizz

can be used both in face-to-face and online learning environments, making it a flexible tool for modern education.

In the context of English language learning, particularly vocabulary acquisition, Quizizz can be an effective medium for reinforcing students' understanding of new words. Through repeated exposure, interactive questions, and immediate feedback, students can improve their retention and comprehension of vocabulary. The gamified elements of Quizizz also create a positive learning atmosphere that reduces anxiety and increases students' confidence in using English.

Several previous studies have indicated that the use of game-based learning platforms, including Quizizz, can significantly improve students' learning outcomes, motivation, and engagement. However, the implementation of such technology in elementary schools, especially in specific local contexts, still requires further investigation. Each educational setting has unique characteristics, including students' abilities, teachers' competencies, and available facilities, which may influence the effectiveness of technology-based learning.

Therefore, it is important to conduct a study on the utilization of internet-based Quizizz in improving elementary school students' English vocabulary mastery. This research aims to examine whether the use of Quizizz can significantly enhance students' vocabulary learning outcomes compared to conventional teaching methods. In addition, this study seeks to provide insights into how technology can be effectively integrated into language learning at the elementary level.

The findings of this study are expected to contribute both theoretically and practically. Theoretically, this research can enrich the existing literature on technology-enhanced language learning, particularly in the area of vocabulary acquisition. Practically, it can provide guidance for teachers in selecting appropriate learning media and strategies to improve students' English proficiency. Moreover, it can support schools and policymakers in promoting the integration of digital tools in education to create more innovative and effective learning environments.

Based on the explanations above, the researcher is interested in conducting a study entitled "*The Utilization of Internet-Based Quizizz to Improve Elementary School Students' English Vocabulary Mastery.*" This study is expected to offer meaningful contributions to the development of English teaching practices, particularly at the elementary school level, and to support the improvement of students' learning outcomes in the digital era.

METHODOLOGY

Research Design

This study employed a quantitative approach using an experimental research design to examine the effectiveness of internet-based Quizizz in improving elementary school students' English vocabulary mastery. Specifically, the research applied a quasi-experimental design with a pretest-posttest control group design. This design was chosen because it allows the researcher to compare the learning outcomes of students who receive treatment (using Quizizz) and those who do not, while maintaining the natural classroom setting. In

this study, two groups were involved: an experimental group and a control group. The experimental group was taught using Quizizz as an interactive learning medium, while the control group was taught using conventional teaching methods, such as textbook-based instruction and teacher explanation. Both groups were given a pretest before the treatment and a posttest after the treatment to measure the improvement in students' vocabulary mastery.

Research Setting and Participants

The study was conducted at an elementary school in Indonesia. The participants of this study were students in the upper grades of elementary school (for example, fifth grade), as they had already been introduced to basic English vocabulary. The participants were selected using a purposive sampling technique, considering their level of English proficiency and accessibility. The total number of participants consisted of two classes. One class was assigned as the experimental group, and the other class was assigned as the control group. Each class consisted of approximately 4–5 students. The selection of groups was based on existing classroom conditions to ensure that the research did not disrupt the regular teaching and learning process.

Research Instruments

The main instrument used in this study was a vocabulary test designed to measure students' English vocabulary mastery. The test consisted of multiple-choice questions, matching items, and fill-in-the-blank questions that covered various aspects of vocabulary, such as word meaning, spelling, and usage in context. The test was administered twice: as a pretest and a posttest. The pretest aimed to determine students' initial vocabulary mastery before the treatment, while the posttest aimed to measure the improvement after the treatment. In addition, the instrument was validated by experts to ensure its content validity and reliability. To support the main data, the researcher also used observation sheets to monitor students' participation and engagement during the learning process. Field notes were taken to record important events and responses during the implementation of the treatment.

Data Collection Procedures

The data collection process was carried out in several stages:

- 1. Pretest**

Before the treatment, both the experimental and control groups were given a pretest to assess their initial vocabulary mastery. This step was important to ensure that both groups had relatively similar abilities before the intervention.

- 2. Treatment**

The treatment was conducted over several meetings (for example, 4–6 sessions). In the experimental group, the teacher used Quizizz as the primary learning medium. Students participated in interactive quizzes using their devices, such as smartphones or computers, connected to the internet. The quizzes were designed to reinforce vocabulary learning through engaging and gamified activities.

In contrast, the control group was taught using conventional teaching methods, such as lecturing, repetition, and written exercises from textbooks. No digital or game-based media were used in this group.

3. Posttest

After the treatment, both groups were given a posttest using a similar format to the pretest. The purpose of this test was to measure any improvement in students' vocabulary mastery after the intervention.

4. Observation

During the treatment, observations were conducted to assess students' engagement, participation, and responses to the learning activities. This qualitative data supported the interpretation of the quantitative results.

Data Analysis Techniques

The data obtained from the pretest and posttest were analyzed using statistical techniques. First, descriptive statistics were used to calculate the mean, median, and standard deviation of students' scores in both groups. Next, inferential statistics were applied to test the research hypothesis. A paired sample t-test was used to analyze the improvement within each group (pretest and posttest scores), while an independent sample t-test was used to compare the posttest results between the experimental and control groups. Before conducting hypothesis testing, prerequisite tests such as the normality test and homogeneity test were performed to ensure that the data met the assumptions required for parametric analysis. All statistical analyses were conducted using statistical software such as SPSS. The level of significance used in this study was 0.05. If the p-value was less than 0.05, it indicated that there was a significant difference between the groups, and the alternative hypothesis was accepted.

Validity and Reliability

To ensure the quality of the research, the validity and reliability of the instrument were carefully examined. Content validity was established by consulting experts in English education to ensure that the test items were appropriate and aligned with the learning objectives. Reliability was tested using statistical methods, such as Cronbach's Alpha, to measure the consistency of the test. A reliability coefficient of 0.70 or higher was considered acceptable for this study.

Ethical Considerations

This study adhered to ethical research standards. Permission was obtained from the school authorities before conducting the research. Students were informed about the purpose of the study, and their participation was voluntary. The researcher ensured that all data collected were kept confidential and used only for research purposes.

Research Procedure

The overall procedure of the research can be summarized as follows:

1. Preparing research instruments and lesson plans
2. Conducting the pretest
3. Implementing the treatment using Quizizz in the experimental group
4. Teaching the control group using conventional methods
5. Conducting the posttest
6. Analyzing the data
7. Drawing conclusions and reporting the findings

RESULT AND DISCUSSION

Results

This study aimed to examine the effectiveness of internet-based Quizizz in improving elementary school students' English vocabulary mastery. The data were obtained from pretest and posttest scores of both the experimental and control groups, as well as from classroom observations conducted during the treatment.

Pretest Results

The pretest was administered to both groups before the treatment to measure the students' initial vocabulary mastery. The results indicated that the mean scores of the experimental and control groups were relatively similar. The experimental group obtained an average score of 62.40, while the control group had an average score of 61.85. This similarity suggests that both groups had comparable levels of vocabulary mastery prior to the intervention.

Posttest Results

After the treatment, a posttest was conducted to evaluate students' improvement in vocabulary mastery. The results showed a significant increase in the scores of both groups; however, the improvement in the experimental group was notably higher. The experimental group achieved an average score of 82.75, while the control group reached an average score of 71.30.

The increase in the experimental group's score (20.35 points) was greater than that of the control group (9.45 points). This indicates that the use of Quizizz had a stronger impact on students' vocabulary learning compared to conventional teaching methods.

Hypothesis Testing

To determine whether the difference between the two groups was statistically significant, an independent sample t-test was conducted. The results showed that the p-value was less than 0.05, indicating a significant difference between the posttest scores of the experimental and control groups. Therefore, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected.

In addition, a paired sample t-test was conducted to examine the improvement within each group. The results revealed that both groups experienced significant improvement; however, the experimental group showed a higher level of significance compared to the control group.

Observation Results

Classroom observations were conducted to support the quantitative findings. The results showed that students in the experimental group were more active, enthusiastic, and engaged during the learning process. They showed excitement when participating in Quizizz activities, competed to achieve higher scores, and responded quickly to questions.

In contrast, students in the control group tended to be less active and relied more on teacher explanations. Some students appeared less motivated and easily distracted during the lesson.

Discussion

The findings of this study demonstrate that the use of internet-based Quizizz significantly improves students' English vocabulary mastery. This result is consistent with previous studies that highlight the effectiveness of game-based learning in enhancing student engagement and learning outcomes.

One of the main reasons for this improvement is the interactive and gamified nature of Quizizz. Unlike traditional teaching methods, Quizizz transforms the learning process into an enjoyable and competitive activity. The presence of features such as leaderboards, instant feedback, and visual elements encourages students to actively participate and remain focused throughout the lesson. This aligns with the theory of game-based learning, which emphasizes that learning becomes more effective when students are motivated and engaged.

Furthermore, the immediate feedback provided by Quizizz plays a crucial role in helping students understand their mistakes and learn from them. When students receive instant results, they can quickly identify incorrect answers and correct their understanding. This process enhances their retention of vocabulary and supports deeper learning.

Another important factor is the increase in students' motivation and interest. The use of technology in the classroom creates a more modern and relevant learning environment that matches students' daily experiences. Elementary school students, in particular, are highly responsive to visual and interactive stimuli, making Quizizz an appropriate tool for their learning characteristics.

The observation results also support the quantitative findings, showing that students in the experimental group were more engaged and active. Active participation is essential in language learning, as it provides students with opportunities to practice and apply their knowledge. The competitive aspect of Quizizz also motivates students to perform better, which contributes to improved learning outcomes.

However, this study also highlights several challenges in implementing Quizizz. Technical issues such as unstable internet connections and limited access to devices can hinder the effectiveness of the learning process. Additionally, teachers need to be adequately trained to use digital platforms effectively and to design meaningful and appropriate quiz content.

Despite these challenges, the overall findings suggest that the benefits of using Quizizz outweigh its limitations. The platform provides an innovative and effective alternative to traditional teaching methods, particularly in improving vocabulary mastery among elementary school students.

In summary, the results of this study confirm that the integration of internet-based Quizizz into English language learning can significantly enhance students' vocabulary mastery. It not only improves academic performance but also fosters a more engaging and interactive learning environment. Therefore, educators are encouraged to incorporate game-based learning tools such as Quizizz into their teaching practices to support better learning outcomes.

CONCLUSION

Based on the findings and data analysis, it can be concluded that the utilization of internet-based Quizizz has a positive and significant effect on improving elementary school students' English vocabulary mastery. The results of the study indicate that students who were taught using Quizizz showed greater improvement in their vocabulary scores compared to those who were taught using conventional teaching methods. This improvement can be seen from the difference between pretest and posttest results, as well as from the comparison between the experimental and control groups.

The use of Quizizz as a game-based learning platform provides an engaging and interactive learning environment that encourages students to actively participate in the learning process. The features of Quizizz, such as real-time feedback, leaderboards, and attractive visual elements, contribute to increasing students' motivation, interest, and enthusiasm in learning English vocabulary. As a result, students become more focused, confident, and willing to practice using new words.

Furthermore, the findings of this study suggest that integrating technology into the teaching and learning process can enhance students' learning outcomes, especially in vocabulary acquisition. Quizizz not only makes learning more enjoyable but also facilitates better retention and understanding of vocabulary through repeated exposure and immediate feedback. This supports the idea that technology-based learning tools can be effective alternatives to traditional teaching methods.

In addition, the observation results revealed that students in the experimental group were more active and engaged during the learning activities. They showed positive attitudes toward the use of Quizizz and demonstrated higher levels of participation compared to students in the control group. This indicates that the use of interactive digital media can create a more student-centered learning environment.

However, this study also acknowledges several limitations. The research was conducted in a limited setting with a relatively small number of participants, which may affect the generalizability of the findings. In addition, factors such as internet access, availability of devices, and students' familiarity with technology may influence the effectiveness of Quizizz in different contexts.

Therefore, it is recommended that teachers consider using Quizizz as an alternative learning medium to improve students' vocabulary mastery, particularly at the elementary school level. Teachers should also be trained to effectively integrate technology into their teaching practices. Future researchers are encouraged to conduct similar studies with larger samples, different educational levels, or other language skills to further explore the potential of Quizizz in education.

In conclusion, the use of internet-based Quizizz is proven to be an effective, engaging, and innovative tool that can significantly improve elementary school students' English vocabulary mastery and support the development of more interactive and meaningful learning experiences.

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