THE IMPLEMENTATION OF QUIZWHIZZER AS A LEARNING MEDIA IN TEACHING VOCABULARY FOR VISUAL COMMUNICATION DESIGN PROGRAM AT BAITUL HIKMAH VOCATIONAL HIGH SCHOOL

THESIS

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Submitted to Islamic State University of Kiai Haji Achmad Shiddiq Jember
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MOTTO

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وَاللّٰهُ اَخْرَجَكُمْ مِّنْ بُطُوْنِ اُمَّهٰتِكُمْ لَا تَعْلَمُوْنَ شَيْئًاۙ وَّجَعَلَ لَكُمُ السَّمْعَ وَالْاَبْصَارَ وَالْاَفْـِٕدَةَ لَعَلَّكُمْ تَشْكُرُوْنَ ۝

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And Allah brought you out of your mother's womb while you did not know anything, and He gave you hearing, sight and a heart, so that you may be thankful.
(Q.S. An-Nahl: 78)*

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* Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, Noble Qur'an: The English Translation of The Meanings and Commentary (KSA King Komplex,2007)

DEDICATION

I proudly dedicate this thesis to:

1. My dearest parents, Mr. Sunarto, my beloved father, and Mrs. Dewi Harisa, my dearly loved mother. My appreciation for my perfect parents, my greatest inspiration, and the whole universe is beyond words. They never stop praying for me and are always there for me. My wonderful parents, I adore you both.

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4. Putri Nuril Hidayah, myself. My deepest appreciation for taking full responsibility in completing what has been started. Thank you for striving to be the best and for consistently embracing the process. Thank you for holding on.

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First of all, let's say thanks to Allah SWT. Because of his mercy and blessings, we are always in a good condition. Secondly may peace and solutotion to our prophet Muhammad SAW the last massager of God who has guided us from the darkness to brightness from jahiliyah to the islamiyah era namely Islam.

This thesis entitled "The Implementation of QuizWhizzzer as a Learning media in Teaching Vocabulary at Baitul Hikmah Vocational High School" compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN Kiai Haji Achmad Siddiq Jember.

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ABSTRACT

Putri Nuril Hidayah, 2025: *The Implementation of QuizWhizzer as a Learning Media in Teaching Vocabulary For Visual Communication Program at Baitul Hikmah Vocational High School*

Keyword: Vocabulary, QuizWhizzer.

Vocabulary is a fundamental aspect of language learning that supports students' ability to understand texts, express ideas, and communicate effectively. In the modern learning era, the use of technology-based learning media is considered capable of increasing student engagement and retention. One such medium is QuizWhizzer, a game-based digital platform that presents interactive quizzes to support vocabulary mastery. Based on this, the researcher was interested in exploring how QuizWhizzer is applied in vocabulary learning and in identifying the advantages and disadvantages of its use in the classroom.

This study aims to describe the implementation of QuizWhizzer as a learning media in teaching vocabulary at Baitul Hikmah Vocational High School. In addition, the study aims to reveal the advantages and disadvantages experienced by students during the learning process. These objectives are formulated into two research questions: (1) How is the implementation of QuizWhizzer as a learning media in teaching vocabulary? (2) What are the advantages and disadvantages of using QuizWhizzer in students' vocabulary learning?

This research employed a descriptive qualitative approach. Data were collected through observation, interviews, and documentation. The research was conducted at Baitul Hikmah Vocational High School with the subjects being the English teacher and the students of class XB, which consists of 25 female students. Based on the researcher's initial observation and consultation with the English teacher, class XB was the most actively involved in implementing QuizWhizzer during vocabulary learning activities. The students had been previously introduced to digital-based learning tools and were familiar with using QuizWhizzer in the classroom. To ensure data validity, the researcher used triangulation techniques.

The results showed that the implementation of QuizWhizzer in vocabulary learning at Baitul Hikmah Vocational High School was conducted through three stages, in the pre-activity, the teacher greeted students, invited them to pray, checked attendance, reviewed past material, and explained the objectives. In the while-activity, students identified unfamiliar words, played a QuizWhizzer game, and presented their work. In the post-activity, the teacher led reflection, summarized the lesson, and introduced the next topic. Meanwhile, the advantages of using QuizWhizzer included supported student motivation in learning, promoted active student engagement, and provided immediate feedback, as seen from students' enthusiasm and participation during class activities. However, the main disadvantage was limited access to technology, such as unstable internet or shared devices. Therefore, QuizWhizzer proved useful for vocabulary learning when supported by good planning and sufficient technology access.

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CHAPTER I

INTRODUCTION

This chapter is the introduction of research consists of research background, research question, research objective, research significances, scope of the research, and definition of key terms.

A. Research Background

Education plays an important role in the development of a nation, because there is a strong connection between the level of education and a country's growth. Quality and equal education that meets the needs of society can contribute to national progress. This is in accordance with Sisdiknas No. 20 of 2003 concerning the National Education System, which states that education is a purposeful and structured process aimed at developing students' potential to contribute meaningfully to themselves, society, the nation, and the state.[1] In the context of national education, mastering foreign language skills is also an important part of developing students' potential in the era of globalization. One of the foreign languages that is very strategic to master is English.

English is one of the foreign languages that plays an important role in the development of education, economy, technology, and culture in Indonesia. As an international language, proficiency in English has become a primary necessity to broaden access to global information and enhance competitiveness at the international level. In Indonesia, English is taught as a foreign language

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[1] Sisdiknas No. 20 of 2003 on the National Education System, State Gazette of the Republic of Indonesia Year 2003 No. 78, 3–10.

starting from the elementary level up to higher education. The government has incorporated English into the national curriculum to equip students with communication skills needed in the global world.

Teaching English as a Foreign Language (EFL) is a challenging and complex learning process that requires teachers to improve their students' vocabulary and grammar skills, while at the same time practicing various language skills such as speaking, listening, reading, and writing. In EFL contexts, such as in Indonesia, teachers also need to have effective strategies or methods to attract students' interest and increase their enthusiasm in learning foreign languages, including English. According to Jeremy Harmer, effective English teaching requires using innovative teaching strategies, authentic materials, and creative approaches that engage students and promote active learning.[2]

The importance of learning foreign languages can be seen not only from a global perspective but also from the viewpoint of Islam, which encourages its followers to understand and learn various languages. This is stated in Surah Ar-Rum, Verse 22:

وَمِنْ اٰيٰتِهٖ خَلْقُ السَّمٰوٰتِ وَالْاَرْضِ وَاخْتِلَافُ اَلْسِنَتِكُمْ وَاَلْوَانِكُمْ اِنَّ فِيْ ذٰلِكَ لَاٰيٰتٍ لِّلْعٰلِمِيْنَ ﴿٢٢﴾

Meaning: *"And among His signs is the creation of the heavens and the earth, and the diversity of your languages and your colors. Surely in that are signs for those of knowledge."*

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[2] Jeremy Harmer. The Practice of English Language Teaching. 17.3 (2007), pp. 293-318. doi:10.1080/03626784.1987.11075294

This verse shows that language differences are part of Allah's creation that must be understood and respected. Islam views foreign language learning positively because it can broaden horizons and strengthen relationships between human beings. Thus, foreign language learning is not only important in an academic context, but also in building cross-cultural understanding and strengthening social relations between.

Learning English as a foreign language, teachers must be able to get students interested in learning English in order to create innovative lessons. One way to do this is to take advantage of the technology that is constantly being developed in this era of globalization. Teachers can implement innovative teaching strategies through various digital platforms and media, such as the use of educational games, online quizzes, and digital collaboration tools. Educational games are designed to teach certain concepts in an interactive and fun way, making it easier for students to understand the material being taught. According to Hamari, Koivisto, and Sarsa, innovative teaching strategies, including the use of educational games and online quizzes, can significantly enhance student engagement and learning outcomes.[3]

Learning English requires mastery of a large amount of vocabulary. At this stage, teachers are required to possess various skills that can support the effectiveness of their teaching tasks, one of which is through the use of interactive learning media that can attract students' interest and make the

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[3] Juho Hamari, Jonna Koivisto, and Harri Sarsa, 'Does Gamification Work? - A Literature Review of Empirical Studies on Gamification', *Proceedings of the Annual Hawaii International Conference on System Sciences*, 2014, pp. 3025–34, doi:10.1109/HICSS.2014.377.

learning process more enjoyable. The presence of learning media plays an important role in the teaching and learning process because it allows teachers to present vocabulary more easily and engagingly. Media serves as a supporting tool in the learning process, where the success of teaching and learning activities is greatly influenced by the effectiveness of the media used. Learning media includes anything capable of conveying messages through various channels and stimulating students' thoughts, feelings, and motivation. Thus, media can encourage active learning, broaden students' knowledge, and help achieve learning objectives optimally.[4]

In the process of learning English, in addition to mastering speaking, reading, listening, and writing skills, students' mastery of vocabulary plays a crucial role. Without sufficient vocabulary knowledge, students are likely to encounter difficulties in communication, text comprehension, and sentence construction in English. In the context of learning English as a foreign language, Indonesian students often encounter various challenges. One of the main difficulties they face is understanding English due to their limited vocabulary mastery.[5]

Expanding vocabulary is an essential part of learning English. According to Thornbury, simply concentrating on grammar does significantly improve English proficiency. Instead, expanding vocabulary and familiar

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[4] Nizwardi Jalinus dan Ambiyar, *Media dan Sumber Pembelajaran*, (Jakarta: Kencana, 2016).

[5] Ahmad Darussalam, 'Analysis Teaching Vocabulary on Semantic Mapping for English Club in Vocational High School', *Borju: Borneo Educational Journal*, 4.2 (2022), pp. 112–20 <https://jurnal.fkip-uwgm.ac.id/index.php/Borju>.

expressions contributes more effectively to progress, as vocabulary allows for a wider range of communication than grammar alone.[6] In addition, mastering vocabulary is fundamental to achieving fluency in any language, as it greatly aids in understanding both spoken and written texts. With sufficient vocabulary, students are able to express ideas more accurately and understand more complex communication contexts, making language learning more effective and meaningful.

Teachers play a crucial role in introducing students to a wide range of vocabulary that they have not yet encountered.[7] In today's digital era, students are highly engaged with digital activities, making digital games an effective tool for supporting vocabulary acquisition. These games provide interactive and enjoyable learning experiences while helping students expand their vocabulary. They also allow teachers to create creative lessons that match students' interests, making learning more engaging and effective.

The use of digital games are often perceived to support student motivation and engagement in the learning process. Felicia stated that digital games have the potential to be a source of inspiration and engagement for users. She said that student find a variety of auditory, tactile, visual and cognitive stimulation in digital games engaging.[8] Digital learning media refers to the utilization of technology, particularly software, as a tool to deliver information

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[6] Scott Thornbury, *How to Teach Vocabulary* (England: Longman, 2002).

[7] M. Rizky Setiawan and Pangesti Wiedarti, 'The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary', *Studies in English Language and Education*, 7.1 (2020), pp. 83–95, doi:10.24815/siele.v7i1.15359.

[8] Felicia, P. Digital games in schools: A handbook for teachers. European Schoolnet's Games in Schools. (2009), 44.

and facilitate knowledge transfer to students. The integration of digital learning media aims to are used to support flexible access to learning and help students engage with content in various ways, without being constrained by spatial and temporal limitations.[9]

One of digital game that can be used as a learning media for teaching vocabulary is QuizWhizzer. This learning media has its own appeal because it is interactive, encourages students to collaborate and communicate with each other, and is able to foster positive interaction among students through game-based activities during the learning process.[10] QuizWhizzer is a platform that provides interactive quizzes equipped with adaptive strategies, where the difficulty level of the questions is adjusted to match each student's individual abilities.[11] According to Arizona et al., QuizWhizzer is a narrative-based educational game application that can be customized according to specific needs. This application functions not only as a medium for delivering learning materials but also as an enjoyable and engaging learning tool for students.[12] Through QuizWhizzer, teachers can design assessment materials that are easily accessible and aligned with the intended learning objectives.

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[9] Menrisal, 'Digital Learning Media: Review', *Journal of Digital Learning and Distance Education*, 1.4 (2022), pp. 131–39, doi:10.56778/jdlde.v1i4.32.

[10] Devinta Agung Susanto and Erik Aditia Ismaya, 'Pemanfaatan Aplikasi Quizwhizzer Pada PTM Terbatas Muatan Pelajaran IPS Bagi Siswa Kelas VI SDN 2 Tuko', *Cokroaminoto Journal of Primary Education*, 5.1 (2022), pp. 104–10, doi:10.30605/cjpe.512022.1583.

[11] Ahmad Fauzi and Dzul Rachman, 'The Effect of Quizwhizzer Game as Gamification to Motivate and Improve Learning Outcomes of English Learners in Vocational School', *JIMPS*, 2024, pp. 855–62.

[12] Kurniawan Arizona, Zainal Abidin, and Rumansyah Rumansyah, 'Pembelajaran Online Berbasis Proyek Salah Satu Solusi Kegiatan Belajar Mengajar Di Tengah Pandemi Covid-19', *Jurnal Ilmiah Profesi Pendidikan*, 5.1 (2020), pp. 64–70, doi:10.29303/jipp.v5i1.111.

Several previous studies have explored the use of QuizWhizzer as a learning media, such as the research by Firda Indri Oktika and others, which focused on improving vocabulary mastery among seventh-grade students at SMP N 2 Rembang. The study showed that QuizWhizzer effectively enhanced students' vocabulary through interactive and enjoyable learning activities.[13] And also research conducted by Dohny and Soekarno on Pre-University students at Universiti Malaysia Sabah showed that QuizWhizzer improved students' English vocabulary through gamification. Using a quasi-experimental design, the study found that students using QuizWhizzer performed better than those taught with traditional methods, indicating its effectiveness in higher education.[14]

Many studies have explored the use of QuizWhizzer in education, but most of them focus on general student engagement or specific school subjects. There is still little research about how QuizWhizzer is used in language learning, especially for vocabulary. Furthermore, most studies emphasize test results or teacher-centered perspectives, rather than examining how the tool is implemented in actual classroom settings and how students respond during the learning process. This study helps fill that gap by exploring the use of

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[13] Musarokah Oktika, Karima, 'Using Quizwhizzer Game to Improve Students' Vocabulary Mastery of Seventh Grade of SMP N 2 Rembang in the Academic Year 2021-2022' (3 rd English Teaching, Literature, and Linguistics (ETERNAL) Conference Universitas PGRI Semarang, Faculty of Language and Arts Education, English Education Study Program, 2023).

[14] Queencie Dohny and Megawati Soekarno, 'Enhancing 21st-Century Learning: The Impact of Gamification with Quizwhizzer on English Language Vocabulary Acquisition', *Indonesian Journal of Educational Science and Technology (Nurture)*, 3.1 (2024), p. 45 <https://doi.org/10.55927/nurture.v3i1.8508>.

QuizWhizzer in vocabulary learning and identifying both its advantages and disadvantages as observed during real classroom activities.

Based on the results of observations, the researcher found that one of the English subject teachers had used the QuizWhizzer learning media in the teaching and learning process. This finding encouraged the researcher to further investigate the implementation of QuizWhizzer and the students' responses to the media. This digital game-based media is designed to present learning material in an engaging way, thereby increasing students' enthusiasm and interest in learning.

Through an interview with the English teacher of class XB, it was revealed that previous learning activities were monotonous, relying primarily on textbooks as the main source. This condition led to a low level of student interest in participating in the lessons. As a solution, the use of QuizWhizzer proved effective in enhancing student participation and interest in English learning. Based on these findings, the researcher was motivated to further examine the effectiveness of using QuizWhizzer in the learning process.

This study has a specific focus on the implementation of QuizWhizzer as a learning media in the vocabulary teaching process in the classroom. It explores how the media is applied directly during learning activities and how it supports student engagement. In addition, the study also examines the advantages and disadvantages of using QuizWhizzer as a learning tool in a real classroom setting.

Based on the description of the study, the implementation of QuizWhizzer as a learning media appeared to support the teaching of English, particularly in vocabulary learning. QuizWhizzer provided students with meaningful and enjoyable learning activities that seemed to encourage vocabulary development and student engagement. Its use also allowed teachers to vary their teaching strategies, creating a more interactive classroom atmosphere and supporting students' interest in learning English.

Therefore, with the explained background above, the researcher tries on conducting the research entitled: "The Implementation of QuizWhizzer as a Learning Media in Teaching Vocabulary at SMK Baitul Hikmah" to investigate how QuizWhizzer is applied in teaching English at SMK Baitul Hikmah and to find out the advantages and disadvantages of using QuizWhizzer as a learning media in the English learning process.

B. Research Question

Based on the background of research above, the researcher presents the research question as follow:

1. How is the implementation of QuizWhizzer as a Learning Media in Teaching Vocabulary for Visual Communication Design at Baitul Hikmah Vocational High School?

2. What are the advantages and disadvantages of using QuizWhizzer on students' vocabulary learning for Visual Communication Design at Baitul Hikmah Vocational High School?

C. Research Objective

Based on the research question above, the researcher presents the research objective as follow:

1. To describe the implementation of QuizWhizzer as a learning media in teaching vocabulary for Visual Communication Design Program at Baitul Hikmah Vocational High school.

2. To identify the advantages and disadvantages of using QuizWhizzer on students' vocabulary learning for Visual Communication Design Program at Baitul Hikmah Vocational High School.

D. Reseach Significance

1. Theoritical Significance

   This research provides a deeper understanding of how QuizWhizzer can be implemented as a learning media in teaching English, especially in the context of vocabulary learning at SMK Baitul Hikmah. In addition, this study contributes to the development of innovative teaching strategies using gamification, enriching existing literature on the integration of digital educational games in English language learning.

2. Practical Significance

   a. English Teacher

      This research helps English teachers explore the advantages of using QuizWhizzer as an interactive learning media, providing teachers with creative ideas to make vocabulary learning more enjoyable and engaging.

   b. Researcher

This study adds valuable insights to the growing research on the use of educational technology and gamification in English language teaching, especially in vocational school contexts.

c. Students

The study offers students a fun and interactive way to learn and practice vocabulary, increasing their motivation and participation in the learning process.

E. Definition of Key Terms

1. QuizWhizzer:

An android-based educational game application that offers multiplayer activities, allowing students to work together in completing quizzes or answering questions.

2. Learning Media:

All tools and materials used by teachers as a bridge to effectively deliver learning content to students, support the teaching process and help students understand concepts more easily.

3. Vocabulary for Visual Communication Design:

A set of English words, including general and design-specific terms, that vocational students in Visual Communication Design need to understand and use in both spoken and written communication related to their study and future profession in creative industries.

CHAPTER II

REVIEW OF RELATED STUDY

This chapter provides an overview of related literature, include previous researches and theoretical frameworks.

A. Previous Research

This point presented some previous research related to the topic of this research; these are:

a. The first previous research was conducted by Fahmi Wahyuningsih, Rr. Dyah Woroharsi P., Lutfi Saksono, and Suwarno Imam Samsul, previous research examined the use of QuizWhizzer to support online learning evaluation among teachers in the Surabaya German MGMP. Using qualitative methods through questionnaires and interviews, the study found that training helped over 85% of participants create accounts and design quizzes, showing increased engagement in assessments despite challenges like limited prior knowledge and the need for technical support.[15]

b. The second previous research was conducted by Kustini Handayani and Saiful Bahri, the study explored the planning, implementation, and outcomes of using QuizWhizzer in social studies classes through a qualitative case study involving observations, interviews, and documentation. Results showed increased student enthusiasm and engagement compared to traditional methods, highlighting the app's

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[15] Fahmi Wahyuningsih and others, 'Utilization of QuizWhizzer Educational Game Applications as Learning Evaluation Media', *International Joint Conference on Science and Engineering*, 20.9 (2021), p. 151 <www.quizwhizzer.com,>.

potential to enhance learning. However, issues like limited internet access and paid features were noted as challenges.[16]

c. The third previous research was conducted by Ana Uzla BatuBara, Bambang Suryanto, and Ulfa Hanim, this study examined the use of QuizWhizzer to boost elementary students' interest in mathematics through a community service program at SD IT Al-Hijrah 2 Medan. Using practical training, observation, and documentation, the study found that the interactive game-based platform increased student enthusiasm and engagement. It also emphasized the need for ongoing school support and teacher creativity to maximize its effectiveness.[17]

d. The fourth previous research was conducted by Reza Aulya Dwi Saputri, Latifa Khoirunnisa, and Tsania Nur Diyana, this study developed and tested a QuizWhizzer-based snakes and ladders learning media to enhance students' motivation in learning Newton's Laws, using the R\&D method with the 4D model. Conducted with class VIII students at MTs Sleman, the media received a "very feasible" score of 92.3% from experts, and student trials showed a "good" average score of 73. The results indicated increased motivation and engagement, though challenges like editing limitations and the need for teacher guidance were noted.[18]

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[16] Kustini Handayani and Saiful Bahri, 'Implementation of Quizwhizzer Application on Social Studies Subjects at SMP Negeri 28 Pontianak City', *Research and Innovation in Social Science Education Journal (RISSEJ)*, 2.1 (2024), pp. 13–17, doi:10.30595/rissej.v2i1.132.

[17] Ana Uzla and others, 'Quizwhizzer Learning Media Training On Interest In Learning Mathematics In Elementary School Students', *International Journal Community Service Implementation*, 2.1 (2024), pp. 159–63.

[18] Reza Aulya Dwi Saputri, Latifa Khoirunnisa, and Tsania Nur Diyana, 'Developing Learning Media for the Snakes and Ladders Game Newton's Law with the QuizWhizzer Application

e. The fifth previous research was conducted by Rindiani, this study analyzed the use of Quizizz as a learning media for teaching reading skills through a qualitative descriptive method involving observation, interviews, and documentation. The results showed that Quizizz enhanced student engagement and motivation in reading activities. Its strengths included an appealing interface, customizable quizzes, and flexible use. However, issues like unstable internet and limited access to premium features were noted. The study concluded that Quizizz effectively supports reading comprehension through interactive learning.[19]

Table 2.1
The similarities and differences between previous reseach and this study were presented in the following table

No.	Title	Differences	Similarities
1.	Research by Fahmi Wahyuningsih, Rr. Dyah Woroharsi P., Lutfi Saksono, and Suwarno Imam Samsul with the title "Utilization of QuizWhizzer Educational Game Applications as Learning Evaluation Media"	• The previous study focused on teacher training for utilizing QuizWhizzer in online learning evaluations, while this study centers on classroom implementation and student-centered learning outcomes. • The research was more oriented toward evaluating the effectiveness of training and adoption among educators, whereas	• Both explore the use of QuizWhizzer as an interactive digital learning tool aimed at improving teaching and learning processes. • Both use qualitative approaches and collect data through interviews and observations.

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to Support Student Learning Motivation', *Jurnal Penelitian Dan Pembelajaran Fisika Indonesia*, 5.2 (2023), doi:10.29303/jppfi.v5i2.237.

[19] Rindiani, 'The Implementation of Quizizz as a Learning Media in Teaching Reading Skill at SMA Negeri 1 Karanganom Klaten In The Academic Year 2023/2024' (Raden Mas Said State Islamic University of Surakarta, 2023).

No.	Title	Differences	Similarities
		this study analyzes classroom experiences and the instructional impact of the media.	
2.	Research Kustini Handayani and Saiful Bahri, titled "Implementation of QuizWhizzer Application on Social Studies Subjects at SMP Negeri 28 Pontianak City"	• The earlier research highlights student motivation and engagement, while this study emphasizes vocabulary mastery as a learning outcome. • The previous study emphasizes the general planning, implementation, and outcomes of using QuizWhizzer in classroom settings, whereas this study focuses more specifically in the implementation and advantages, disadvantages of QuizWhizzer.	• Both studies discuss the use of QuizWhizzer as a learning media. • Both use qualitative approaches such as observation, interviews, and documentation. • Both aim to enhance students' learning experiences through interactive and game-based approaches.
3.	Research Ana Uzla BatuBara, Bambang Suryanto, and Ulfa Hanim, titled "QuizWhizzer Learning Media Training on Interest in Learning Mathematics in Elementary School Students"	• The previous research emphasized training methods and school support in integrating QuizWhizzer, while this research analyzes the real-time classroom implementation along with its advantages and disadvantages. • The previous study was conducted as part of a community service program	• Both studies explore the use of QuizWhizzer as a digital learning media aimed at increasing student engagement and interest in learning. • Both highlight the positive impact of QuizWhizzer's interactive and game-based features in transforming traditional lessons

No.	Title	Differences	Similarities
		with a focus on training both teachers and students, while this research is conducted as an academic study focusing on classroom implementation.	into more enjoyable learning experiences.
4.	Research by Reza Aulya Dwi Saputri, Latifa Khoirunnisa, and Tsania Nur Diyana, titled Developing Learning Media for the Snakes and Ladders Game Newton's Law with the QuizWhizzer Application to Support Student Learning Motivation	• The previous study used the Research and Development (R&D) method with the Four-D (4D) model, while this research uses a qualitative approach focusing on classroom implementation and user experience. • The focus was on the development and feasibility testing of a customized QuizWhizzer-based game (Snakes and Ladders), whereas this study explores the real classroom application, including its advantages and disadvantages. • The previous research emphasized media validation and product testing through expert and student assessments, while this study	• Both studies utilize QuizWhizzer as an interactive digital learning media aimed at increasing student motivation and engagement. • Both recognize the motivational benefits of game-based learning in creating a fun and engaging classroom atmosphere.

No.	Title	Differences	Similarities
		emphasizes practical implementation and reflection on strengths and challenges in usage.	
5.	Research by Rindiani, titled "The Implementation of Quizizz as a Learning Media in Teaching Reading Skill at SMA Negeri 1 Karanganom Klaten in the Academic Year 2023/2024"	• The previous study used Quizizz, a different platform, while this research focuses on the use of QuizWhizzer, which offers a more gameboard-like and competitive format. • The earlier research emphasized the visual appeal and quiz customization features of Quizizz, while this study explores how the structure and game mechanics of QuizWhizzer support vocabulary development.	• Both studies aim to analyze the implementation of digital learning media and examine their advantages and disadvantages in classroom learning. • Both use qualitative descriptive methods and similar data collection techniques such as observation, interviews, and documentation. • Both highlight technical challenges, such as internet instability and limitations of free platform features, as obstacles in implementation.

Based on the explanation in the table above, there are some similarities and differences between the previous studies and this current research. The similarities are that both the previous studies and this research use QuizWhizzer as the learning media and focus on making students more active and interested in learning. However, the differences are in the

research subjects, the focus of the research, and the learning situation. In this study, the researcher uses a qualitative descriptive method to show how QuizWhizzer is used in teaching English vocabulary at a vocational school, which makes this research different and unique from the previous studies.

B. Theoritical Framework

1) Teaching Vocabulary

a. Definition of Teaching

Teaching refers to the process in which teachers guide and instruct students in the classroom. It involves various activities such as lesson planning, utilizing learning materials, providing explanations, and conducting assessments. In other words, teaching is the act of delivering knowledge to students. Harmer highlights that the primary role of teachers is to facilitate learning.[20]

Douglas Brown explains that teaching is the act of showing or helping someone learn. It also involves facilitating the learning process, which means enabling students to understand how to do something, offering direction, guiding them in studying a topic, and delivering knowledge that helps them comprehend or grasp certain ideas.[21]

In general, teaching involves a series of activities aimed at helping students understand the subject matter. Within the classroom context, teaching is the process of delivering and receiving knowledge

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[20] Harmer Jeremy, 'The Practice of English Language Teaching: Fourth Edition', *Pearson Longman ELT*, 1983, doi:10.1080/03626784.1987.11075294.

[21] H. Douglas Brown, Principles of Language Learning and Teaching, 6th ed. (White Plains, NY: Pearson Education, 2014), p.22

from teacher to students. This process highlights the active role of the teacher in guiding students so they can absorb information and apply it in their learning.

Wilson and Peterson stated that teaching is a responsibility shared between teachers and students, although teachers still have the main role in ensuring students learn.[22] From this statement, it can be concluded that in English language learning, teachers play a role in sharing and transferring knowledge to students so that they can understand and eventually master the language. However, teaching is not just about providing information. Teachers have an important role in the educational process and are required to choose effective ways of delivering material. Therefore, it is important to choose the right approach, method, technique or strategy according to the students' needs in teaching English.

The implementation of the lesson plan should align with its design to facilitate teaching and learning activities. In this implementation phase, therefore, classroom activities will be divided into three sessions, as described in the lesson plan. These sessions include:[23]

1) Pre-activity

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[22] Suzzane M.Wilson, Penelope L. Peterson , Theories of Learning and Teaching What DoThey Mean for Educators? (Washington DC: NEA, 2006), p.11

[23] H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, 2nd ed. (White Plains, NY: Pearson Education, 2001), 176–178.

A Pre-Activity is an instructional exercise that teachers use at the beginning of a class to help students focus their attention on the material they are about to learn. Students are usually motivated by their teachers, which engages them in the learning process.

2) While activity

While activities are activities that encourage student student interaction and communication. In this step, the teacher begins to apply the chosen learning strategy with the the selected material.

3) Post activity

Post activity offers closure and evaluates how well the material was learned. evaluates how well the material has been learned. from the main activity has been mastered. The closing activity requires the completion of certain tasks. activity requires completing certain tasks, including:

a) Summarize.

The teacher summarizes what has been learned by Students summarize what they learned during the lesson. This helps students recap the information they have learned. It also reinforces their understanding.

b) Draw conclusions.

The teacher relates the learned material to previous knowledge or everyday life. This helps students see the connection between various concepts or topics covered during

the learning session.

c) Provide feedback.

Throughout the lesson, the teacher provides students with performance evaluations. This includes praising their achievements and providing suggestions or recommendations for future improvement.

d) Assign tasks.

The teacher assigns a final task that evaluates students' understanding of the material learned. This task evaluates the students' understanding of the material learned. This task may involve writing exercises, comprehension, or projects that allow students to apply the knowledge they've gained in practical settings.

e) Prepare students.

The teacher prepares students for the next lesson by giving a brief introduction to the upcoming topic or activity.

b. The Principles in Teaching Vocabulary

1.) Keep explanations simple and clear, avoiding complex or overly detailed explanations.

2.) Connect new vocabulary to previously learned words by highlighting patterns or similarities.

3.) Use both spoken and written forms when teaching new words, such as writing them on the board while explaining them verbally.

4.) Focus primarily on words that students are somewhat familiar with to reinforce and expand their understanding.

5.) Inform learners when a word is frequently used and valuable for future learning.

6.) Avoid introducing multiple unfamiliar words at the same time, such as near synonyms, antonyms, or words within the same lexical category, to prevent confusion.[24]

c. **Problem in Teaching Vocabulary**

In vocabulary teaching, various issues, challenges, or difficulties may arise. Beltrán in Suci and Niken explored several problems related to vocabulary instruction, including students' inability to identify incorrect vocabulary that has been taught, using words without meaningful context, misusing dictionaries, and making errors in grammatical structure, spelling, pronunciation, or word stress. Therefore, she recommended that teachers carefully select vocabulary and plan effective strategies to guide students toward a clear understanding of the words they learn.[25]

According to the research conducted by Suci and Niken, the challenges faced by English teachers in teaching vocabulary can be categorized into three main factors: students, teachers, and external

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[24] Nation Paul, 'Teaching Vocabulary', *Asian EFL Journal*, doi:10.4324/9781003022497-24.

[25] Suci Noer Wulan Sari and Niken Anastasia Kusuma Wardani, 'Difficulties Encountered By English Teachers in Teaching Vocabularies', *Research and Innovation in Language Learning*, 2.3 (2019), pp. 183–95, doi:10.33603/rill.v2i3.1301.

factors.[26]

1) Students' limited knowledge of the meaning of words and pronunciation

Most of the difficulties in teaching vocabulary are caused by students' limited knowledge of the meaning and pronunciation of words. Many students are not familiar with new words, making it difficult to understand the texts they read. This is in line with Sedita's (2005) opinion that limited vocabulary understanding is a major challenge in learning.

2) Students' poor memorization and learning motivation

Eight participants stated that students easily forget the vocabulary learned and lack motivation. Six of them revealed that students tend to ignore the words they have learned and have difficulty remembering them, even a short time after learning.

3) Teachers' limited knowledge of the words and techniques

Two participants experienced difficulties teaching vocabulary due to limited knowledge and teaching techniques. If it is difficult to explain the meaning of a word, they prefer to define or translate it into their mother tongue as a last resort.

4) Other factors: time constraint and word selection in learning materials Time constraint

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[26] Sari and Wardani, 'Difficulties Encountered By English Teachers in Teaching Vocabularies'.

Time constraints are one of the main challenges in teaching vocabulary, as teachers cannot give full attention to teaching it effectively.

5) Word selection in learning materials

English teachers have difficulty teaching vocabulary when the material contains many technical terms. Students often feel confused, so teachers have to provide additional definitions or explanations to help their understanding

d. **Definition of Vocabulary**

Vocabulary forms the foundation of language; without it, communication would not occur. According to Joklova in Fitriyani Eka, vocabulary is a collection of word sets within a language and is a key element in developing all aspects of English proficiency. A limited vocabulary makes it difficult for learners to communicate, read, or write effectively in English.[27] According to Mohammadnejad et al., vocabulary is a basic element of a language which is used to label things such as objects, properties and verbs to explain the meaning of what you mean to say.[28]

Vocabulary is a crucial component of language proficiency, according to Orchards and Renandya, and it serves as the basis for

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[27] Joklova, K. Using Pictures in Teaching Vocabulary, Bachelor's thesis. Masaryk University Faculty of Education. Department of English Language and Literature. Brno. (2009).

[28] Mohammadnejad, S., Nikdel, H., & Oroujlou, N. (2012). Reactivating EFL Learners' Word Knowledge by Means of Two Technique: Flashcards versus Wordlist, International Journal of Linguistic, 4(4).

students' speaking, reading, listening, and writing skills.[29] According to Stahl, vocabulary includes both the knowledge of words and their definitions, highlighting the fact that comprehending a term entails both knowing its explanation and identifying when it should be used.[30] Richard and Renandya also emphasize vocabulary as a basic component of language that aids in the growth of speaking, listening, reading, and writing abilities.[31]

Hatch and Brown define vocabulary as a set of words used within a specific language or by an individual, typically arranged in alphabetical order as part of an organized system. Brown highlights that vocabulary consists of meaningful lexical forms used in context, not just a list to be memorized. In line with this, Richard (as cited in Schmitt) notes that knowing a word involves understanding its frequency, contextual use, grammar, derivations, associations, and meaning.

Based on these explanations, vocabulary can be defined as a collection of words that serve as a fundamental component of language proficiency. It encompasses various aspects, including meaning, word usage, and form, which involve pronunciation and spelling.

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[29] Renadya Jack, C, Richards & Willy, A, 'Methodology in Language Teaching' (New York: Cambridge University Press, 2002), p. 422.

[30] Stahl, S. A.,Four Problems with Teaching and What to Do to Make Vocabulary An Integrated Part of Instruction. Bringing Research and Practice.(New Jersey: Prentice Hall Regents, 2005)

[31] Rohimatillah, 'A Study on Students' Difficulties in Learning Vocabulary', *Institut Agama Islam Negeri (IAIN) Raden Intan Lampung*, 6.c (2014), pp. 69–86.

Understanding these aspects is essential for effective communication and overall language development.

e. **Kinds of Vocabulary**

During the vocabulary acquisition process, the researcher identified different types of vocabulary. Experts classify vocabulary into various categories, and Harmer specifically divides it into two main types: active vocabulary and passive vocabulary.[32]

1) Active Vocabulary

Active or productive vocabulary refers to words learners commonly use in speaking and writing. These words are part of a learner's vocabulary once they can be used correctly with proper pronunciation and grammar in communication.

2) Pasive Vocabulary

Passive or receptive vocabulary includes words learners recognize when reading or listening but rarely use. Unlike active vocabulary, these words are harder to recall and produce in communication.

Montgomery classifies vocabulary into four types. First, speaking vocabulary includes words used in everyday conversations. Second, writing vocabulary refers to words used in written forms like letters or reports, where we can carefully choose

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[32] Jeremy Harmer, The Practice of English Language Teaching, (London: Longman Group, 1993), p. 153.

our language. Third, listening vocabulary consists of words we understand when heard, even if we don't actively use them. Lastly, reading vocabulary is the largest category, made up of words we recognize while reading. This type continually expands through exposure to books, studies, and media.[33]

f. The Importance of Vocabulary

Teaching vocabulary is a crucial part of English instruction, as students may struggle to express their thoughts or understand others without a strong vocabulary. Wilkins stated, very little can be conveyed without grammar, and nothing can be conveyed without vocabulary, emphasizing the essential role of vocabulary in effective communication. Students often recognize the importance of vocabulary in language learning, even without being fully aware of it. Schmitt noted that learners carry around dictionaries and not grammar books, highlighting that vocabulary is fundamental to understanding and using a language. Learning vocabulary enhances students' comprehension and speaking skills in English. Similarly, Voltaire once remarked, language is exceedingly difficult to put into words, reflecting the challenges learners face when mastering a language. Many English language learners would likely agree, as language proficiency requires more than just knowledge of grammar rules. Expanding one's vocabulary plays a

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[33] Montgomery, Judy K..The Bridge of Vocabulary: Evidence Based Activities for Academic Success. (USA: NCS Pearson Inc.2007)

key role in improving overall communication, making interactions clearer and more effective.[34]

The significance of vocabulary extends beyond the classroom, influencing both academic success and real-world communication. In educational settings, students with a strong vocabulary tend to perform better, as a rich vocabulary supports comprehension and expression. Researchers such as Laufer and Nation, Maximo, Read, Gu, Marion, and Nation have acknowledged that vocabulary mastery is a key factor in effectively using a second language. It plays a major role in constructing well-developed spoken and written texts. Nation further explains that in English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts, vocabulary learning directly impacts all language skills, including listening, speaking, reading, and writing. Without sufficient vocabulary, even a solid understanding of grammar and sentence structure would be ineffective, as words are the foundation of meaningful communication.[35]

According to Nation as cited in Suci and Niken, teaching vocabulary is very important. Teachers should introduce words in context, not in the form of separate lists. He emphasized three key aspects in vocabulary teaching: word meaning, word form, and the

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[34] Md. Harun Rashid, Yu Lan, and Wang Hui, 'The Importance of Vocabulary in Teaching and Learning in Applied Linguistics', *Linguistics and Culture Review*, 6.March (2022), pp. 1548–57, doi:10.21744/lingcure.v6ns2.2177.

[35] Alqahtani Mofareh, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), pp. 21–34, doi:10.20472/te.2015.3.3.002.

relationship between form and meaning. In addition, Allen suggests three effective ways to help students understand the meaning of words: using illustrations, giving explanations in their native language, and giving simple English definitions with familiar vocabulary.[36]

2) **QuizWhizzer as a Learning Media**

   a. **Definition of learning media**

   According to Sadiman, the word "media" comes from Latin and is the plural form of the word medium which literally means intermediary or introducer.[37] Therefore, Media in learning has a significant role as a means of communication that bridges the delivery of messages from teachers to students, so that it can support the achievement of a more effective learning process.

   Expanding on this definition, Arsyad explained that media in education refer to graphic, photographic, or electronic tools used to record, interpret, and present verbal or visual information. Furthermore, Arsyad also highlighted that these tools play a crucial role in reconstructing and enhancing both spoken and visual content to support the learning process.[38]

   Similarly, Musfiqon in Hasan et al., stated that educational media act as a bridge between educators and learners, helping them

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[36] Sari and Wardani, 'Difficulties Encountered By English Teachers in Teaching Vocabularies'.

[37] Arif S. Sadiman, *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta: RajaGrafindo Persada, 2008), 6.

[38] Azhar Arsyad, *Media Pembelajaran* (Jakarta: RajaGrafindo Persada, 2010)

understand the effectiveness and efficiency of learning resources.[39] In this context, media function as tools for delivering information throughout the learning process, ensuring that students receive knowledge in an organized and engaging manner. Supporting this perspective, Criticos, as cited in Hikmah, emphasized that media serve as instruments for transferring information from the "resource" to the "receiver." This view suggests that learning is essentially a communication process involving five key elements: teachers (as communicators), learning materials, learning media, students (as communicants), and learning objectives.[40]

Building on this idea, Gerlach and Ely, as cited in Ibrahim, stressed that instructional media play a crucial role in planning and executing effective teaching.[41] In a broader sense, media can be any person, object, or event that creates an environment where students can gain knowledge, skills, and attitudes. This means that the classroom setting, the teacher, and the textbook can all be considered forms of learning media.

A learning medium, therefore, refers to any object or tool that facilitates the transfer of messages from the sender to the receiver. It also plays a key role in capturing students' interest and encouraging their

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[39] Muhammad Hasan and others, *Media Pembelajaran*, *Tahta Media Group*, 2021.

[40] Durratul Hikmah, 'Media For Language Teaching and Learning in Digital Era', *International Journal of English Education and Linguistics (IJoEEL)*, 1.2 (2019), pp. 36–41, doi:10.33650/ijoeel.v1i2.963.

[41] Ibrahim, H., Sihkabuden, Suprijanta, & Kustiawan, U. Media pembelajaran: Bahan sajian program pendidikan akta mengajar. FIP. UM. 2001

thinking, emotions, and engagement during the learning process. Sadirman defined learning media as any object that can transmit information between the sender and the receiver.[42] Additionally, learning media help create an effective learning experience by fostering reflection, empathy, focus, and motivation within the learning community.

Based on the the definitions that have been stated, it can be concluded that media is a tool used to convey subject matter and support teachers in explaining learning content. In addition, learning media also functions as a channel for conveying messages that are able to stimulate the thoughts and interests of students, thus encouraging the learning process in the student.

b. **Type of learning media**

According to Hikmah, every learning media has its own unique characteristics, which can be identified based on their ability to stimulate the senses, such as sight, hearing, touch, taste, and smell. Learning media are generally categorized into three types: visual media, audio media, and audiovisual media. These media serve as instructional tools that help students better understand lessons by making content more engaging and accessible.

1) Visual Media

This type of media conveys messages using symbols and images that require interpretation for effective communication. Visual media help attract students' attention, clarify lesson

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[42] Sadirman, A. 2014. *Media Pendidikan: pengertian, pengembangan, dan pemanfaatannya*. Depok: PT. Raja Grafindo Persada.

content, and reinforce understanding through visualization. Examples include:

(1) Pictures

The most commonly used pictures include photographs, postcards, book illustrations, and study prints. These images help translate abstract concepts into a more concrete and understandable form. They can come from drawings, magazines, professionally published materials, or personal photographs.

(2) Whiteboard

A versatile tool that allows teachers to write key points, draw diagrams, and summarize lessons. Other variations include flannel boards, sticky boards, and magnetic boards, which enable teachers to attach visuals and move pieces around for interactive learning.

(3) Textbooks

Printed materials that present information in a structured and systematic way, helping students learn independently and serving as a reference for teachers.

(4) Newspapers and magazines

These materials provide current events, real-world applications, and vocabulary enrichment. They contain articles, advertisements, and images that expose students to different writing styles and improve reading comprehension.

(5) Comics

A storytelling medium that presents ideas through illustrated sequences, making learning more engaging and enjoyable. Comics can be used to teach vocabulary, sentence structure, and reading comprehension.

(6) Literary works

These include short stories, poetry, prose, and drama,

which allow students to develop interpretation skills, cultural awareness, and language appreciation.

   (7) Computers

Computers serve as a multi-functional tool, offering access to word processing, online research, digital learning platforms, interactive games, and multimedia presentations.

   (8) Augmented reality (AR)

AR technology blends virtual objects with real-world environments, helping students visualize complex concepts in subjects like science, history, and language learning.

2) Audio Media

This type of media focuses on auditory learning, delivering content in sound-based formats, either verbal or non-verbal. Audio media stimulate students' comprehension and listening skills. Examples include:

(1) Tape recorders

Used for playing recorded conversations, speeches, and textbook materials. Students can record their own voices to practice pronunciation and fluency.

(2) Radio

A medium that delivers news, discussions, interviews, and storytelling, helping students improve listening comprehension and auditory processing skills.

(3) Compact discs (CDs)

These are digital storage devices that contain audiobooks, music, and recorded lectures, offering high-quality audio learning experiences.

3) Audiovisual Media

This category combines visual and audio elements, making learning more engaging and effective. These media allow

students to experience both images and sounds, enhancing retention and comprehension. Examples include:

a) Films

Motion pictures present information in an entertaining and engaging format, helping students understand pronunciation, sentence structure, and cultural contexts.

b) Television

A widely used tool that provides access to documentaries, educational programs, and news, exposing students to different accents and real-life conversations.

c) YouTube

A digital platform that offers educational videos, tutorials, and interactive lessons. Channels such as CrashCourse, TED-Ed, and School of Life provide content enriched with animations, charts, and real-life examples to simplify complex topics.[43]

c. **The Characteristics of learning media**

According to Gerlach and Ely, as cited by Hasan et al., learning media possess three essential characteristics:

1) Fixative Property

This refers to the ability of media to capture, store, and replay events or information. Through tools like videos, audio recordings, and digital files, educational content can be accessed repeatedly at any time. This allows teachers and students to review lessons as needed without time constraints.

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[43] Hikmah, 'Media For Language Teaching and Learning in Digital Era'.

2) Manipulative Property

This characteristic enables the adjustment of how information is presented. Learning media can simplify long or complex processes or slow down fast events to improve comprehension. For instance, a multi-day event can be summarized in a short video, or a rapid natural phenomenon can be slowed for clearer understanding.

3) Distributive Property

Learning media can distribute information over wide distances and to large audiences simultaneously. Through formats such as online videos or recordings, the same instructional content can reach multiple learners in different locations, ensuring consistency and accessibility in the learning experience.[44]

These characteristics make learning media a powerful tool in education, helping to enhance accessibility, improve understanding, and support the efficient distribution of knowledge.

d. **The Function of learning media**

Learning media play an important role in the teaching and learning process as a tool to assist in delivering information to students. According to the book Learning Media, the main functions of media in the learning system are as a teaching aid, a message transmitter, a reinforcement tool, and a representation of the teacher in conveying

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[44] Hasan and others, *Media Pembelajaran*.

information more accurately, clearly, and engagingly.[45]

Ramli stated that with the rapid development of science and technology, the use of learning media has become more advanced and offers many benefits for educators. It not only helps deliver learning materials more quickly and improves students' understanding, but also serves other important functions. According to him, learning media provides feedback to improve current and future lessons, presents learning content in ways that are more meaningful and functional for students, and enriches their learning through direct experience. It also helps students gain confidence in what they are learning, builds respect for teachers, and deepens understanding by linking classroom knowledge with real-life situations. Furthermore, students are encouraged to make comparisons between what is taught in school and what they discover through external learning media.[46]

Therefore, learning media are not just additional tools but important elements in creating a learning environment that is engaging, efficient, and effective, ultimately leading to improved learning experiences and results.

e. **Definition of QuizWhizzer**

Quizwhizzer is an innovative educational game platform specifically designed for students. In today's increasingly digital

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[45] Hasan and others, *Media Pembelajaran*.

[46] Muhammad Ramli, Media dan Teknologi Pembelajaran (Banjarmasin: IAIN Antasari Press, 2012).

education environment, Quizwhizzer offers an engaging solution that enhances the learning experience through interactive and enjoyable activities. Quizwhizzer uses game-based technology to present learning materials in an engaging and appealing way. By combining quizzes with game elements, the platform creates a dynamic learning environment that encourages students to actively participate in the learning process.[47]

QuizWhizzer is an interesting web-based educational game application that functions to create interactive quizzes. Students and other participants can take the quiz by entering the code provided. Therefore, this application is not only used to create interactive games, but also as a learning media that can be integrated with materials or questions.[48]

QuizWhizzer is being developed in early 2017 under the name Quiznetic. Initially, the game was used by physics teachers as a learning tool. However, its popularity grew, and it was widely used by educators in different countries. Although the initial concept was simple, Quiznetic continued to grow until it was eventually renamed QuizWhizzer. Currently, QuizWhizzer is known as an online application designed in a race and ladder game format.[49] And

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[47] Ingga Anggraeni, Quizwhizzer, Game Edukasi Siswa (Yogyakarta: Elementa Media Literasi, 2023).

[48] Wahyuningsih and others, 'Utilization of QuizWhizzer Educational Game Applications as Learning Evaluation Media'.

[49] Hetty Meileni and others, 'Model Aplikasi Digital Learning Menggunakan Netboard Untuk Pembelajaran Daring', *Jutisi : Jurnal Ilmiah Teknik Informatika Dan Sistem Informasi*, 10.3 (2021), p. 525, doi:10.35889/jutisi.v10i3.719.

QuizWhizzer also comes with a variety of interesting features, such as different board templates and color options for the quiz numbers. In addition, the user can use a custom menu to design templates according to their preferences.

QuizWhizzer is a digital game-based learning platform that allows teachers to create interactive quizzes in the form of race board games. According to Prensky, this type of digital game-based learning offers several advantages and disadvantages:[50]

1) Supports student motivation in learning.

Game-based learning makes education more interesting and enjoyable for students by combining learning with fun. Prensky explains that Digital Game-Based Learning is not just about putting existing educational content into a game shell. It's about combining serious learning and interactive entertainment into a newly effective and engaging whole. This blend helps students stay motivated and focused during the learning process.

2) Promotes active student engagement

Prensky emphasizes that today's students are highly connected to digital tools and interactive media, which aligns well with active learning styles. This connection makes students more likely to participate and stay focused during game-based activities.

3) Provides immediate feedback.

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[50] Marc Prensky, Digital Game-Based Learning (New York: McGraw-Hill, 2001)

Digital games provide immediate feedback, which helps learners quickly recognize and correct their mistakes. As Prensky states, Games provide immediate feedback, allowing learners to understand the consequences of their actions and decisions instantly. This instant response supports more effective learning and better decision-making during the learning process.

4) Develops 21st-century skills.

Digital games help students develop important 21st-century skills such as critical thinking, decision-making, and problem-solving. As Prensky states, "Games encourage the development of skills such as decision-making, strategic thinking, and problem-solving, which are essential in the 21st-century workplace.

However, Prensky also identifies several disadvantages of digital game-based learning:

1) High development cost.

Designing educational games requires a significant amount of time, financial resources, and technical expertise. Prensky explains that creating effective educational games requires significant investment in time, money, and expertise. This can be a major challenge for educators or institutions with limited resources.

2) Limited access to technology.

Not all students have equal access to the technology needed for digital game-based learning. Prensky points out that limited

technological access can be a barrier for some learners.

3) Teacher resistance.

Some teachers may resist using games in the classroom because they are unfamiliar with them or doubt their educational value. As Prensky states, Teachers may resist integrating games into the curriculum due to a lack of familiarity or skepticism about their educational value.

4) Difficulty in assessment.

Assessing what students learn through games can be difficult. Prensky explains that assessing learning outcomes from game-based activities can be challenging, as traditional assessment methods may not align with the skills developed through games.

Based on these various explanations, it can be concluded that QuizWhizzer is an online game that can be accessed through a website using a variety of devices such as computers, cell phones, laptops, and tablets. It is similar to the classic game of snakes and ladders and is designed to help students assess their understanding through interactive quizzes with different types of questions. Question types include open-ended, true or false, and other formats. Educators agree that QuizWhizzer gives students the flexibility to use it anytime, anywhere through their digital devices.[51]

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[51] Anisa Putri Cahyani, 'Pengembangan Media Interaktif Berbasis Games Quizwhizzer Pada Materi Dasar Kepramukaan Di Madrasah Ibtida'iyah Nurussalam Tempurejo Jember', 2024.

f. The Features of QuizWhizzer

QuizWhizzer is an interactive learning platform that offers users the flexibility to create engaging quizzes. Some features include customizable background music, game formats, and board layouts to suit user preferences. Users can also modify question types, scoring systems, player movement rules, and positions on the game board. Additionally, the platform supports managing multiple games at the same time. Some of the features that users can take advantage of when using QuizWhizzer in learning activities include:

1) QuizWhizzer lets users create quizzes based on what they like, including choosing question formats and setting up how the game works. Before starting, players just need to enter their name and a game code, while the quiz creator can log in using a Google account.


2.1

Home display on login
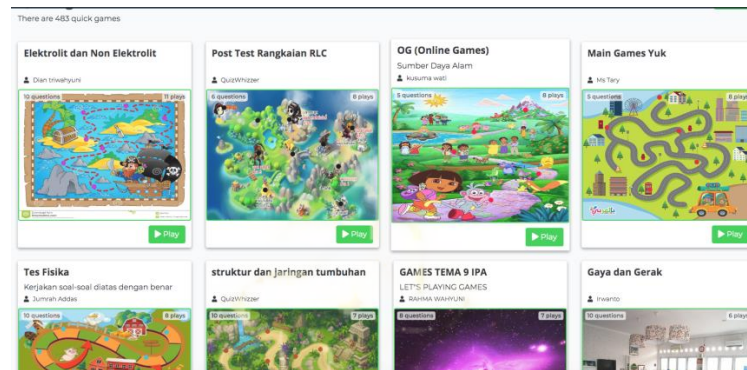
2.2

Quizwhizzer Game homepage

2) This platform offers different types of questions, such as essay-style questions, true or false, word arrangement, and others that can be adjusted to the lesson. It also supports various other question formats, including multiple choice, short answer, numerical, drag and drop, and ordering tasks. Additionally, users can embed YouTube video links and upload audio recordings, allowing for more interactive and multimedia-rich quizzes.
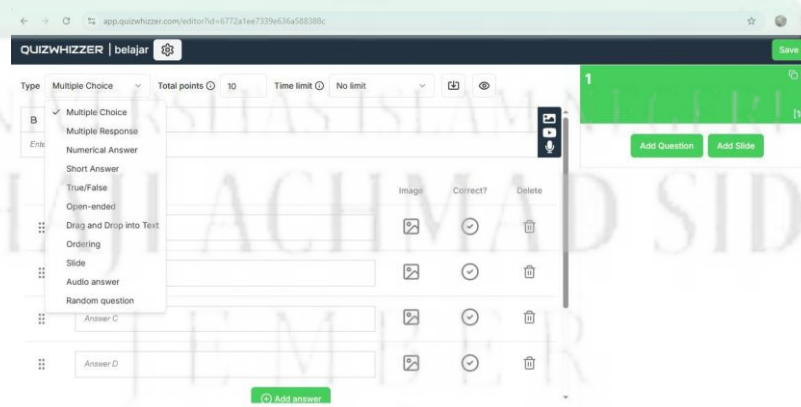
2.3

Quizwhizzer Game questions input

3) Players can see their total score right away, and the quiz creator can

download all the results in a Microsoft Excel file.

2.4
Quizwhizzer Game score input display

4) Quiz creators can also run several games at the same time, depending on what they need.

5) Students don't need to make an account before playing, so they can join the game right away without logging in.

6) The game manager can choose to run the quiz in live mode or homework mode. With the Public Game feature, users can also see the usernames of other players who are currently playing the same game.

2.5
Quizwhizzer Game layout display

g. **How to use QuizWhizzer**

The following steps outline the procedure for utilizing QuizWhizzer as a free digital learning platform:

1) Users who do not yet have an account are advised to register by visiting the official website at https://quizwhizzer.com.

2) On the homepage, click the "Try for Free" button located in the upper right corner.

3) The user will then be presented with two options: "I want to play" or "I want to host a game."

4) Teachers may instruct students to complete a registration form that includes a username, a valid email address, a password, and password confirmation.

5) If the teacher already possesses an account, they may proceed by logging in and accessing the platform to design the game layout.

6) Within the main QuizWhizzer interface, click "Create Game" to begin composing the quiz questions.

7) Users may customize various features located on the right-hand side of the screen, such as the game board layout, game settings, and scoring preferences.

8) Once the game is completed and aligned with the intended learning objectives, the teacher can decide whether the activity will be conducted in real-time or assigned as homework.

9) After the game setup is finalized, the teacher may share a link with

students. Students should visit https://app.quizwhizzer.com/play and enter the game code provided by the teacher.

10) The game code consists of six digits, which students must input to gain access to the game session.

11) Students are then required to enter their names and click the "Start" button to begin the game.

12) Upon completing the quiz, students will be able to view the scores they have achieved.

13) QuizWhizzer is compatible with tablets and smartphones, allowing students to participate conveniently from a variety of devices.

A paid subscription to QuizWhizzer is only required if the number of participating students exceeds 50. To activate and operate this digital learning tool under the paid plan, the following procedures should be followed:

1. Access the QuizWhizzer platform by visiting https://quizwhizzer.com

2. Navigate to the "Pricing" section available in the main menu.

3. Choose a suitable plan based on the total number of students expected to join the game.

4. Click "Proceed to Checkout" to complete the payment process and activate the selected plan.
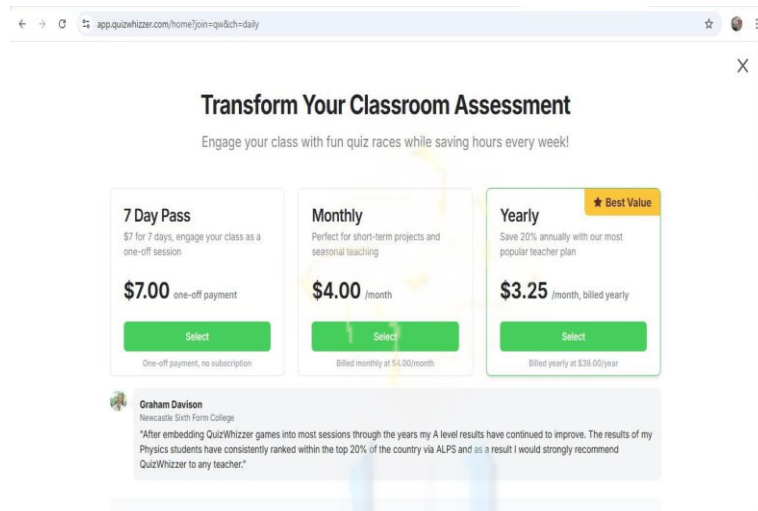
2.6
QuizWhizzer Game paid subscription display

Based on the explanation above, the use of QuizWhizzer involves several essential steps, such as designing a game board, constructing quiz questions, organizing a ranking system, and calculating final scores. These processes are intended to ensure that students can engage with the game efficiently and in accordance with the instructional framework provided.[52]

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[52] Cahyani, 'Pengembangan Media Interaktif Berbasis Games Quizwhizzer Pada Materi Dasar Kepramukaan Di Madrasah Ibtida'iyah Nurussalam Tempurejo Jember'.

CHAPTER III

RESEARCH METHOD

This chapter provides a comprehensive description of the research methodology applied in this study, encompassing the research design, research location, the selection participants, data collection techniques, the data analysis techniques, data validity, and the procedural steps.

A. **Research Design**

This research uses a qualitative approach. Qualitative research approach is a methodological framework used in research that emphasizes the collection and analysis of non-numerical data to understand and interpret complex phenomena. This approach focuses on exploring and gaining insights into the underlying meanings, patterns, and contexts within a given research topic.

The method used in this research is descriptive qualitative. The aim of descriptive qualitative research is to provide a comprehensive and detailed account, in everyday language, of specific events experienced by individuals or groups.[53]

This research was chosen based on the use of a qualitative method, as it is the most suitable approach for this study. Additionally, this method was selected to provide a detailed description of how QuizWhizzer is implemented as a learning media. The research aims to offer a comprehensive understanding of the learning process, allowing for a richer analysis of the advantages of using QuizWhizzer in English vocabulary learning.

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[53] Mattew B. Milles dan A. Michael Hubermen, *Analisis Data Kualitatif*, 2014. Page 17-19.

B. Research Setting

The researcher conducted this research on students of Baitul Hikmah vocational high school because, from several schools the researcher observed, this school was the one that had implemented QuizWhizzer as a learning media in English vocabulary instruction. The researcher found that the school actively integrated digital tools to support interactive learning. During the preliminary observation, it was also noted that students showed a positive response to game-based activities, particularly when learning vocabulary. Therefore, Baitul Hikmah Vocational High School was considered an appropriate setting for this research, as it allowed the researcher to explore in depth how the use of QuizWhizzer influences students' engagement and vocabulary learning in a real classroom context.

C. Research Subject

The research subjects were determined using a purposive sampling strategy, in which the researcher selected the samples based on specific criteria relevant to the research objectives. Therefore, the subjects of this research were English teacher at Baitul Hikmah vocational high school and Students from XB at Baitul Hikmah vocational high school. This class was chosen because, based on the researcher's initial observation and consultation with the English teacher, class XB was the most actively involved in implementing QuizWhizzer during vocabulary learning activities. The students in this class had previously been introduced to digital-based learning tools and were familiar with using QuizWhizzer in classroom settings.

D. Data Collection Technique

This study used three data collection techniques: classroom observation, interviews, and document review.

1. Observation

The researcher conducted classroom observation to examine how QuizWhizzer was implemented as a learning media in English vocabulary lessons. The observation focused on the teacher's instructional strategies, student engagement, and the overall learning environment while using QuizWhizzer.

2. Interviews

The researcher conducted interviews with the English teacher and selected students to gain deeper insights into their experiences and perceptions of using QuizWhizzer in the learning process. The interviews aimed to understand the advantages of QuizWhizzer, its impact on vocabulary learning, and students' motivation during its implementation.

3. Document Review

The researcher reviewed relevant documents such as lesson plans, syllabi, and instructional materials related to the use of QuizWhizzer. This process helped to analyze how QuizWhizzer was integrated into the teaching process and provided additional data to support the research findings.

E. Data Analysis

Data analysis is a method used to solve problems by connecting theory with the subject matter. According to Miles and Huberman, the analysis process involves three interconnected activities that take place simultaneously: Data Condensation, Data Display, and Conclusion Drawing.[54]

1. Data Condensation

Data condensation involves filtering, organizing, and refining collected data to facilitate its management and analysis. This process ensures that only relevant data is retained while unnecessary information is removed. In this study, the researcher filters and organizes data by transcribing all interview responses and eliminating any irrelevant information. The researcher focuses only on data related to students' and teachers' experiences in using QuizWhizzer as a learning media, particularly in English vocabulary learning.

2. Data Display

Data display refers to presenting the collected data in a structured and understandable format to provide a clear overview of the findings. The presentation can be in the form of narratives, tables, graphs, or diagrams, making it easier to interpret the results. In this study, the researcher presents the findings in descriptive form, starting with students' and teachers' experiences in using QuizWhizzer. The analysis highlights how QuizWhizzer makes learning more interactive and engaging, along with its

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[54] Milles dan Huberman, *Analisis Data Kualitatif* (Jakarta, Universitas Indonesia Press, 1992).

benefits, such as increasing student motivation and participation in vocabulary learning.

3. Conclusion Drawing

Conclusion drawing is the final stage of data analysis, where the researcher formulates conclusions based on the findings obtained. In this study, the researcher draws conclusions about the implementation of QuizWhizzer as a learning media, focusing on its impact on student engagement, motivation, and vocabulary mastery. The findings are expected to provide valuable insights into the advantages of using QuizWhizzer.

F. Data Validity

Validity refers to the accuracy and reliability of the data or research instruments used, ensuring that the results truly reflect the intended measurements. According to Creswell and Miller, validity in qualitative research involves confirming that the findings accurately represent the reality being studied.[55] In qualitative research, methods such as verification, triangulation, and detailed descriptions play an essential role in ensuring data validity. To maintain the validity of the data in this study, the researcher applied data triangulation and data source triangulation.

1. Data Triangulation

Data triangulation is a method used to verify the validity of data by

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[55] John W. Creswell and Dana L. Miller, 'Determining Validity in Qualitative Inquiry', *Theory into Practice*, 39.3 (2000), pp. 124–30, doi:10.1207/s15430421tip3903_2.

cross-checking the same information through different methods. This technique helps researchers obtain a more complete and accurate understanding of the subject being studied.

2. Data Source

Data source triangulation ensures data validity by comparing the same information from multiple sources. This method allows researchers to verify whether the collected data remains consistent across different sources or if there are variations. By applying data source triangulation, the study ensures that the findings are reliable and supported by multiple perspectives.

G. Research Procedure

1. Pre-field Stage

Pre-field stage was implemented before doing the field work.

a. Developing the research design

The plan was created by the researcher after considering the following factors: the title of the research, the justification for the research, the research's focus, its objective, its advantages, its subject and its methodology.

a. Selecting research field

The researcher selected the research field at SMK Baitul Hikmah.

b. Permit processing

Before the researcher conducted the research, the researcher obtained a license from the university website, visited

the research site to obtain authorization, and then started the research stage process.

c. Assessing the state of the field

Following authorization, the research began to improve comprehension of the context of the research object, and to facilitate data collection.

d. Make a research instrument

Following the completion of the preceding phases, the final step was to prepare the instrument required for conducting the research.

2. Field Work Stage

The research data was collected at this stage. Three methods were used by the researcher to gather the data for the study: document review, interviews, and observation.

3. Data Analysis Stage

After data collection through observation, interviews, and document reviews were completed, Huberman and Saldana's model were used to analyze the data. Following that, it was explained to the report's format and discussed with the adviser. Then, this study was tested and revised one last time after the examination was conducted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the research findings consist of the description of the data. The purpose is to answer the research problem stated in the first chapter. This chapter presents the data description of the implementation of QuizWhizzer as a learning media in teaching vocabulary for the students of XB at Baitul Hikmah vocational high school, as well as the advantages and disadvantages of using QuizWhizzer as a learning media in teaching vocabulary at Baitul Hikmah Vocational High School.

A. Research Findings

The research findings are presented and discussed to answer the research questions regarding the implementation, advantages, and disadvantages of using QuizWhizzer as a learning media in teaching vocabulary at Baitul Hikmah Vocational High School. The researcher elaborated the findings based on the results of observation, interview, and documentation. The data were then described, elaborated, and interpreted to form a comprehensive description.

1. The Implementation of QuizWhizzer as a Learning Media in Teaching Vocabulary for Visual Communication Design Program at Baitul Hikmah Vocational High School

Before discussing the implementation of QuizWhizzer as a learning media in teaching vocabulary, the researcher needs to explain the reasons why teachers choose to use of QuizWhizzer in the learning process. Every

learning media certainly has its own strengths and weaknesses. Despite its shortcomings, there are specific considerations and reasons behind its use in teaching and learning activities.

This was conveyed by English teacher of tenth Grade at Baitul Hikmah vocational high school, regarding the reason for using QuizWhizzer as a learning media. She stated:

> "I use QuizWhizzer as a learning media because it helps students learn new vocabulary in a fun and interactive way. Moreover, since it's technology-based learning, the students become more active."[56]

Based on the interview results, the researcher can conclude that in using QuizWhizzer as a learning media, the English teacher chose this platform because it helps students learn new vocabulary in a fun and interactive way. Since the learning process is technology-based, it also encourages students to be more active during the lesson.

The learning process using QuizWhizzer consists of three stages: pre-activity, while activity, and post activity. Based on the researcher's interview with the English teacher, she stated:

> "In the implementation stage of the learning process, there are three main parts, namely pre-activity, while activity, and post activity."[57]

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[56] English Teacher Interviewed, May 6, 2025.
[57] English Teacher Interviewed, May 6, 2025.

a. Pre-activity

Based on the researcher's observation during the pre-activity, The teacher opened the class by greeting the students and asking how they were. Then, she invited them to pray before starting the lesson. After that, she took attendance and asked about the material that had been learned in the previous meeting. She then conducted a brief brainstorming session by displaying pictures related to the topic, followed by an explanation of the learning objectives.

> Teacher: "Good morning students?"
> Students: "Good morning miss"
> Teacher: "How are you today?"
> Students: "We are fine, and you?............"[58]

Based on the researcher's interview with the English teacher regarding the pre-activity in the learning process, she explained that before starting the main lesson, there are several initial steps that she carries out. She stated:

> "For pre-activities, of course, when I enter the classroom, the first thing I do is greet the students by asking how they are today. Then, I invite them to pray before starting the lesson. After that, I take attendance and ask about the material that has been learned in the last meeting. So, I usually do a brief brainstorming by displaying pictures related to the topic, and then, I explain the learning objectives"[59]

Based on the results of the interview, the researcher can conclude that in the pre-activity, the English teacher begins the lesson by greeting the students and asking how they are as a way to build a warm classroom

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[58] Researcher Observed, May 5, 2025
[59] English Teacher Interviewed, May 6, 2025

atmosphere. The teacher then invites the students to pray together before starting the learning process. After that, the teacher checks the students' attendance and reviews the previous material by asking questions related to the last meeting. To activate students' previous knowledge, the teacher conducts a brief brainstorming activity by showing pictures related to the topic. After that, the teacher explains the learning objectives and describes the activities that students are expected to carry out.

The results of the interview with the English teacher support the findings obtained from an interview with Student one, she stated that:

> "Before starting the lesson, the English teacher usually says greetings and greets the students first, then checks the students' attendance in the class. The teacher also usually asks some questions related to the topic."[60]

Based on the observation and interview, the English teacher began the lesson at 09:00 AM by greeting the students, saying, "Good morning students," and asking, "How are you today?" which was warmly responded to by the class. She then invited the students to pray together and checked the attendance list. Before entering the core material, the teacher engaged the students in a short brainstorming session by asking questions related to the topic in order to activate their prior knowledge. She then introduced the topic of fractured fairy tales, explaining that it

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[60] Student One Interviewed, May 20, 2025

involves changing elements of traditional stories creatively. After that, she explained the learning objectives including the use of the QuizWhizzer application as the main learning media. This observation is supported by the results of interviews and relevant documentation gathered during the classroom activities.[61]

b. While activity

Based on the observation conducted by researcher, during the while activity, the teacher began by explaining the material on fractured fairy tales and provided two sample texts: one original fairy tale and one fractured version to help students understand the concept through comparison. The teacher then distributed worksheets to each student and divided the class into four groups for collaborative discussion. Students worked together to identify unfamiliar vocabulary, search for the meanings, write the words and meanings, and create sentences using those words. This activity allowed students to engage with the text meaningfully before proceeding to the QuizWhizzer quiz.[62]

> Teacher: "Next, please look at the text, then read and understand the text."
>
> Students: "Yes, miss……."

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[61] Researcher Observed, May 5, 2025
[62] Researcher Observed, May 5, 2025

Teacher: "Now, I will divide you into 4 groups. Each group will follow the row of benches. So, this row is group 1, then group 2, and so on……..".[63]

This finding aligns with the teacher's statement during the interview:

"For the main activity, I began by explaining the material to be studied. Then, I provided a relevant example text and distributed worksheets to each student. I also divided the students into four groups and asked them to discuss the content of the text together. During the discussion, the students worked collaboratively to identify unfamiliar vocabulary, find the meanings of those words, write down the vocabulary along with the meanings, and make sentences using the words on a piece of paper. This activity helps them build their vocabulary through collaboration before moving on to the QuizWhizzer quiz."[64]

Figure 4.1

Students discuss unknown vocabulary words

Furthermore, regarding the use of learning media in teaching vocabulary, the researcher interviewed Student Two. The student stated:

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[63] Researcher Observed, May 5, 2025

[64] English Teacher Interviewed, May 6, 2025

"Yes, the English teacher used QuizWhizzer during the learning process. She explained the material first, and then we worked on a quiz using the application. Before the quiz, we usually had group discussions to find unfamiliar vocabulary from the text, write down the meanings, and create sentences using those words."[65]
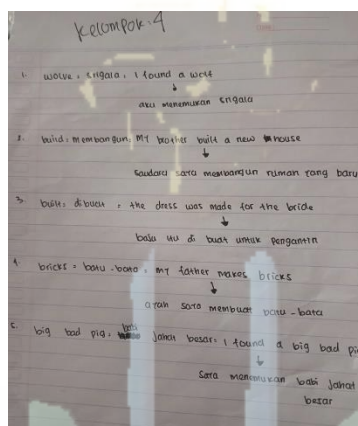
Figure 4.2

Students looked for unknown vocabularies

Based on the results of observation, interview, and document review, it can be concluded that before using QuizWhizzer as a learning media, the teacher guided the students through several preparation activities. These activities included explaining the lesson material, giving a relevant example text, distributing worksheets, and organizing group discussions. In these discussions, students identified unfamiliar vocabulary, found the meanings, and created sentences using the new words. These activities were aimed at helping students improve their vocabulary and prepare them for the use of QuizWhizzer in the interactive learning session.

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[65] Student Two Interviewed, May 20, 2025

The implementation of QuizWhizzer represents the main part of the vocabulary learning session. After completing the preparatory activities, the teacher integrates QuizWhizzer as a learning media to reinforce vocabulary in an interesting and interactive way.

Figure 4.3

The teacher uses QuizWhizzer as a learning media

Based on the researcher's observations, before starting the game, the students prepared their own devices to play QuizWhizzer. After that, the teacher sent the QuizWhizzer link and QR code so that students could access the quiz. Students then joined the game and started playing enthusiastically. They showed great interest and excitement because the activity was interactive and not monotonous, making the learning process more enjoyable and engaging.

During the game, the students focused on answering the questions appropriately. Some students looked excited as they advanced on the game board, and they interacted positively with their peers,

occasionally seeing who was leading the game by looking at the names of the ones who had advanced in the front row.[66]

Based on an interview with the English teacher, she explained:

"Before implementing QuizWhizzer in class, I ask the students to prepare their own devices first. Then, I send them the QuizWhizzer link or QR code so they can join and play the game."[67]

The English teacher also added:

"The students also looked excited and enthusiastic while playing with QuizWhizzer because the activity was interactive and different from traditional learning. It was not boring, which helped keep them motivated and focused during the lesson."[68]

This statement supported with student one interviewed:

"Before the game, the teacher asked us to prepare our phones. Then, she gave us a QR code, and we could join the quiz easily. I like using QuizWhizzer because it's fun and not boring."[69]
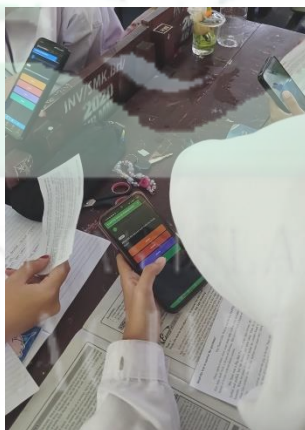

Figure 4.4

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[66] Researcher Observed, May 5, 2025
[67] English Teacher Interviewed, May 6, 2025
[68] English Teacher Interviewed, May 6, 2025
[69] Student One Interviewed, May 20, 2025

The Student Use Quizwhizzer as a Learning Media

Based on the results of observation, interview, and document review, it can be concluded that the implementation of QuizWhizzer as a learning media in vocabulary instruction created an engaging and interactive classroom atmosphere. Before starting the quiz, the students prepared their own devices, and the teacher shared a link and QR code so they could access the quiz. Both teacher and student responses indicated that the use of QuizWhizzer helped make the learning process more enjoyable and less monotonous. Students showed enthusiasm, engagement, and active participation, suggesting that the use of QuizWhizzer can be a supportive tool in helping students build their vocabulary through fun and meaningful learning experiences.

Based on the researcher's observations, after the implementation of QuizWhizzer, the teacher continued the lesson by asking each group to present the results of their discussion in front of the class. Each group took turns sharing the vocabulary they had identified from the text, along with the meanings and example sentences they had created. During the presentation, the teacher provided guidance and feedback, helping students correct pronunciation or improve sentence structure if needed.[70]

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[70] Researcher Observed, May 5, 2025

Teacher: "Alright students, now it's time to present the results of your discussion. I will call one group at a time to come forward and show your work."[71]

This is related to the researcher's interview with the English teacher.

Based on the results of the interview, the teacher stated that:

"After finishing the QuizWhizzer game, I usually ask each group to present the results of their discussion in front of the class. The goal is not only to help them understand the vocabulary, but also to train their confidence in speaking English."[72]

Based on the interview with the English teacher, after playing QuizWhizzer, students were asked to present their group discussion results in front of the class to strengthen both vocabulary understanding and speaking confidence. This was intended to help students practice English in a supportive setting. The teacher's statement is supported by document review in Figure 4.5.

Figure 4.5

Students present their worksheet

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[71] Researcher Observed, May 5, 2025

[72] English Teacher Interviewed, May 6, 2025

With this structured teaching process, students not only developed their understanding of vocabulary related to fractured fairy tales, but also took an active part in the learning process. They went through several stages such as observing example texts, discussing unfamiliar words, exploring their meanings in groups, making meaningful sentences, and presenting their ideas in front of the class. The use of QuizWhizzer as a learning media supported this process by offering an interactive and fun platform, making the lesson less monotonous. Students appeared more enthusiastic and motivated because they learned in an enjoyable and engaging way.

c.   Post-activity

After all students completed the QuizWhizzer activity and presented their group discussions, the teacher led the closing session by asking the class, "What have we learned today?" Several students responded enthusiastically, sharing what they had learned from the text and the quiz. The teacher then summarized the lesson and continued with a short reflection by asking, "How do you feel about today's lesson? Was it fun to play using QuizWhizzer?" After that, the teacher presented the agenda for the next meeting and closed the class with greeting.

> "Today we have learned about fractured fairy tales and new vocabulary from the texts. We have also seen how the implementation of QuizWhizzer and group activities can help us understand the stories better and use the new words in meaningful ways."[73]

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[73] Researcher Observed, May 5, 2025

This activity was in accordance with what the teacher said in the interview as follows,

"At the end of the lesson, I always ask students to review what they have learned that day. I also encourage them to self-reflect by asking how they felt about the lesson. After that, I usually tell them about the next meeting's activities so that they can prepare themselves. Finally, I always end the class by saying thank you and greetings."[74]

This explanation is in line with what Student Two said:

"At the end of class, the teacher asks about what we have learned today. Then, she tells us what we will do next week. After that, she says salam."[75]

From the observations and interviews, it can be concluded that in the post-activity, the teacher reinforces students' understanding by asking students to summarize the lesson and reflect on their learning experience. Then, the teacher conveys information about the upcoming lesson to help students prepare themselves. Finally, the teacher ends the session with closure and greetings. These steps help consolidate the material learned, encourage student reflection and maintain a structured and positive classroom environment until the end of the lesson.

2. **The Advantages and Disadvantages of Using QuizWhizzer On Students' Vocabulary Learning for Visual Communication Design Program at Baitul Hikmah Vocational High School**

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[74] English Teacher Interviewed, May 6, 2025
[75] Student Two Interviewed, May 20, 2025

a. The Advantages of QuizWhizzer

1) Supports student motivation in learning.

Based on the researcher's observation, the use of QuizWhizzer in vocabulary learning helped increase students' motivation to learn. During the lesson, many students looked more focused and interested in joining the QuizWhizzer game. The competitive format and interactive features made the students more active and involved in the learning process.

> The researcher saw that students who were usually passive in class became more engaged and enthusiastic when using QuizWhizzer. The excitement of competing and the desire to win made them pay more attention and try harder to understand the vocabulary.[76]

This finding is supported by interview data from the English teacher:

> "With QuizWhizzer, I see students become more motivated. They want to win the game, so they pay more attention and try to understand the vocabulary better. It's like they are learning without realizing it."

This statement is also supported by Student Two:

> "Yes, playing using QuizWhizzer makes me more motivated because the game is like racing, so I am motivated to win the game."[77]

Based on these observations and interviews, it can be concluded that QuizWhizzer supported students' motivation in

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[76] Researcher Observed, May 5, 2025
[77] Student Two Interviewed, May 20, 2025

learning. The game-based learning approach created a more engaging classroom atmosphere and encouraged students to be more focused and active during vocabulary learning activities.

2) Promotes active student engagement

Based on the researcher's observation, the use of QuizWhizzer in vocabulary learning promotes active student engagement. During the learning process, students appeared more active and enthusiastic compared to traditional learning using the lecture method.

> The researcher noticed that most students showed excitement. They actively participated while playing QuizWhizzer, eagerly competing to answer the questions correctly and quickly.[78]

The observation results are supported by interview data from the English teacher:

> "Using QuizWhizzer helped make the student more active. The students looked very excited when learning with QuizWhizzer. Maybe because this game is based on digital game-based learning, so the learning process isn't boring or monotonous."

And the English teacher also added the statement:

> "It also encourages students to ask questions and participate more actively during the lesson."

This explanation is in line with what Student one said:

> "I like learning vocabulary with QuizWhizzer because it feels like playing a game. It's fun, and I don't feel bored like regular lessons."[79]

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[78] Researcher Observed, May 5, 2025
[79] Student One Interviewed, May 20, 2025

From the observation and interview data, it can be concluded that the use of QuizWhizzer in vocabulary learning successfully promotes active student enggagement. The interactive game-based approach helped reduce boredom, supported student enthusiasm and encouraged more active participation in the classroom.

3) Provides immediate feedback

Based on the researcher's observation, QuizWhizzer effectively provides immediate feedback during the learning process. When students answered questions on the platform, they received instant responses indicating whether their answers were correct or incorrect. This helped them quickly identify their mistakes and encouraged them to reflect and improve. The teacher could also monitor students' answers in real time, allowing her to address common errors immediately and guide students more effectively during the lesson.

> During the classroom implementation, the researcher observed that students were able to join and use QuizWhizzer easily. The teacher also managed the activity smoothly, and the platform was shown to provide immediate feedback to the students.[80]

This finding is supported by the English teacher's statement:

> "QuizWhizzer gives instant results after each question, so students can know right away if their

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[80] Researcher Observed, May 5, 2025

answer is right or wrong. This helps them learn from their mistakes without having to wait."

She also added:

> "Immediate feedback can also be seen from the game board screen which shows that if the student's answer is correct, it will move forward and if it is incorrect, it will move backward as well."[81]

This was also confirmed by Student Two, who stated:

> "Yes, when I give a wrong answer, I immediately get a notification, and my position on the game board drops. But when my answer is correct, I also get notified, and my position moves forward."[82]

From the observation and interview data, it can be concluded that QuizWhizzer supports immediate feedback, which plays a key role in helping students recognize their learning progress and correct their errors right away. This feature contributes to a more responsive in vocabulary learning activities.

b. The Disadvantages of QuizWhizzer

1) Limited access technology.

Based on the researcher's observation, the use of QuizWhizzer in vocabulary learning is affected by students' varying access to technology. Not all students have equal access to reliable devices or stable internet connections, which limits

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[81] English Teacher Interviewed, May 6, 2025
[82] Student Two Interviewed, May 20, 2025

their ability to fully participate in game-based learning activities. Some students had to share devices with siblings or use older smartphones with performance issues, making it more difficult for them to engage effectively during quizzes.

> The researcher also noted that students who entered the quiz late because of connection problems often had trouble catching up. This delay not only affected their participation but also reduced their scores due to poor time management.[83]

This issue was confirmed by the English teacher, who stated:

> "There are students who cannot take the quiz because of technological limitations, some have broken phones, some have parents' phones, so they often have to borrow or share with friends."

Student one also explained:

> "The technological limitations that I feel come from the internet connection, sometimes it is slow, and also the wifi is often interrupted.[84]

From both the observation and interview data, it can be concluded that limited access to technology, such as unstable internet connections and lack of personal devices, is a significant challenge in implementing QuizWhizzer effectively in vocabulary learning. These limitations reduce students' ability to participate fully, affect their engagement, and may hinder the overall learning process.

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[83] Researcher Observed, May 5, 2025
[84] Student One Interviewed, May 20, 2025

Based on the outcomes of the above description, the following table can be concluded and explained:

Table 4.1

Result of Research Findings

No	Research Question	Research Findings
1.	How is the implementation of QuizWhizzer as a Learning Media in Teaching Vocabulary at Baitul Hikmah Vocational High School?	The findings of the procedures in implementing QuizWhizzer were: 1) Pre-Activity 1. The teacher greets and asks the students to pray. 2. The teacher checks the attendance of the students 3. The teacher asks about the learning material from the last meeting 4. The teacher explains the learning objectives to the learners. 2) While Activity 1. The teacher explains the material about fractured fairy tales and gives two sample texts (original and fractured version). 2. The teacher distributes worksheets and divides students into four groups. 3. Students discuss unfamiliar vocabulary, find meanings, and create example sentences.

		4. The teacher instructs the students to prepare their own devices and then sends the link/QR code.
		5. Students join and play the QuizWhizzer quiz enthusiastically.
		6. After the quiz, each group presents their discussion results.
		7. The teacher provides feedback and corrects pronunciation if needed.
		3) Post Activity
		1. The teacher and student summarize the learning on today's meeting.
		2. Reflect on the learning.
		3. The teacher present the agenda of activities for the next meeting.
		4. The teacher closes the class with a greeting.
2.	What are the advantages and disadvantages of using QuizWhizzer on students' vocabulary learning at Baitul Hikmah Vocational High School?	1) Advantages of QuizWhizzer • Supports student motivation in learning • Promotes active student enggagement • Provides immediate feedback 2) Disadvantage of QuizWhizzer • Limited access technology

B. Discussion

In the implementation of QuizWhizzer as a learning media in teaching vocabulary, the learning process was divided into three stages. In the pre-activity, the teacher began by greeting the students, inviting them to pray, checking attendance, reviewing the previous material, and explaining the learning objectives. In the while-activity, the teacher explained the topic and provided two sample texts. Students were divided into groups to identify unfamiliar vocabulary, find the meanings, and create example sentences. After the discussion, the teacher instructed the students to prepare their own devices and then shared the QuizWhizzer link and QR code. The students accessed the game and participated enthusiastically, showing excitement and enjoyment throughout the activity. After the quiz session, each group presented the results of their discussion to the class. In the post-activity stage, the teacher guided students to reflect on the lesson, asked for their feedback, informed them about the next meeting's agenda, and closed the class.

In addition, the implementation of QuizWhizzer as a learning media in teaching vocabulary revealed both advantages and disadvantages. Among the advantages, it supported student motivation in learning, promoted active engagement during the learning process, and provided immediate feedback, which helped students recognize and correct mistakes quickly. These advantages contributed to a more interactive and student-centered classroom environment. However, a major disadvantage was limited access to technology. Not all students had stable internet connections or personal

devices, which affected their ability to fully participate in the digital game-based learning activities. This limitation should be carefully considered when integrating technology into the classroom.

These findings are in line with a previous study conducted by Handayani and Bahri, which found that students were more enthusiastic and motivated when using QuizWhizzer compared to conventional teaching methods. The game-based format promoted interaction and engagement, making lessons more enjoyable and effective. However, similar to this study, they also reported challenges such as limited internet access and paid features in the application. Both studies highlight how QuizWhizzer helps foster a fun and competitive learning environment, while also recognizing the technical limitations that educators need to anticipate.[85]

This result also is in line with the previous study from Fahmi Wahyuningsih et al. which states that the use of QuizWhizzer as an evaluation media helps to increase students' interest and participation in learning through fun and meaningful activities. However, like most technology-based tools, limitations such as technical issues and access challenges must be considered to ensure more effective learning.[86]

In addition, this result is also in line with the previous study by Reza Aulya Dwi Saputri, Latifa Khoirunnisa, and Tsania Nur Diyana, which

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[85] Handayani and Bahri, "Implementation of Quizwhizzer Application on Social Studies Subjects at SMP Negeri 28 Pontianak City."

[86] Wahyuningsih et al., "Utilization of QuizWhizzer Educational Game Applications as Learning Evaluation Media."

developed a QuizWhizzer-based snakes and ladders learning media to enhance students' motivation in learning Newton's Laws. The study found that the media was categorized as "very feasible" with a score of 92.3% and showed "good" results in student trials. It revealed that QuizWhizzer increased students' motivation and engagement in learning activities. However, similarly to the current study, it also identified challenges such as editing limitations in the application and the need for teacher guidance during implementation.[87]

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[87] Saputri, Khoirunnisa, and Diyana, "Developing Learning Media for the Snakes and Ladders Game Newton's Law with the Quiz Whizzer Application to Support Student Learning Motivation."

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of research

A. **Conclusion**

1. Based on the research at Baitul Hikmah Vocational High School, the implementation of QuizWhizzer in vocabulary learning involved three stages: pre-activity, while-activity, and post-activity. In the pre-activity, the teacher greeted students, prayed, checked attendance, reviewed material, and explained the objectives. During the while-activity, students discussed unfamiliar vocabulary in groups, created example sentences, and then played the QuizWhizzer game using their own devices. They showed enthusiasm and later presented their group work. In the post-activity, the teacher led a reflection, gave feedback, explained the next agenda, and closed the class.

2. Based on the research conducted at Baitul Hikmah Vocational High School, the use of QuizWhizzer in vocabulary learning presented both advantages and disadvantages. The advantages include supported student motivation in learning, promoted active student engagement, and provided immediate feedback. However, the main disadvantage was limited access to technology. Some students faced difficulties due to unstable internet connections or lack of personal devices, which affected their ability to participate effectively. These findings highlight the importance of ensuring

adequate technological support and internet access to maximize the benefits of using QuizWhizzer in classroom learning.

B. Suggestion

Based on the results and discussion of this study, the researcher presents the following suggestions for the relevant parties:

1. For Teachers: Teachers are encouraged to design vocabulary learning activities that match the Vocational High School curriculum by focusing on vocabulary related to students' specific fields of study. Using media such as QuizWhizzer can help create interactive and engaging learning activities while still focusing on the vocabulary needed for students' future careers.

2. For Students: Students are advised to make the most of QuizWhizzer as an enjoyable and challenging learning tool. Active participation, high motivation, and honesty in answering questions will help improve vocabulary mastery while also developing critical thinking and time management skills.

3. For Future Researchers: Future studies are encouraged to explore the use of QuizWhizzer in other English skills such as reading, writing, and speaking. Researchers can also focus on teaching vocabulary that is more specific to areas like Visual Communication Design and matches the Vocational High School curriculum, so the learning materials are more relevant to students' skills and future job needs.

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Appendix 1

MATRIX OF RESEARCH

NAME   : PUTRI NURIL HIDAYAH

SRN   : 214101060015

TITTLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHODS	RESEARCH QUESTION
The Implementation of QuizWhizzer as a Learning Media in Teaching Vocabulary at Baitul Hikmah Vocational High School	QuizWhizzer as a Learning Media	1. Definition of QuizWhizzer 2. The Features of QuizWhizzer 3. How to use QuizWhizzer	**Primary Data:** 1. Tenth-grade students of senior high school **Secondary Data:** 1. Observation 2. Related Documents	**1. Approach and Type of Research:** Descriptive Qualitative **2. Data Collection:** - Observation - Interview - Document Review **3. Data Analysis:** Miles and Huberman Model (Data Reduction, Data Display, and Conclusion Drawing) **4. Validation of Data:** - Method Triangulation - Data Source Triangulation	1. How is the implementation of QuizWhizzer as a learning media in teaching vocabulary learning at Baitul Hikmah vocational high school? 2. What are the advantages and disadvantages of using QuizWhizzer on students' vocabulary learning at Baitul Hikmah Vocational High School?
	Teaching vocabulary	1. Definition of vocabulary 2. Kinds of vocabulary 3. The importance of vocabulary			

Appendix 2

MODUL AJAR BAHASA INGGRIS FASE E KURIKULUM MERDEKA

Nama Sekolah: SMKS Baitul Hikmah

Mata Pelajaran: Bahasa Inggris

Kelas/Semester: X / Genap

Tahun Pelajaran: 2024/2025

Materi: Fractured Fairy Tales

Fase CP: Fase E

Alokasi Waktu: 4 x 45 menit (2 JP)

❖ ELEMEN CAPAIAN PEMBELAJARAN

Elemen Membaca – Memirsa

Pada akhir Fase E, peserta didik membaca dan merespon berbagai macam teks, termasuk narasi seperti dongeng modern atau parodi, dengan tujuan untuk mendapatkan informasi atau hiburan, dan mengevaluasi isi teks melalui pertanyaan kritis serta mengenali kosakata kontekstual.

❖ TUJUAN PEMBELAJARAN

1. Peserta didik dapat memahami konsep fractured fairy tales sebagai parodi dari dongeng klasik.

2. Peserta didik dapat mengidentifikasi dan memahami kosakata baru dalam teks fairy tale.

3. Peserta didik dapat menggunakan QuizWhizzer untuk belajar dan mempraktikkan kosakata dalam konteks fractured fairy tales secara menyenangkan dan interaktif.

❖ PROFIL PELAJAR PANCASILA

- Beriman dan Bertakwa: Membuka dan menutup pelajaran dengan doa.

- Bergotong Royong: Diskusi kelompok dan kuis tim.

- Mandiri: Menyelesaikan latihan vocabulary dalam QuizWhizzer secara individu.

- Kreatif: Menyusun ulang bagian cerita atau kosakata dalam gaya yang lucu/unik. Berpikir Kritis: Menganalisis perubahan dari dongeng asli ke versi "fractured".

❖ **KOMPETENSI AWAL**

Siswa sudah mengenal cerita dongeng klasik seperti Cinderella, Snow White, atau Little Red Riding Hood, serta mampu menggunakan simple past tense dan adjective.

❖ **PEMAHAMAN BERMAKNA**

Siswa dapat memahami bahwa cerita bisa diubah untuk tujuan humor atau sindiran, serta mengenali kosakata baru dari konteks cerita yang diubah tersebut.

❖ **PERTANYAAN PEMANTIK**

- Do you like fairy tales?
- What is your favorite fairy tale?
- Have you ever read a funny or twisted version of a fairy tale?
- Do you know what "fractured fairy tale" means?

❖ **MODEL DAN METODE PEMBELAJARAN**

Model: Problem Based Learning

Metode: Diskusi, tanya jawab, dan permainan interaktif

❖ **MEDIA, SARANA & PRASARANA**

- LCD, laptop, internet
- Akses kuis QuizWhizzer
- Buku cerita/fragments atau worksheet

❖ **SUMBER BELAJAR**

- Buku LKS "Fractured Fairy Tales"
- QuizWhizzer interactive quiz
- LKPD (lembar kerja)

KEGIATAN PEMBELAJARAN

PERTEMUAN 1

Kegiatan	Prosedur	Waktu
Pendahuluan	1. Guru memberi salam dan mengajak siswa berdoa. 2. Guru memeriksa kehadiran peserta didik. 3. Guru menanyakan materi pembelajaran di pertemuan sebelumnya. 4. Guru menjelaskan tujuan pembelajaran kepada peserta didik. 5. Guru memberikan pertanyaan pemantik tentang gambar yang ditampilkan. 	15 Menit

	Sintaks 1: Orientasi Masalah
	1. Guru memberikan contoh teks fractured fairy tales dua versi cerita Cinderella, peserta didik dimintauntuk membaca dan memahami teks tersebut.
	2. Setelah membaca, guru memimpin diskusi singkat dengan pertanyaan pemantik berikut:
	  • What is different between two story of Cinderella?
	  • Why did Cinderella go to the ball in this version of the story?	

Kegiatan Inti	• What kind of vocabulary do you hear often in the story (e.g., adjectives like weird, sneaky, magical)? • What do you think about the ending? Is it better than the original? **Sintaks 2: Kerja Kelompok & Vocabulary Hunt** 1. Guru membagi siswa dalam 4 kelompok 2. Guru membagikan LKPD kepada setiap kelompok kemudian menjelaskan bagaimana cara mengerjakan LKPD kepada semua kelompok 3. Peserta didik mengerjakan kegiatan membaca, mengidentifikasi dan menemukan kosakata yang belum diketahui pada teks **Sintaks 3: Bermain QuizWhizzer** 1. Guru membagikan link kuis QuizWhizzer kepada siswa dan memastikan semua perangkat siap digunakan. (laptop/HP dan koneksi internet). 2. Siswa bermain kuis secara individu dengan menjawab soal-soal yang berkaitan dengan kosakata dalam cerita Fractured Fairy Tale. 3. Guru memantau jalannya permainan dan mencatat siswa yang aktif serta pencapaian skor mereka sebagai bahan penilaian formatif.	60 Menit

	Sintaks 4: Mengembangkan dan menyajikan hasil karya	
	1. Secara bergantian setiap kelompok mempresentasikan hasil diskusi mereka di depan kelas 2. Kelompok lainnya menyimak dan memberikan komentar dan masukan atas presentasi tersebut; 3. Guru bertindak sebagai moderator untuk membimbing siswa memberikan pertanyaan dan masukan atas presentasi kelompok lain.	
Penutup	1. Guru dan siswa menyimpulkan pembelajaran pada pertemuan ini 2. Melakukan refleksi pembelajaran 3. Guru menyampaikan agenda kegiatan untuk pertemuan berikutnya. 4. Guru menutup kelas dengan salam	15 Menit

PERTEMUAN 2

Kegiatan	Prosedur	Waktu
Pendahuluan	1. Guru memberi salam dan memimpin peserta didik untuk berdoa sebelum pembelajaran dimulai. 2. Guru mengecek kehadiran peserta didik. 3. Guru memberi apersepsi tentang materi yang telah dipelajari minggu lalu dengan	

	cara memberikan test singkat untuk mengetahui daya serap dan ingatan peserta didik terhadap pembelajaran sebelumnya. 4. Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5. Guru menyampaikan garis besar cakupan materi yang dipelajari.	15 Menit
Kegiatan Inti	**Sintax 1** 1. Peserta didik menyiapkan hasil tugas yang telah diselesaikan. 2. Guru memfasilitasi setiap kelompok untuk menyajikan hasil diskusi di depan kelas. 3. Peserta didik menyajikan hasil tugas yang telah diselesaikan. 4. Kelompok lainnya menyimak dan memberikan komentar dan masukan atas presentasi tersebut. 5. Guru bertindak sebagai moderator untuk membimbing siswa memberikan pertanyaan dan masukan atas presentasi kelompok lain	60 Menit
	Sintax 2 1. Guru memberikan kuis QuizWhizzer lanjutan berisi kosakata baru yang muncul selama presentasi. 2. Siswa mengerjakan kuis secara individu melalui perangkat masing-masing. 3. Guru mencatat hasil kuis dan siswa dengan skor tertinggi diberi penghargaan.	
	1. Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran.	

Penutup	2. Peserta didik melakukan refleksi pembelajaran hari itu dengan menjawab pertanyaan guru seperti:
	
	    a. Do you feel happy in learning Englishtoday?
	    b. What difficulties do you have in learning this material? How do you solve it?
	    c. What can you learn by learning Englishactivities today?
	
	3. Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya.
	4. Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup
		15 Menit

❖ **PENILAIAN**

Bentuk penilaian : Individu dan Kelompok

| Jenis Asesmen	Deskripsi
Assessment as Learning/Penilaian Proses	1. Lembar Kerja Peserta Didik (LKPD) 2. Observasi: Guru melakukan pendampingan dan penilaian saat peserta didik kerja kelompok

❖ **PENGAYAAN DAN REMEDIAL**

- Pengayaan

Pengayaan diberikan kepada peserta didik yang telah menguasai materi berupa penambahan bacaan ataupun video dari jenis teks serupa untuk

memperkaya pengetahuan dan diberikan ragam soal yang tingkatannya lebih tinggi.

- Remedial

Remedial diberikan kepada peserta didik yang belum menguasai materi berupa pembelajaran ulang dan/atau asesmen ulang.
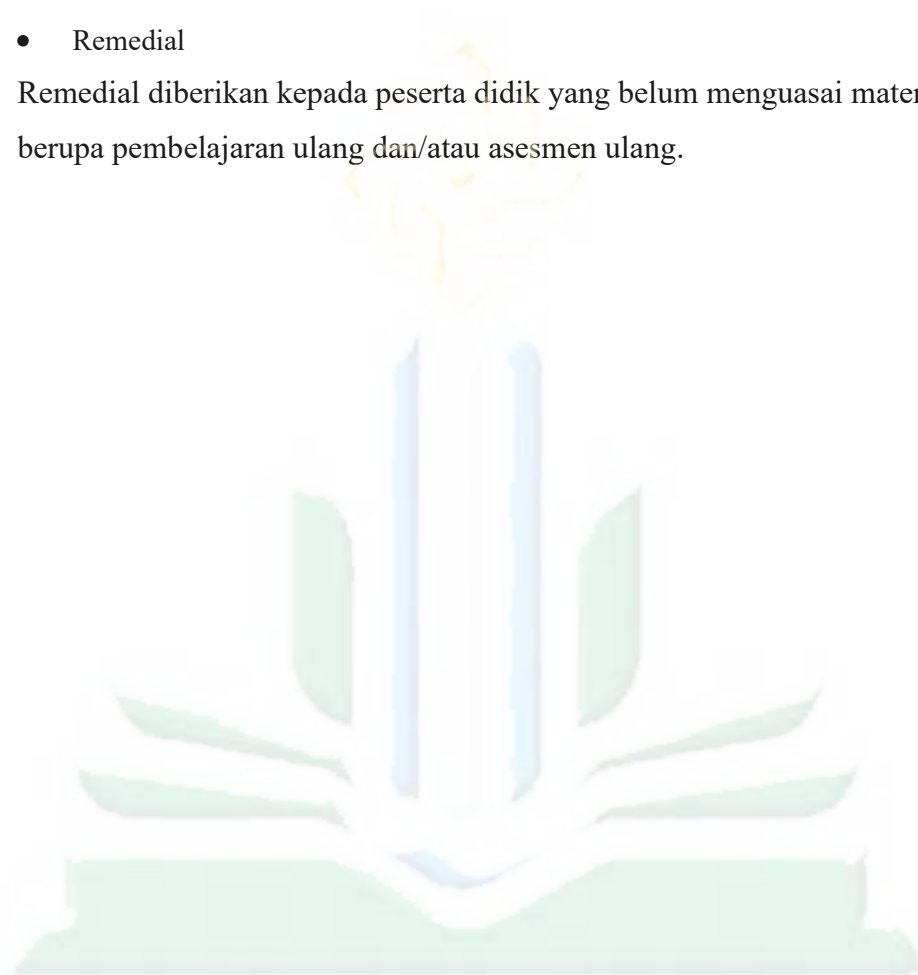
LAMPIRAN 1: BAHAN AJAR

Fractured Fairy Tales

When we meet the word fractured, there will be some pictures in our mind. It can be cracked and broken, pieces, and/or shattered thing. Regardless, we all know that something fractured must be put together. Much like a bone that must be re-broken to set, fractured fairy tales are broken apart to be set back together.

A rewritten fairy tale is the most basic definition of a broken fairy tale. Given that the fairy tale genre began as an oral tradition, any retelling that changed the story even slightly would be broken. Little Red Riding Hood, for example, has been repeated hundreds of times throughout the years, but the splitting of fairy tales truly began when people began writing them down. When they became literary in this way, things began to change, and written stories became longer, incorporating literary motifs, symbolism, themes, and so on.

Two types of fairy tales are described in the Oxford Companion to Fairy Tales. Parodies poke fun at the fairy tale genre and particular stories, whereas fractured fairy tales reformat the story to include more important present morals and social implications.

Here are some lists of famous fractured fairy tales.

1. Look Out, Wolf! There's a Beast in Your Book by Jude Evans

2. Verity Fairy: Sleeping Beauty by Caroline Wakeman

3. Three Little Vikings by Bethan Woollvin

4. Ninja Red Riding Hood by Corey Rosen Schwartz

5. Cinderella and the Furry Slippers by Davide Cali

Examples of text

Cinderella (Original version)

Once upon a time, there was a kind and beautiful girl named Cinderella. She lived with her wicked stepmother and two jealous stepsisters who treated her like a servant. They made her do all the chores, and she was never allowed to rest or go out.

One day, the king announced a royal ball to find a bride for the prince. Cinderella wanted to go, but her stepmother forbade her and ruined her dress. Just when she lost hope, a fairy godmother appeared and magically transformed her rags into a beautiful gown, and a pumpkin into a carriage. However, the magic would only last until midnight.
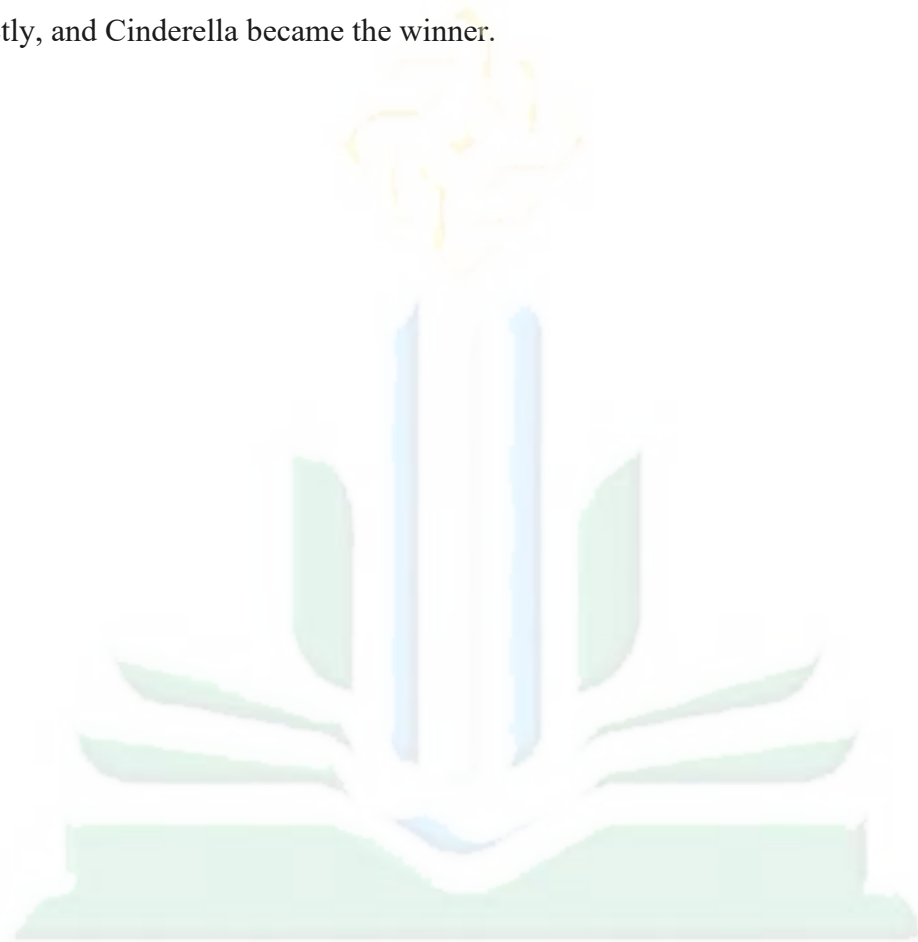
At the ball, the prince fell in love with Cinderella, but she had to run away before midnight. In her hurry, she left behind a glass slipper. The next day, the prince searched the kingdom, trying the slipper on every girl. Finally, he found Cinderella, and the slipper fit perfectly. They got married and lived happily ever after.

Cinderella (Fractured fairy tales version)

Cinderella was a smart girl who loved video games and coding. But her stepmother and stepsisters didn't like it. They thought girls shouldn't play games or use computers. They made Cinderella do chores and didn't let her join any competitions.

One day, the palace announced a tech contest to find the best young game maker. Cinderella wanted to join, but her stepmother deleted her file and took her laptop. Suddenly, a digital fairy appeared on her screen and helped her fix everything—but only until midnight!

At the contest, Cinderella showed her game and amazed everyone. When midnight came, her laptop turned off, and she ran home, leaving her USB behind. The prince, who loved coding too, found her and tested the USB. The game worked perfectly, and Cinderella became the winner.

LEMBAR KERJA PESERTA DIDIK (LKPD)

Read the text and answer the questions!

The Three Little Wolves and the Big Bad Pig

Once upon a time, there were three little wolves who decided to build their own houses. The first little wolf built a house of flowers. The second built a house of glass. The third built a strong house of bricks with an alarm system.

But there was a Big Bad Pig who didn't like wolves. He came to the house of flowers and huffed and puffed, but the flowers just blew away. Then he smashed the house of glass with a hammer. When he came to the brick house, he couldn't break it, so he tried to be nice and trick the wolves into coming out. But the wolves were smart-they checked the security camera and saw the pig's plan.

In the end, the wolves invited the pig in for tea. They talked and laughed, and the pig changed his ways. From that day, they all lived happily ever after-as friends.

Answer the question!

1. What material did the first little wolf use for his house?
   a. Straw
   b. Flowers
   c. Wood
   d. Bricks
2. How many wolves are in the story?
   a. One
   b. Two
   c. Three
   d. Four
3. What did the second wolf build his house from?
   a. Glass
   b. Wood
   c. Stone
   d. Candy
4. What kind of house did the third wolf build?
   a. Wooden house with a trap
   b. Brick house with an alarm system
   c. Flower house

    d. Ice house

5. What did the Big Bad Pig use to destroy the glass house?
   a. His fists
   b. Fire
   c. A hammer
   d. A bulldozer

6. Why couldn't the pig destroy the third house?
   a. It was protected by a dragon
   b. It had magic
   c. It was too strong and had security
   d. The wolves ran away

7. How did the pig try to trick the wolves?
   a. By pretending to be a mailman
   b. By being nice and asking them to come outside
   c. By breaking the door
   d. By hiding in the chimney

8. How did the wolves know the pig was lying?
   a. They asked a neighbor
   b. They had a security camera
   c. They read his mind
   d. They read his mind

9. What did the wolves do at the end of the story?
   a. Ran away
   b. Ate the pig
   c. Invited the pig in for tea
   d. Called the police

10. How does the story end?
    a. They fight forever
    b. The wolves move away
    c. They become friends
    d. The pig runs off into the woods

Key Answer

1. b

2. c

3. a

4. b

5. c

6. c

7. b

8. b

9. c

10. c

Aspek yang dinilai	Indikator penilaian	nilai
A. Aktif dalam diskusi kelompok	aktif memberikan solusi pada diskusi kelompok	4
	Mengikuti diskusi dengan aktif dan siap memberikan bantuan tetapi belum bisa memberikan solusi permasalahan	3
	Aktif mengikuti diskusi tetapi tidak memberi solusi dan bantuan	2
	Kurang tanggap terhadap diskusi kelompok	1
B. Terampil dalam menemukan konsep penyelesaian LKPD	Mampu menyelesaikan langkah awal sampai kesimpulan pada LKPD dan sudah benar	4
	Mampu menyelesaikan langkah awal sampai akhir pada LKPD namun ada bagian-bagian yang belum tepat	3
	Hanya menyelesaikan langkah yang dipahami saja	2
	Belum mampu menyelesaikan langkah awal sampai kesimpulan pada LKPD	1
C. Terampil dalam menyajikan LKPD	LKPD dikerjakan dengan tulisan yang rapi tulis tangan dan urut	4
	LKPD dikerjakan belum rapi (tulis tangan)	2
D. Terampil dalam mengkomunikasikan hasil diskusi	Mampu mempresentasikan dengan bahasa yang baik, dengan hasil yang benar dan mampu Menjawab pertanyaan.	4
	Mampu mempresentasikan dengan bahasa yang baik, dengan hasil yang benar tetapi belum mampu menjawab pertanyaan.	3
	Mampu mempresentasikan dengan bahasa yang baik, namun hasilnya belum tepat dan belum Mampu menjawab pertanyaan.	2
	Belum mampu mempresentasikan dengan bahasa yang baik, dengan hasil yang benar dan belum mampu menjawab pertanyaan.	1

Teknik penilaian hasil diskusi kelompok pada LKPD

Pedoman penilaian ketrampilan : *nilai =*

$$\frac{Jumlahskr}{4} \quad X\ 25 = \quad \frac{A+B+C+D}{4} \quad X\ 25$$

Group Identity

School   : ....

Class   : ....

Group   : 1 / 2 / 3 / 4/ 5

Member   : 1..

                      2..

                      3 ....

                      4..

Rubrik Penilaian Observasi

OBSERVASI

TERHADAP

DISKUSI

KELOMPOK

KELAS : X

No	Nama Peserta Didik	Pernyataan							
		PD aktif memberika nide selama diskusi		PD aktif memberikan tanggapan terhadap teman selama diskusi		PD aktif membantu teman yang mengalami kesulitan selama diskusiide selama diskusi		PD aktif mampu menghargai pendapat dansantun selama diskusi	
		Ya	Tidak	Ya	Tidak	Ya	Tidak	Ya	Tidak
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

11							
12							
13							
14							
15							
16							
17							

Mengetahui

Kepala Sekolah   Guru Mapel

KASIYADI, S.Pd, M.Pd   RATNA NUR HIDAYAH, S.Pd

Appendix 3

Research Instrument

A. Observation Instrument

12.   Implementation of vocabulary learning using QuizWhizzer at SMK Baitul Hikmah.

13.   Student and teacher engagement during digital game-based learning activities.

14.   Classroom situation and conditions during the learning process.

B. Interview Instrument

Teacher Interview

1. Why did you choose to use QuizWhizzer as a vocabulary learning tool?

2. How was QuizWhizzer implemented during the learning process?

3. What are the advantages you feel when using QuizWhizzer?

4. Were there any disadvantages in using QuizWhizzer in class?

5. How did students respond to the use of QuizWhizzer in vocabulary learning?

Student's interview

1. Before the lesson starts, what does the teacher do?

2. What learning media does the teacher use during the lesson?

3. What are the advantages you feel when using QuizWhizzer?

4. Were there any disadvantages in using QuizWhizzer in class?

5. How do you feel about learning with games like QuizWhizzer?

C. Document Review Instrument

1. Lesson plan

2. Interview result

3. Letter of having done research

4. Research journal

5. Figure

Appendix 4

Interview Result

English Teacher

1. I use QuizWhizzer as a learning media because it helps students learn new vocabulary in a fun and interactive way. Moreover, since it's technology-based learning, the students become more active.

2. In the implementation stage of the learning process, there are three main parts, namely pre-activity, while activity, and post activity.

3. For pre-activities, of course, when I enter the classroom, the first thing I do is greet the students by asking how they are today. Then, I invite them to pray before starting the lesson. After that, I take attendance and ask about the material that has been learned in the last meeting. So, I usually do a brief brainstorming by displaying pictures related to the topic, and then, I explain the learning objectives

4. For the main activity, I began by explaining the material to be studied. Then, I provided a relevant example text and distributed worksheets to each student. I also divided the students into four groups and asked them to discuss the content of the text together. During the discussion, the students worked collaboratively to identify unfamiliar vocabulary, find the meanings of those words, write down the vocabulary along with the meanings, and make sentences using the words on a piece of paper. This activity helps them build their vocabulary through collaboration before moving on to the QuizWhizzer quiz.

5. Before implementing QuizWhizzer in class, I ask the students to prepare their own devices first. Then, I send them the QuizWhizzer link or QR code so they can join and play the game.

6. The students also looked excited and enthusiastic while playing with QuizWhizzer because the activity was interactive and different from traditional learning. It was not boring, which helped keep them motivated and focused during the lesson.

7. After finishing the QuizWhizzer game, I usually ask each group to present the results of their discussion in front of the class. The goal is not only to help them understand the vocabulary, but also to train their confidence in speaking English.

8. At the end of the lesson, I always ask students to review what they have learned that day. I also encourage them to self-reflect by asking how they felt about the lesson. After that, I usually tell them about the next meeting's activities so that they

can prepare themselves. Finally, I always end the class by saying thank you and greetings.

9. With QuizWhizzer, I see students become more motivated. They want to win the game, so they pay more attention and try to understand the vocabulary better. It's like they are learning without realizing it.

10. Using QuizWhizzer helped make the student more active. The students looked very excited when learning with QuizWhizzer. Maybe because this game is based on digital game-based learning, so the learning process isn't boring or monotonous.

11. It also encourages students to ask questions and participate more actively during the lesson.

12. QuizWhizzer gives instant results after each question, so students can know right away if their answer is right or wrong. This helps them learn from their mistakes without having to wait."

13. There are students who cannot take the quiz because of technological limitations, some have broken phones, some have parents' phones, so they often have to borrow or share with friends.

Student One

1. Before starting the lesson, the English teacher usually says greetings and greets the students first, then checks the students' attendance in the class. The teacher also usually asks some questions related to the topic.

2. Before the game, the teacher asked us to prepare our phones. Then, she gave us a QR code, and we could join the quiz easily. I like using QuizWhizzer because it's fun and not boring.

3. I like learning vocabulary with QuizWhizzer because it feels like playing a game. It's fun, and I don't feel bored like regular lessons.

4. The technological limitations that I feel come from the internet connection, sometimes it is slow, and also the wifi is often interrupted.

Student Two

1. Yes, the English teacher used QuizWhizzer during the learning process. She explained the material first, and then we worked on a quiz using the application. Before the quiz, we usually had group discussions to find unfamiliar vocabulary from the text, write down the meanings, and create sentences using those words.

2. At the end of class, the teacher asks about what we have learned today. Then, she tells us what we will do next week. After that, she says salam.

3. "Yes, when I give a wrong answer, I immediately get a notification, and my position on the game board drops. But when my answer is correct, I also get notified, and my position moves forward."

4. Yes, playing using QuizWhizzer makes me more motivated because the game is like racing, so I am motivated to win the game.
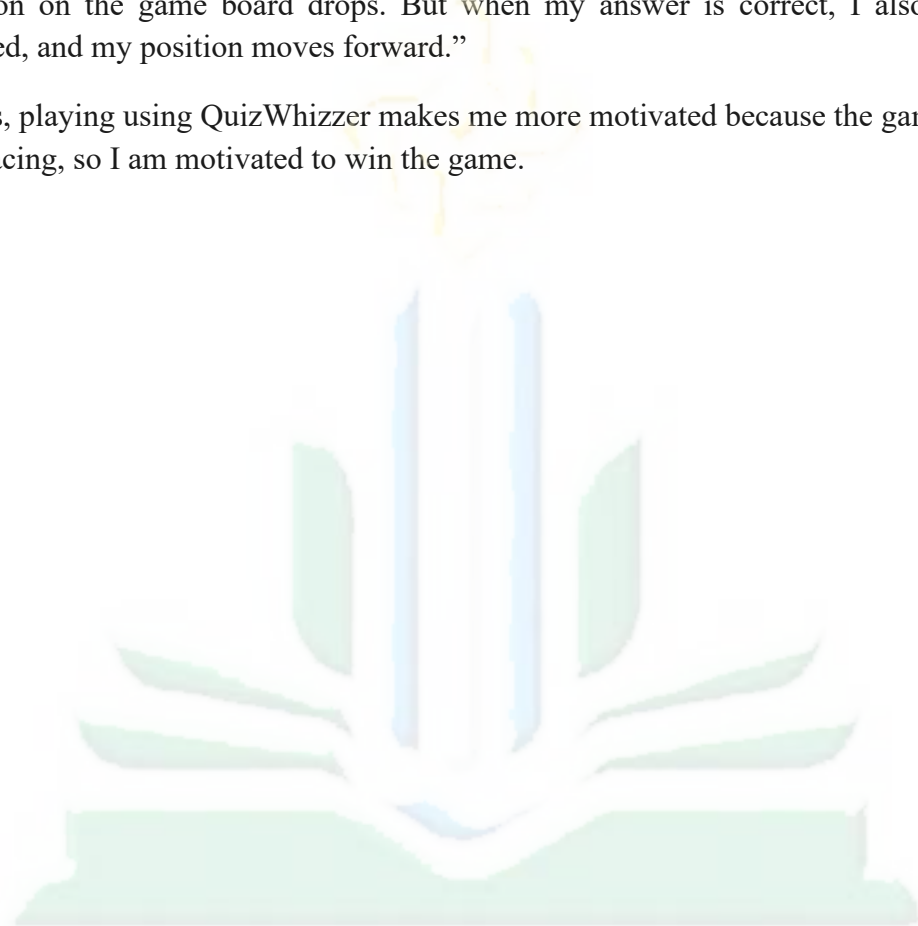
Appendix 5

RESEARCH JOURNAL
THE IMPLEMENTATION OF QUIZWHIZZER
AS A LEARNING MEDIA IN TEACHING VOCABULARY
AT BAITUL HIKMAH VOCATIONAL HIGH SCHOOL

NO	DAY/DATE	ACTIVITIES	SIGNATURES
1.	11 March 2025	The researcher does preliminary study by conducting the observation and interview with English teacher	
2.	11 March 2025	The researcher confirms research permission to head master	
3.	5 May 2025	Class observation in XB SMK Baitul Hikmah	
4.	6 May 2025	Interview with English teacher	
5.	19 May 2025	Class observation in XB SMK Baitul Hikmah	
6.	20 May 2025	Interview with student	
7.	24 May 2025	Asking and receiving declaration of finishing letter from SMK Baitul Hikmah	

Jember, 24 Mei 2025

Kepala Sekolah SMK Baitul Hikmah

...., S.Pd, M.Pd

Appendix 6

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp (0331) 426104 Fax. (0331) 427005 Kode Pos: 68136
Website: www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iaiujember@gmail.com

Nomor : B-10315/In.20/3.a/PP.00/02/2025
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK BAITUL HIKMAH
Jalan Cut Nya' Din Nomor 02, Tempurejo, Jember, Jawa Timur 68173

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM   : 214101060015
Nama   : PUTRI NURIL HIDAYAH
Semester   : Semester delapan
Program Studi   : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai The Implementation of QuizWhizzer as a Learning Media at SMK Baitul Hikmah Tempurejo selama 30 (tiga puluh) hari di lingkungan lembaga wewenang bapak Kasiyadi, S.Pd, M.Pd. Kami berharap penelitian ini dapat memberikan manfaat, baik bagi pengembangan keilmuan mahasiswa maupun kontribusi bagi sekolah yang bersangkutan.

Demikian surat permohonan ini kami sampaikan. Atas perhatian dan kerjasamanya disampaikan terima kasih.

Jember, 10 Maret 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 7

SURAT KETERANGAN
Nomor : 034/104.32/SMK.BATHiK./V/2025

Yang Bertanda Tangan dibawah ini,

Nama	:	KASIYADI, S.Pd, M.Pd
NIP	:	-
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMK Baitul Hikmah Tempurejo
Alamat	:	Jl. Cut Nya' Dien 2 Telp. (0331) 758006

Menerangkan bahwa :

Nama	:	PUTRI NURIL HIDAYAH
NIM	:	214101060015
Program Studi	:	Tadris Bahasa Inggris
Universitas	:	Universitas Islam Negeri KH. Ahmad Siddiq Jember

Tersebut di atas benar - benar telah melakukan Observasi / Penelitian di SMK Baitul Hikmah Tempurejo - Jember, dengan materi Penelitian yaitu *The Implement of Quizwhizzer as a Learning Media in Teaching Vocabulary at Baitul Hikmah Vocational High School*

Demikian Surat Keterangan ini kami buat, agar dapat pergunakan sebagaimana mestinya.

Tempurejo, 24 Mei 2025
Kepala Sekolah,

KASIYADI, S.Pd, M.Pd

Appendix 8

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	:	Putri Nuril Hidayah
NIM	:	214101060015
Program Studi	:	Tadris Bahasa Inggris
Judul Karya Ilmiah	:	The Implementation Of Quizwhizzer As A Learning Media In Teaching Vocabulary At Baitul Hikmah Vocational High School

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (11,2%)

1. BAB I : 17%
2. BAB II : 17%
3. BAB III : 14%
4. BAB IV : 3%
5. BAB V : 5%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 27 Mei 2025
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S.Sos.I.,M.Pd.)
NIP. 19308112023212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
   2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 9

Declaration of Authenticity

<div align="center">

PERNYATAAN KEASLIAN TULISAN

</div>

Yang bertanda tangan di bawah ini :

    NIM   : 214101060015

    Nama   : PUTRI NURIL HIDAYAH

    Semester   : VIII (Delapan)

    Program Studi   : TADRIS BAHASA INGGRIS

Dengan ini menyatakan bahwa skripsi saya yang berjudul *'The Implementation Of Quizwhizzer As A Learning Media In Teaching Vocabulary For Visual Communication Design Program At Baitul Hikmah Vocational High School'* adalah hasil dari penelitian/karya saya sendiri, kecuali pada bagian-bagian yang di rujuk sumbernya.

Demikian pernyataan keaslian tulisan ini saya buat dengan sebenar-benarnya.

Jember, 28 Mei 2025
Saya yang menyatakan

PUTRI NURIL HIDAYAH
214101060015

Appendix 10

School Profile

1. The History of SMK Baitul Hikmah

Starting from observing the difficulties faced by the people of Krajan Hamlet, Tempurejo Village, Tempurejo Subdistrict around the 1980s—at that time, the majority of people made a living as farm laborers, plantation workers, traders, and a small portion as civil servants. These conditions caused rural communities to face obstacles in developing their economic endeavors, which in turn impacted their ability to improve their standard of living to match that of urban communities. This weak economic condition experienced by the people of Tempurejo Subdistrict and its surroundings led many parents or guardians to opt not to send their children to higher levels of education such as senior high school or university. As a result, many school-aged children could not continue their education. Instead, after graduating from elementary or junior high school, they worked to help their parents improve the family's standard of living. Some even chose to migrate to other cities in search of work, despite lacking adequate knowledge or skills. Meanwhile, parents with strong religious beliefs tended to enroll their children in traditional Islamic boarding schools (Salaf Pesantren), since Tempurejo Subdistrict is known as a religious (santri) area. In response to the economic challenges faced by the community, especially in Tempurejo Village and surrounding areas, and out of deep concern for school-aged children who were unable to pursue their education, in 1985 the board of the Baitul Hikmah Islamic Boarding School Foundation (Yayasan

Pondok Pesantren Baitul Hikmah Tempurejo) felt called to actively participate in easing the burden of parents by providing access to higher education for their children. Based on these considerations, in 1987 the foundation made a commitment to establish a vocational school named Sekolah Menengah Ekonomi Atas (SMEA) Baitul Hikmah. To ensure the sustainability of this educational initiative, the foundation, through a recommendation from the Jember Regency Office of the Ministry of Education and Culture (Depdikbud), applied for an operational permit to the Provincial Office of the Ministry of Education and Culture in East Java. Once the permit was granted, on July 15, 1988, SMEA Baitul Hikmah officially opened with 36 students and 12 teaching staff. Following the issuance of a decree from the Minister of Education and Culture in 1992, SMEA Baitul Hikmah was renamed SMK Baitul Hikmah, with a vocational focus in Business Management.

2. **The Profile of SMK Baitul Hikmah**

    Identity of SMK Baitul Hikmah Tempurejo, Jember Regency, is as follows:

    a) School Name: SMK Baitul Hikmah

    b) School Curriculum: *Merdeka Curriculum*

    c) School Accreditation: A

    d) Decree of the Minister of Education and Culture of the Republic of Indonesia: 0490/II/1992

    e) Telephone Number: 0331-757885

    f) Email/Website: [Not provided]

g) Address: Jl. Cut Nyak Dien 2, Tempurejo

h) District: Tempurejo

i) Regency/City: Jember

j) Province: East Java

k) Year of Establishment: 1987

l) Built on Land Area of: 12,000 m²

m) Electric Power Capacity: 16,000 watts

n) School Operational Permit: From 1987 to present

3. **Vision and Mission of Baitul Hikmah**

a. Vision of SMK Baitul Hikmah

To be noble in character, high-achieving, skilled, professional, and independent.

b. Mission of SMK Baitul Hikmah

1. To instill commendable attitudes and behavior in students, in accordance with Islamic teachings rooted in faith and piety.

2. To develop students' potential based on their talents and interests, equipping them with skills supported by knowledge and technology aligned with the progress of the times.

3. To foster students' awareness and enthusiasm for learning through motivation and the creation of a disciplined learning environment.

4. To train and guide students' intellectual and cognitive abilities using effective and optimal teaching methods.

5. To shape students into high-quality, skilled, productive, and professional individuals in their fields of expertise, with an independent spirit, so they can contribute to national development.
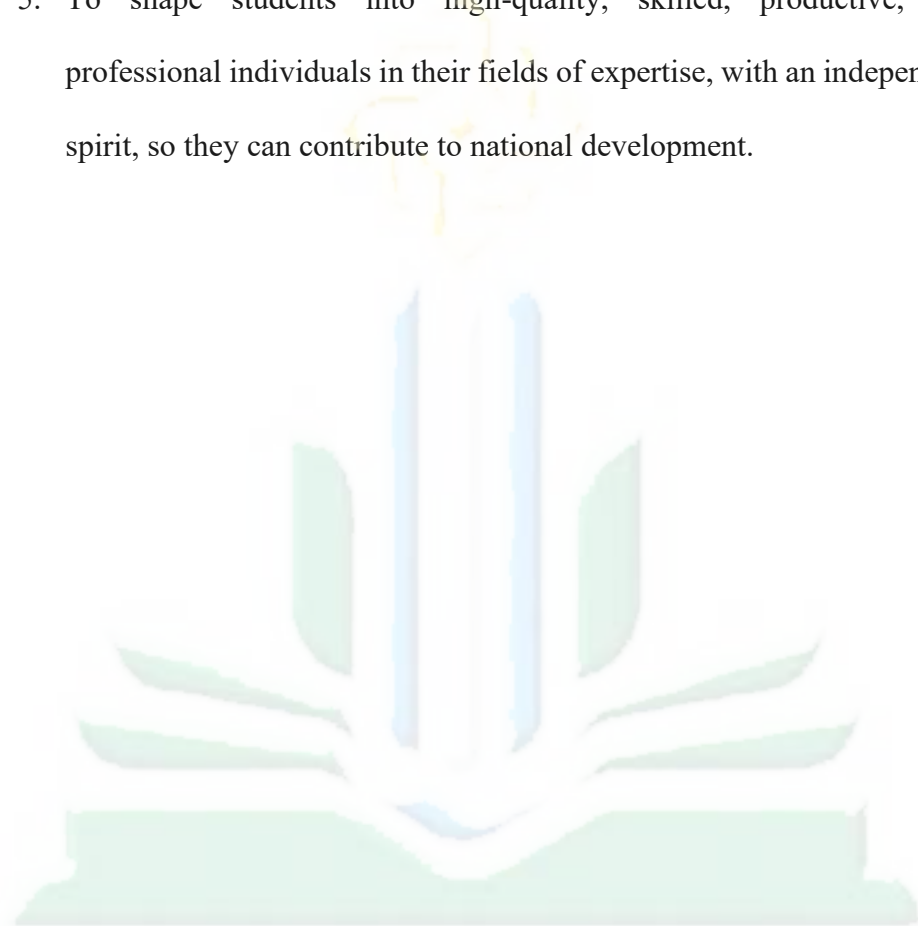
Appendix 11

Documentation

Interview with teacher

Interview with student

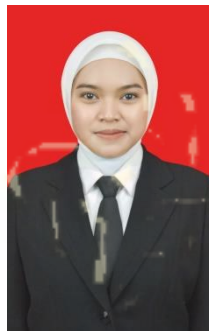**Interview with student**

The Implementation of Quizwhizzer

Appendix 12

BIOGRAPHY

Personal Information:

Name   : Putri Nuril Hidayah

NIM   : 214101060015

Gender   : Female

Religion   : Islam

Place, Date of Birth   : Situbondo, 16th February 2003

Departement/ Major Courses : English Education Departement

Faculty   : Tarbiyah and Teacher Training

Email Address   : putryhidayah44@gmail.com

Education Background:

1. TK Dharma Wanita   (2007-2009)
2. SDN 4 Jetis   (2009-2015)
3. SMP Plus Al-Mashduqiah   (2015-2017)
4. MA Plus Al-Mashduqiah   (2017-2020)