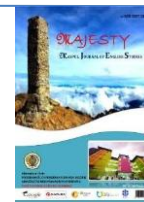




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Enhancing Active Learning Through Gamified Platforms: Insights from the Implementation of Quizizz in English Language Education

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ABSTRACT

This study investigates the impact of the Quizizz application on English vocabulary mastery among eighth-grade students at MTs. DDI Enrekang. As education enters the digital age, integrating technology into classrooms has become essential. This research employs a pre-experimental design with a one-group pre-test and post-test structure to evaluate the efficacy of Quizizz in enhancing students' vocabulary proficiency. The study involved 34 students, using total population sampling to ensure comprehensive analysis. The results indicate a significant improvement in students' vocabulary mastery, with post-test scores showing considerable increases compared to pre-test scores. Descriptive statistics reveal a rise in the mean score from 47.21 to 73.53, while inferential statistics confirm the significance of these improvements. The study highlights the effectiveness of Quizizz in fostering student engagement and motivation through its interactive and gamified features. The findings suggest that gamified platforms like Quizizz can transform traditional learning environments, particularly in rural settings with limited access to advanced tools. This research contributes to the growing body of knowledge on the benefits of gamification in education and underscores the potential for such tools to enhance language learning outcomes. Future research could explore the long-term effects of gamified learning and its applicability across various subjects and educational contexts.

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INTRODUCTION

Education has entered the digital age, marked by rapid technological advancements influencing all aspects of

learning. Traditional methods such as chalkboards and whiteboards have been replaced by smartboards and other interactive technologies. Applications designed to enhance classroom experiences

have gained prominence, reflecting the necessity for educators to integrate digital tools effectively. In particular, interactive learning platforms such as Quizizz have been instrumental in transforming traditional classroom practices into dynamic and engaging environments. These tools offer not only new pedagogical possibilities but also opportunities to address challenges faced by educators and learners alike. The central role of such platforms becomes evident when examining their application in improving language skills, particularly vocabulary, which forms the foundation of communication and comprehension.

Vocabulary mastery is a critical element of language proficiency. Numerous studies underscore the significance of vocabulary in facilitating effective communication, comprehension, and academic achievement. Research conducted by Nation (2021) emphasizes that without a robust vocabulary, learners struggle to express thoughts or understand content. Furthermore, gamification in education has been increasingly recognized as an effective strategy for language learning. Zhang and Liu (2021) highlight the role of gamified platforms like Quizizz in not only enhancing motivation but also improving retention rates and fostering active learning. As digital natives, students in this era are naturally inclined to interact with technology, making such tools indispensable in modern education.

Despite the potential of technology to revolutionize learning, many educators face challenges in leveraging these tools effectively. As highlighted by Williams and Thompson (2021), a lack of familiarity with digital resources can result in suboptimal teaching outcomes. Particularly in rural settings, where access to advanced tools may be limited, teachers often rely on outdated methods, impacting students' performance negatively. In such contexts,

integrating accessible and user-friendly platforms like Quizizz can significantly enhance learning outcomes, as seen in the case of English vocabulary acquisition at MTs. DDI Enrekang.

The primary issue in this research revolves around the declining proficiency in English vocabulary among middle school students, attributable to the limited use of technology in classrooms. Conventional teaching methods often fail to capture the interest of students or address their diverse learning needs. The potential solution lies in gamified learning applications like Quizizz, which foster engagement, motivation, and active participation. This study seeks to determine the efficacy of Quizizz in improving English vocabulary mastery among students.

Numerous studies have explored the intersection of gamification and language learning. For instance, Garcia and Robinson (2022) demonstrated that interactive digital tools like Quizizz significantly enhance vocabulary retention and comprehension compared to traditional methods. Similarly, Mulyani and Nur (2023) noted that students who used Quizizz exhibited greater improvements in vocabulary acquisition due to the platform's interactive interface and immediate feedback mechanisms. However, while existing research underscores the benefits of such tools, gaps remain in understanding their contextual effectiveness, particularly in rural educational settings. This study aims to bridge this gap by examining the application of Quizizz at MTs. DDI Enrekang.

Building upon prior literature, this research aims to contribute to the growing body of knowledge by investigating the specific impacts of Quizizz on English vocabulary mastery. By analyzing pre-test and post-test data, this study seeks to provide empirical evidence supporting the integration of gamified learning platforms

in classrooms. The study also aims to identify best practices and potential limitations in the use of Quizizz, offering actionable insights for educators and policymakers.

The novelty of this research lies in its focus on a rural educational setting, where technological integration is often constrained by infrastructural and logistical challenges. By demonstrating the applicability of Quizizz in such contexts, the study not only validates its effectiveness but also highlights its scalability and adaptability. The findings aim to inform future implementations of similar tools,

MATERIALS AND METHODS

Research Design

This study employed a quantitative approach utilizing a pre-experimental design with a one-group pre-test and post-test structure. This design was selected to evaluate the effects of the intervention—the use of the Quizizz application—on the dependent variable, which is students' English vocabulary mastery. According to Creswell (2017), pre-experimental designs are characterized by the absence of a randomized control group, making them suitable for preliminary investigations where strict control of extraneous variables is not feasible. However, this limitation necessitates careful interpretation of results, as other factors may influence outcomes.

In this study, a single group of students was exposed to a treatment involving Quizizz-based learning activities. The design included two key measurements: the pre-test (O1), conducted before the intervention to establish a baseline of students' vocabulary proficiency, and the post-test (O2), administered after the treatment to assess any changes in proficiency levels. The relationship between these measurements

ensuring broader access to quality education across diverse demographics.

In summary, this study seeks to address the research gap concerning the use of gamified platforms in rural settings while providing evidence-based solutions to enhance English vocabulary learning. It highlights the potential of Quizizz as a transformative tool in education, paving the way for innovative and inclusive teaching practices. By focusing on MTs. DDI Enrekang, the study offers a unique perspective on leveraging technology to overcome educational barriers, ultimately contributing to the broader discourse on digital transformation in education.

was used to infer the effectiveness of the intervention.

Research Setting

The research was conducted at MTs. DDI Enrekang, a middle school in Enrekang, Indonesia. The selection of this site was intentional, as the institution provided a representative context for exploring the integration of gamified learning tools in English language education. The study specifically targeted eighth-grade students, who were deemed suitable participants due to their familiarity with digital learning tools and the relevance of vocabulary mastery at this stage of education.

Participants and Sampling

The study involved a total of 34 students from Grade VIII at MTs. DDI Enrekang. The sampling technique used was total population sampling, wherein all students in the selected class were included as participants. This approach ensured that the findings could be directly attributed to the intervention within this group, minimizing variability caused by class differences.

Intervention: The Quizizz Application

The intervention in this study consisted of incorporating the Quizizz application into English vocabulary lessons.

Quizizz is a gamified learning platform that allows teachers to create interactive quizzes and learning activities. Its features include instant feedback, customizable content, and engaging visual elements, all of which are designed to enhance student participation and retention. During the intervention, students completed vocabulary quizzes created by the researcher, which were tailored to align with the curriculum and learning objectives.

The treatment was implemented over a series of sessions spanning four weeks. Each session included a brief introduction to the vocabulary topics, followed by Quizizz-based activities where students practiced and reinforced their knowledge. The interactive nature of Quizizz was expected to improve students' motivation and engagement, thereby contributing to better learning outcomes.

Data Collection Procedures

Data collection involved administering two tests: a pre-test and a post-test. The pre-test was conducted before the intervention to assess students' baseline vocabulary mastery. After completing the intervention, the post-test was administered to evaluate the impact of the Quizizz application on their vocabulary proficiency. Both tests comprised multiple-choice questions covering similar vocabulary topics, ensuring consistency and comparability between the two assessments.

The tests were designed to measure various dimensions of vocabulary knowledge, including word recognition, meaning, and usage. To enhance their reliability, they were reviewed by subject matter experts and piloted with a small group of students before full implementation.

Data Analysis

Data analysis was conducted using descriptive and inferential statistical methods. Descriptive statistics were used to summarize the pre-test and post-test scores, including measures such as mean,

standard deviation, and score distribution. These statistics provided an overview of students' performance before and after the intervention.

Inferential analysis was performed using a paired samples t-test to determine whether the observed differences between pre-test and post-test scores were statistically significant. This test is appropriate for comparing two related samples and was used to evaluate the null hypothesis that the Quizizz application did not affect students' vocabulary mastery. The significance level (α) was set at 0.05, and results were interpreted based on the p-value and t-statistic. If the p-value was less than 0.05, the null hypothesis was rejected, indicating a significant effect of the intervention.

RESULTS AND DISCUSSION

Result

Descriptive Statistical Analysis

The descriptive statistical analysis compares the results of the pre-test and post-test to evaluate the improvement in students' performance.

Table 1. Findings Descriptive Analysis Pre-Test

Score Range	Pretest		Post-test	
	N	(%)	N	%
0-60 (Low)	29	85.3	0	0
61-70 (Enough)	2	5.9	17	50.0
71-80 (Good)	3	8.8	12	35.3
81-100 (Very Good)	0	0	5	14.7
	100		100	

From the pre-test results, the majority of students (85.3%) scored within the 0-60 range, indicating low proficiency in English vocabulary. Only a small percentage achieved scores in the "Good" range. In contrast, the post-test results show significant improvement, with 50% of students scoring in the "Enough" range, 35.3% in the "Good" range, and 14.7% in the "Very Good" range.

The frequency analysis of pre-test scores highlights that most students performed in the lower ranges, with only a

few achieving higher scores. The score distribution reflects the need for targeted interventions to enhance students' vocabulary skills.

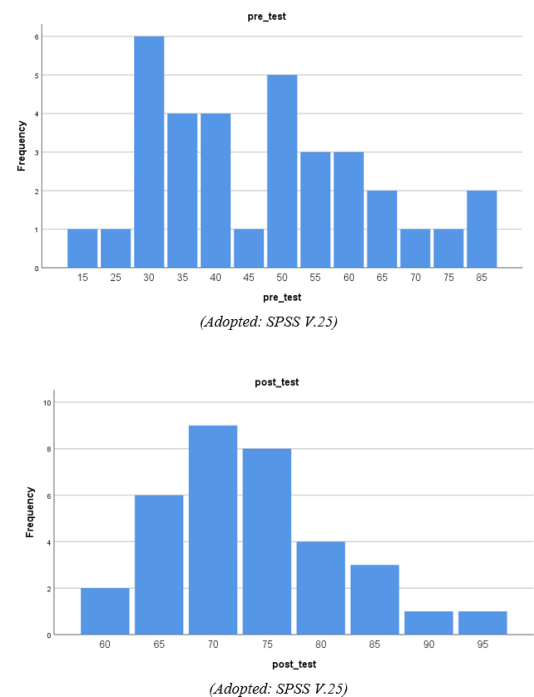


Figure 1. Findings Analysis Pret test and Post-Test

The post-test frequency analysis indicates a shift in score distribution, with a larger number of students achieving higher scores compared to the pre-test. This suggests that the Quizizz application contributed to improved learning outcomes.

Descriptive Statistics Summary

Table 2. Descriptive Statistics

Test	Minimum Score	Maximum Score	Mean	Standard Deviation
Pre-Test	15	85	47.21	17.065
Post-Test	60	95	73.53	8.214

The descriptive statistics reveal a substantial increase in the mean score from 47.21 (pre-test) to 73.53 (post-test). Additionally, the standard deviation decreased from 17.065 to 8.214, indicating

a reduction in score variability and suggesting more consistent performance among students following the intervention.

Inferential Statistical Analysis

Inferential statistics is a branch of statistics used to draw conclusions or predictions about a population based on sample data. It involves techniques such as normality tests, homogeneity tests, and hypothesis testing to generalize findings from a sample to the population and assess the uncertainty of these estimates.

Normality Test

The normal distribution is a probability distribution that is symmetric around the mean, and many classical statistical techniques assume that data follow this distribution. Normality tests determine whether the collected data can be considered a sample from a normal distribution, which is crucial for selecting appropriate analysis methods. Results from statistical tests such as Kolmogorov-Smirnov and Shapiro-Wilk should indicate whether the data significantly deviate from a normal distribution:

1. If the significance value (p-value) is >0.05, then the data is normally distributed.
2. If the significance value (p-value) is <0.05, then the data is not normally distributed.

Table 3. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	.134	34	.126	.957	34	.197
Post_Test	.166	34	.018	.943	34	.076
Lilliefors Significance Correction						

(Adopted: SPSS V.25)

The table displays the results of normality tests using Kolmogorov-Smirnov and Shapiro-Wilk for two data sets: Pre-Test and Post-Test. For the Kolmogorov-Smirnov test, the statistic for Pre-Test is 0.134 with a p-value of 0.126, indicating that the Pre-Test data was not statistically significant and can be assumed to follow a

normal distribution. In contrast, the statistic for Post-Test is 0.166 with a p-value of 0.018, which was statistically significant, suggesting that the Post-Test data likely does not follow a normal distribution.

The results from the Shapiro-Wilk test show that the statistic for Pre-Test is 0.957 with a p-value of 0.197, also indicating that the Pre-Test data is not significant and follows a normal distribution. However, for Post-Test, the statistic is 0.943 with a p-value of 0.076, which is close to the significance level and suggests a potential deviation from normality. In conclusion, the Pre-Test data tends to follow a normal distribution, while the Post-Test data shows indications of deviation from normality.

Homogeneity Test

Homogeneity tests, or tests for homogeneity of variances, were statistical procedures used to determine whether the variances of two or more groups of data were the same. This was important in many statistical analyses because many methods, such as Levene test (analysis of variance), assume that variances across groups are homogeneous or uniform.

- 1) If the significance value (p) ≥ 0.05 , it indicates that the groups of data come from populations with the same variance (homogeneous).
- 2) If the significance value (p) < 0.05 , it indicates that each group of data comes from populations with different variances (heterogeneous).

Table 4. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
lagH	Based on Mean	1.608	10	51	.131
	Based on Median	1.415	10	51	.200
	Based on Median and with adjusted df	1.415	10	36.733	.212
	Based on trimmed mean	1.598	10	51	.134

(Adopted: SPSS V.25)

The table "Test of Homogeneity of Variances" presents the results of Levene's test for examining the equality of variances

among several groups of data. This test was conducted based on four different approaches: mean, median, median with adjusted degrees of freedom, and trimmed mean. First, Levene's test based on the mean shows a test statistic of 1.608 with degrees of freedom $df1 = 10$ and $df2 = 51$, and a p-value of 0.131, indicating no significant difference in variances between the groups. Second, the test based on the median reveals a test statistic of 1.415 with $df1 = 10$ and $df2 = 51$, and a p-value of 0.200, also suggesting equal variances. The test using the median with adjusted degrees of freedom yields a test statistic of 1.415 with adjusted df of 36.733 and a p-value of 0.212, supporting the same conclusion. Finally, the test based on the trimmed mean results in a test statistic of 1.598 with $df1 = 10$ and $df2 = 51$, and a p-value of 0.134, consistent with the previous results. In conclusion, all of Levene's test methods show p-values greater than 0.05, indicating that there were no significant differences in variances between the tested groups. Therefore, the variances across the groups can be considered homogeneous or equal.

Hypothesis Test

The basis for decision-making in the Paired Samples t-test is as follows:

- 1) If the Sig. (2-tailed) > 0.05 then H_0 was accepted and H_1 was rejected, which means the use of Quizizz does not increase English learning students' outcomes.
- 2) If the Sig. (2-tailed) < 0.05 then H_0 was rejected and H_1 was accepted, which means the use of Quizizz can improve English learning students' outcomes.

Table 5. Paired Samples Test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test	-	11.698	2.00	-	-	-	33	0.000
	Post-Test	26.32		6	30.40	22.24	13.12		
	t	4			5	2	2		

(Adopted: SPSS V.25)

The "Paired Samples Test" table presents the results of a paired t-test analyzing the difference between Pre-Test and Post-Test scores from 34 participants. The mean difference in scores between Pre-Test and Post-Test is -26.324, with a standard deviation of 11.698 and a standard error of the mean of 2.006. The 95% confidence interval for this difference ranges from -30.405 to -22.242. This indicates that the average Post-Test score was significantly higher than the Pre-Test score, with a consistent and significant difference. The obtained t-statistic is -13.122 with 33 degrees of freedom (df), and the p-value is 0.000... Since the p-value is less than the significance level of 0.05, this result shows that the difference between pre-test and Post-Test scores is statistically significant. In other words, there is a significant difference in scores between Pre-Test and Post-Test, supporting the conclusion that the changes observed between the two tests are unlikely to be due to random chance.

If the significance value of the Paired Samples t-test has been obtained, then it would be compared between the t-count and t-table results with the decision-making as follows:

- 1) If $t\text{-count} > t\text{-table}$, then H_1 is accepted and H_0 is rejected.
- 2) If $t\text{-table} < t\text{-count} < t\text{-table}$, then H_1 is rejected and H_0 is accepted.

Meanwhile, if seen from the t-value of $13.122 > t\text{-table } 1.692$, it can be concluded that variable X affects variable Y. Then it can be concluded that H_a is accepted while H_0 is rejected, so in this study, there is a significant influence on the application of game-based learning methods using Quizizz to enhance English learning students' outcomes at MTs. DDI Enrekang.

Discussion

Based on the research results, the descriptive statistical analysis shows that the average Pre-Test score before treatment was 47.21 (Low), while the average Post-Test score after treatment was 73.53

(Good). After students were given treatment using the Quizizz application, their average scores increased. This means that the use of the Quizizz application resulted in a significant difference between students' pre-test and post-test scores. This indicates that the Quizizz application can effectively help students improve their vocabulary. Mulyani and Nur (2023) stated that students who used Quizizz experienced greater vocabulary improvement compared to those who used conventional teaching methods because Quizizz's interface is more engaging and provides stimulation to students through animations, graphics, illustrations, and more vivid color displays. This is also because in this modern era, students are more influenced by technological advancements that have become inseparable from their lives.

Based on the significance value in the paired sample test table, a significance value of $0.000 < 0.05$ was obtained, so it can be concluded that the Quizizz application has an impact on the variable of students' English learning outcomes. Meanwhile, considering the t-value of $13.122 > t\text{-table } 1.692$, it can be concluded that there is an effect. Therefore, it can be concluded that H_a is accepted while H_0 is rejected, indicating that this study found a significant effect of the Quizizz application on students' English vocabulary mastery at MTs. DDI Enrekang. This finding is consistent with Garcia and Robinson (2022), who identified that the use of interactive digital tools like Quizizz in vocabulary learning leads to a significant increase in students' vocabulary mastery compared to conventional teaching methods. This study employed pre-test and post-test methods to evaluate students' progress and found that the Quizizz application is effective in strengthening vocabulary understanding and retention.

With the introduction and explanation of Quizizz's features by the researcher, students did not feel bored learning vocabulary using the application. This is seen from the difference in average scores between the Post-Test and Pre-Test, which is 26.32, almost more than 50% of

the average Pre-Test score. This finding aligns with Zhang and Liu (2021), stated that the gamification features not only make the learning process more enjoyable but also increase students' active participation in learning. Zhang and Liu found that these elements help students stay focused and motivated to learn, which contributes to better English learning outcomes.

Moreover, Quizizz provides instant feedback, which is crucial in language learning. It can be emphasized further that data will be well-distributed, and data homogeneity, especially for vocabulary acquisition, will be achieved. Students can practice new vocabulary through various quiz formats, which helps reinforce their memory and understanding of new words. This instant feedback allows students to quickly identify and correct their mistakes, resulting in more effective learning. According to Johnson and Nguyen (2022), the instant feedback from the Quizizz application allows students to practice new vocabulary through various quiz formats, which helps reinforce their memory and understanding of new words. The ability to immediately identify and correct mistakes through this feedback contributes to a more effective and in-depth learning process.

Overall, the use of Quizizz as a learning tool at MTs. DDI Enrekang has proven effective in improving students' learning outcomes, particularly in vocabulary acquisition and increasing their motivation to learn. This conclusion is supported by other studies showing the significant contribution of gamification through Quizizz to students' academic achievements, especially in English learning.

This research encountered several limitations and challenges. One of the main issues was the lack of learning equipment at the research site, particularly computers. Due to this shortage, students had to take turns using the available devices during Quizizz-based quiz games, which reduced their overall learning time. Additionally, the research was conducted at a Pesantren (Islamic boarding school) where the use of

devices like mobile phones is restricted. This regulation hindered students from independently utilizing the Quizizz application for learning purposes.

CONCLUSION

This study demonstrates the significant impact of the Quizizz application on enhancing English vocabulary mastery among middle school students at MTs. DDI Enrekang. The findings reveal a notable improvement in students' vocabulary proficiency, as evidenced by the increase in average scores from the pre-test to the post-test. The use of Quizizz not only improved learning outcomes but also increased student engagement and motivation through its gamified features and instant feedback mechanisms.

The results suggest that integrating gamified learning platforms like Quizizz into the classroom can effectively address the challenges of conventional teaching methods, particularly in rural settings where access to technology may be limited. This study contributes to the existing body of knowledge by providing empirical evidence of the benefits of gamification in language education, highlighting its potential to transform traditional learning environments into more dynamic and interactive spaces.

The research underscores the importance of leveraging digital tools to enhance educational outcomes and suggests that future studies could explore the long-term effects of gamified learning on language acquisition. Additionally, further research could investigate the application of similar tools across different subjects and educational contexts to validate and expand upon these findings.

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