

Quizizz: a useful learning application to students' vocabulary mastery

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Received: 2/4/2023; Accepted: 7/4/2023; Published: 14/5/2023

Abstract: *The purpose of this study is to explore the effects of Quizizz on students' mastery of English vocabulary and their perceptions towards the utilization of this gamification app. Participants comprised 64 students at pre-intermediate level in two reading classes. The teacher of the experimental group used Quizizz Live in class and assigned Quizizz as home assignments for the first eight weeks. Each Quizizz set contained an array of questions in different forms such as multiple-choice questions with definitions, multiple-choice questions with incomplete sentences, multiple-choice questions with phonetic transcriptions, and fill-in-the-blank questions. Both groups were required to complete the vocabulary post-test in paper including all the vocabulary learned during the eight-week period. Students in the experimental group were also given a survey to gauge their opinions of this gamification application. The post-test results demonstrated that students in the experimental group performed better. In regards to usefulness, concentration, enthusiasm, and motivation, the questionnaires revealed favorable outcomes. However, particular restrictions associated with the use of the applications must also be taken into account in order to conduct the research on a deeper level.*

Keywords: *Quizizz, student's vocabulary mastery*

1. INTRODUCTION

Vocabulary has been regarded as an indispensable part in the acquisition of all language abilities, including listening, speaking, reading, and writing (Alqahtani, 2015). Therefore, how to help students improve their vocabulary in order to enhance their academic growth has captured the attention of a number of scholars worldwide, particularly in Vietnam (Pham & Tran, 2021). In effect, the lack of lexical knowledge remains an impediment among students in many EFL classes. Quite a few of researchers are now of great interest in investigating the use of technology as an instrument to facilitate the students' acquisition of vocabulary in the technological era. A myriad of applications, including Quizlet, Kahoot, Duolingo, and Quizizz, have been investigated to determine their impact on enhancing students' vocabulary mastery (Waluyo, & Bucol, 2022). Among these, Quizizz has received considerable attention from academics.

According to Zhao (2019), Quizizz with features such as avatars, themes, parodies, and music, make studying more pleasurable. Even the free version of Quizizz can allow users design a wide range of question types, for example multiple-choice, fill-in-the-blank, short-answer, and poll questions, making

it one of the best alternative online tools to facilitate students' learning. Teachers can exploit Quizizz to engage their students, increase their participation, and motivate them to learn (Zhao, 2019). Despite the fact that a number of studies have shown that Quizizz has positive effects on student engagement and learning outcomes, there are certain factors that have not been researched extensively. This study will investigate how students' vocabulary expands and how they feel about using quizizz as an alternative to traditional classroom activities.

2. LITERATURE REVIEW

2.1. Quizizz

Quizizz is a digital tool for designing multiple-choice questions for learners (Waluyo, & Bucol, 2022). It may also be characterized as a gamified learning platform that enables students to play interactive quiz games in class. It is regarded as one of the most exciting and accessible since students may play the games on any platform, including PCs, laptops, iPads, tablets, and cellphones with iOS and Android applications (Waluyo, & Bucol, 2022). Quizizz is sometimes referred to be a gamification-based teaching and learning system with competitive components that promote students' involvement in the learning process. It may be played in class

interactively or given to students as a assignment at home (Setiyani et al., 2012). The capacity of the questionnaire author to pick the right question type and speed for each question is one of the tool's strengths. Multiple-choice questions, fill-in-the-blank questions, questionnaire questions, and open-ended questions may all be created by the instructor (Muji et al., 2021). The opportunity to add photos, music, and even small samples is another element that participants enjoy. Furthermore, this technology is seen to be better than Kahoot since students may examine the question and even the replies on their own device, rather than simply the instructor's screen (Suharsono, 2020). Quizizz is utilized as a platform in this research for instructors to construct interactive quizzes for the in-class control practice phase as well as quizzes for home study. The goal of altering the complexity and tempo of the test questions was to pique the students' interest, memory, and competitive spirit. Students may use QR codes or "joinmyquiz.com" with a code to participate in this exercise.

2.2. The influence of quizizz on students' learning

In their study of Quizizz as an evaluation choice for university students, Muji et al. (2021) found that the tool's numerous features simplified testing and grading. They appreciated that Quizizz decreased the likelihood of exam cheating and increased students' self-discipline when taking tests independently. In the same line, Andresta and Anwar (2022) investigated the perspectives of high school students regarding the use of Quizizz as an assessment tool and concluded that the application is useful and engaging for assessing students' English abilities. It instilled in students a sense of competition and independence. As a result, their desire to achieve the learning outcomes increased.

Regarding the effects of Quizizz on the mastery of students' vocabulary, Arttrmak & Samet (2018) investigated the employment of Quizizz.com to teach vocabulary to university students. The outcomes revealed that students in the experimental groups performed marginally better than those in the control group, highlighting the need for additional research into this application. In 2021, Huei and Hashim incorporated this instrument into elementary school vocabulary classes. Instead of displaying a wordlist with images as is customary, Quizizz displayed images and words spontaneously in a sentence. It has been demonstrated that this instrument assists these primary school pupils in expanding their vocabulary.

In the same year, Pusparani (2021) conducted quasi-experimental research on eighth-grade students using Quizizz for vocabulary instruction. Pre- and post-test results demonstrate that Quizizz improved students' vocabulary comprehension and mastery. It also revealed that this application contributed substantially to enhancing the enjoyment of classroom learning.

3. Research questions

The study aims at answering these following questions

- How do students feel about using Quizizz to acquire academic vocabulary?
- How does using Quizizz with different question kinds influence students' academic vocabulary learning?

4. Methodology

Participants were undergraduates in two reading classes at the intermediate level. Both groups were taught by the same instructor, it was simpler for the researcher to determine the effect of the treatment on the students. The only difference is that students in the experimental group were shown how to use Quizizz on a laptop, tablet, and smartphone on the first day of the course. Both the pre- and post-tests, which lasted 30 minutes, had identical formats and a 100-point scoring scale. Both examinations consisted of 30 multiple-choice questions and 20 multiple-choice questions pertaining to the selection of appropriate definitions. All of the words, phrases, and collocations were drawn from the vocabulary list of the eight-week lessons, and this was announced at the start of the course so that students could prepare appropriately.

The study combined the quasi-experimental design with a survey. The paired and independent samples t-tests were utilized to determine the effect of the treatment's implementation on the students' vocabulary mastery. The survey was devised with both Likert-Scale and open-ended questions to assess students' perspectives on the treatment's application to vocabulary classes.

5. Results and Discussion

5.1. Data collected from pre-test and post-test

To figure out the results of the comparison between the experimental class RW01 and control class RW02, the researcher carried out tests using two different methods. The experimental group used Quizizz as an increasing learning motivation for English vocabulary and the control class used paper-test as normal.

On the basis of the results of the pre-test, 64 pupils were assigned to either the control group and the experimental group. As there was no statistically significant difference between the mean scores of the control group and the experimental group.

After 8 weeks, all of the students had to finish the same paper test taken from a series of tests devised for use over the past two years and their validity and dependability were demonstrated by the results of students in previous courses. When comparing the total scores each group got, the researcher found a significant difference in the total scores between the two classes. In detail, RW01 gained much higher score than RW02, respectively 2580 and 2030. Based on the analysis of information, it is known that students in RW01 who used Quizizz to increase their learning motivation in English vocabulary mastery have a higher level of total English vocabulary knowledge than students in RW02 without Quizizz application.

5.2. Data collected from the survey

When individuals responded to the open-ended inquiries, some general notions about the four aforementioned topics were recorded. Some students reported that the variable nature of the queries helped them recall not only the meaning but also the correct transcription of a word. Other students reported that they were able to recall the vocabulary for longer because they could practice it both in class and at home with varying inquiries. Some individuals appreciated the change in pace because it motivated them to work harder. It is evident that utilizing Quizizz facilitated language acquisition and enhanced memory retention. Concerning the factor of focus, the results indicated that students were more engaged and attentive when they desired to be at the top of the list, when the pace of the questions varied, and when the questions were difficult. It was comparable to what Irwansyah and Izzati discovered in 2021, when they discovered that using Quizizz in English classes increased students' interest and concentration. Many students also reported that Quizizz made them feel more relaxed, enthusiastic, and amused, and that it reduced the tension associated with learning. This is why they prefer Quizizz to traditional methods for learning terms. What's more, the students show their expectation to have quizizz as a means of knowledge revision in other subjects.

6. Conclusion

It has been demonstrated that the Quizizz version

that combines a diversity of question types and speed is effective for students to learn vocabulary. This has been demonstrated to be true even for higher-level students, such as intermediate-level students, as it created both challenges and interests to motivate students to focus more on the process of vocabulary acquisition. This finding not only contributed to the research on the use of technology in teaching and learning vocabulary, but it also illuminated the fact that teachers must continue to be inventive in their use of game-based applications such as Quizizz to increase students' engagement, excitement, and motivation to achieve the course's learning outcomes.

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