

THE EFFECTIVENESS OF QUIZWHIZZER TO MOTIVATE STUDENTS IN LEARNING VOCABULARY

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Written by:

Wahyu Nur Indah

NIM: 211101060012

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
JULY 2025**

THE EFFECTIVENESS OF QUIZWHIZZER TO MOTIVATE STUDENTS IN LEARNING VOCABULARY

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in Partial Fulfilment of the Requirements for Education Bachelor Degree (S. Pd)
Faculty of Education and Teacher Training
Islamic Studies and Language Departmen
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Written by:

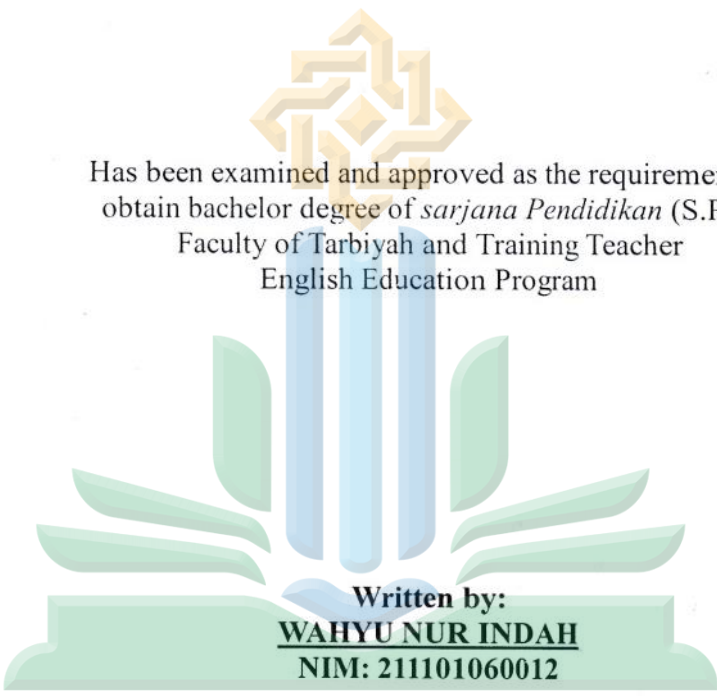
Wahyu Nur Indah

NIM: 211101060012

STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JULY 2025

THE EFFECTIVENESS OF QUIZWHIZZER TO MOTIVATE STUDENTS IN LEARNING VOCABULARY

THESIS



Has been examined and approved as the requirement to
obtain bachelor degree of *sarjana Pendidikan* (S.Pd.)
Faculty of Tarbiyah and Training Teacher
English Education Program

Written by:
WAHYU NUR INDAH
NIM: 211101060012

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Has been approved by the advisor



Ihyak Mustofa, S.S., M.Li.
NIP. 199403032022031004

THE EFFECTIVENESS OF QUIZWHIZZER TO MOTIVATE STUDENTS IN LEARNING VOCABULARY

THESIS

Has been examined and approved as the requirement to
obtain bachelor degree of *sarjana Pendidikan* (S.Pd.)
Faculty of Tarbiyah and Training Teacher
English Education Program

Day: Wednesday
Date: 02nd of July 2025

The Board of Examiners

Chair



Dra. Sofkhatin Khumaidah, M.Ed., Ph.D
NIP. 1965070201991032001

Secretary



Zahratul Maujudatul Mufidah, M.Pd.
NIP. 199201222019032009

Members:

1. Prof. H. Moch. Imam Machfudi, Ph.D.



2. Ihyak Mustofa, S.S., MLI

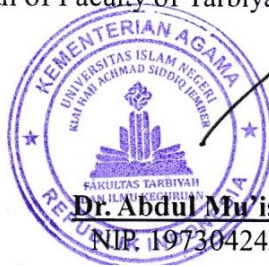


UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ

J E M B E R

Approved by,
Dean of Faculty of Tarbiyah and Teacher Training



Dr. Abdul Mu'is, S.Ag., M.Si
NIP. 197304242000031005

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“Surely with difficulty there is ease”

(QS. Al-Insyirah: 6) *



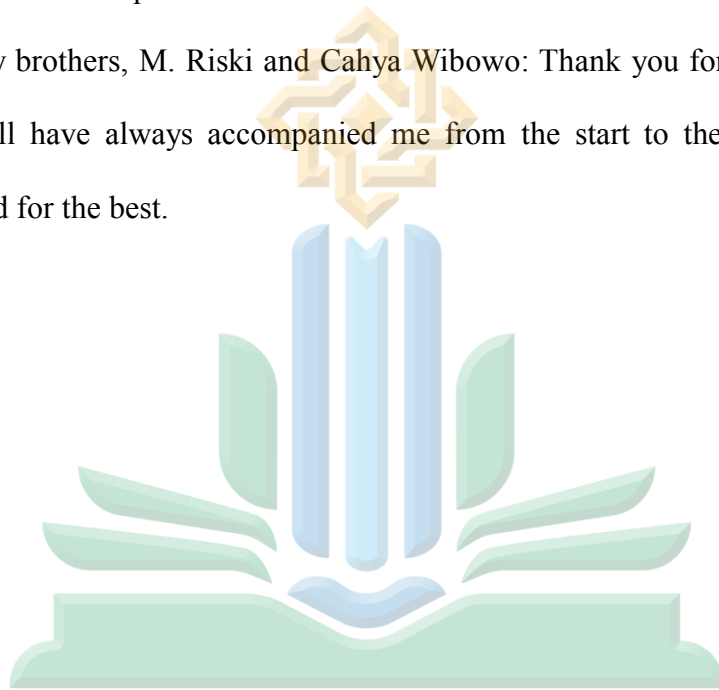
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

* Kementerian Agama Republik Indonesia, Al-Qur'an Dan Terjemahnya, Surat Al-Insyirah : 6 (Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an, 2019), 901.

DEDICATION

I sincerely dedicate this thesis to:

1. To my parents, Mr. Supriyadi and Mrs. Sugiati Thank you very much for your support, especially to my father even though he is far away, but I will always try to make him proud.
2. To my brothers, M. Riski and Cahya Wibowo: Thank you for everything that you all have always accompanied me from the start to the finish line and prayed for the best.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

ACKNOWLEDGEMENT

By expressing gratitude to Allah SWT who has bestowed His grace and guidance so that the thesis entitled “The Effectiveness of Quiz- whizzer To Motivate Students in Learning Vocabulary” can be completed properly. Prayer and greetings to the Prophet Muhammad SAW, family and friends who have led us to the path blessed by Allah SWT. This thesis is the author's final assignment to obtain a bachelor degree at the Faculty of Education and Teacher Science, English Education Study Program (TBI), Kiai Haji Achmad Siddiq State Islamic University Jember.

In preparing this thesis, the author received support and encouragement from various parties. Therefore, with all humility, the author would like to thank:

1. Prof. Dr. Hepni, S.Ag., M.M., as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si., as the Dean of the Faculty of Education and Teacher Training at State Islamic University of Kiai Haji Achmad Siddiq Jember.
3. Dr. Nuruddin S.Pd.I., M.Pd.I., as the head of the Islamic Studies and Language Education Department.
4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of the English Department Education.
5. Dr. Mega Friziah Nur Humairoh, M.Pd. my academic supervisor who always provides insightful guidance and constructive feedback throughout my research journey.

6. My Advisor, Ihyak Mustofa S.S, M.Li., as the supervisor who has been willing to take the time to provide guidance, direction, input to the author so that this thesis can be completed properly.
7. All Lecturers of the English Education Program at the Faculty of Tarbiyah and Teaching Science, State Islamic University of Kiai Haji Achmad Siddiq Jember.
8. Isnadi, S.S., M.Pd. as the lecturer and the validator of the research instrument.
9. Rini Widyastuti an English teacher at SMP Negeri 2 Rambipuji junior high school and the validator of the research instrument.
10. Drs. Sidiq Heri Susanto the principal of SMP Negeri 2 Rambipuji high school who had given me permission to conduct this research.
11. The eighth graders' of SMP Negeri 2 Rambipuji junior high school who has helped the researcher in conducting the research.
12. The entire extended family of SEMA outgoing who have provided support and enthusiasm for the completion of the final project, as well as all parties who cannot be mentioned one by one.

The author realizes that in writing this final project there are still some mistakes. Therefore, the author expects constructive criticism and suggestions for improvement of this final project. Hopefully this thesis can be useful for readers and further researchers.

Jember, 27 May 2025

Wahyu Nur Indah
211101060012

ABSTRACT

Wahyu Nur Indah, 2025: *The Effectiveness of Quiz-whizzer To Motivate Students in Learning Vocabulary*

Keywords: *Learning Motivation, Learning Vocabulary, Quiz-whizzer*

English is a language used throughout the world, many schools teach English to their students, because English is an international language. Meanwhile, there are some students who don't like English because they think the language is difficult to understand. Students' lack of motivation and lack of interesting learning media are the causes of previous mentioned problem. In the end, it causes student learning outcomes to be less optimal, due to the lack of student involvement in learning. Therefore, with the problem mentioned before, *Quiz-whizzer* is an effective learning media used to increase students' learning motivation in understanding vocabulary.

These research focuses were mentioned in the research questions, covered: (1) How is the effectiveness of *Quiz-whizzer* to motivate students? (2) How is the effectiveness of *Quiz-whizzer* to motivate students in learning Vocabulary? With the aim of: (1) determining the effectiveness of *Quiz-whizzer* on student motivation, and (2) finding out the effectiveness of *Quiz-whizzer* in motivating students to learn vocabulary.

This research used a quantitative research method with a quasi-experiment design. The population used by the researcher was class VIII SMP Negeri 2 Rambipuji, with sample in class VIII F who became the experimental class and class VIII E became the control class. The sample was obtained by random sampling technique. The data collection instrument employed in this research was in the form of a pre-test question with a total of 10 questions, while the post-test question amounted to 20 questions and a questionnaire.

The research analysis results showed that the use of *Quiz-whizzer* as a learning media could motivate students, as evidenced by the results of the questionnaire with a higher experimental class comparison value, where the experimental class scored 213.33% while the control class scored 193.33%, the researcher calculated these results using excel. Not only that, *Quiz-whizzer* learning media can also improve students' vocabulary understanding, as evidenced by the experimental class's pre-test and post-test scores increasing. Based on the independent t test using IBM SPSS 25, the sig value was obtained. (2-tailed) = 0.04 < 0.05 meaning that there was a significant difference between the pretest and post-test results in the experimental and control classes, which also meant that (H_0 was rejected, and H_a was accepted). It could be concluded that out of 32 experimental class students who initially scored below the KKM after conducting experiments using *Quiz-whizzer* learning media increased with scores above the KKM. It meant that there was a significant effect of using *Quiz-whizzer* learning media.

LIST OF THE CONTENT

COVER	i
ADVISOR APPROVAL	ii
EXAMINERS APPROVAL	iii
MOTTO	iv
DEDICATION	iv
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
LIST OF THE CONTENT	x
LIST OF TABLES	xii
LIST OF APPENDIX	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of research.....	1
B. Research Question.....	8
C. Research Objective.....	8
D. Research Significance	9
E. Research Scope	10
F. Definition of Key Term.....	10
G. Research Assumption.....	11
H. Hypothesis.....	11
I. Systematic of the Research	12
CHAPTER II LITERATURE REVIEW	13
A. Previous Research.....	13
B. Theoretical Framework.....	21
CHAPTER III RESEARCH METHOD	36
A. Approach and Research Design	36
B. Population and Sample	37

C. Research Instruments	39
D. Data Collection Method	43
E. Data Analysis	47
F. Hypothesis.....	48
CHAPTER IV RESEARCH FINDING AND DISCUSSION	50
A. The Description of Data	50
B. Data Presentation	53
C. Data Analysis	59
D. Hypothesis Testing.....	65
E. Discussion	66
CHAPTER V CONCLUSION AND SUGGESTIONS	72
A. Conclusion	72
B. Suggestions	73
REFERENCES.....	75
APPENDIX.....	79

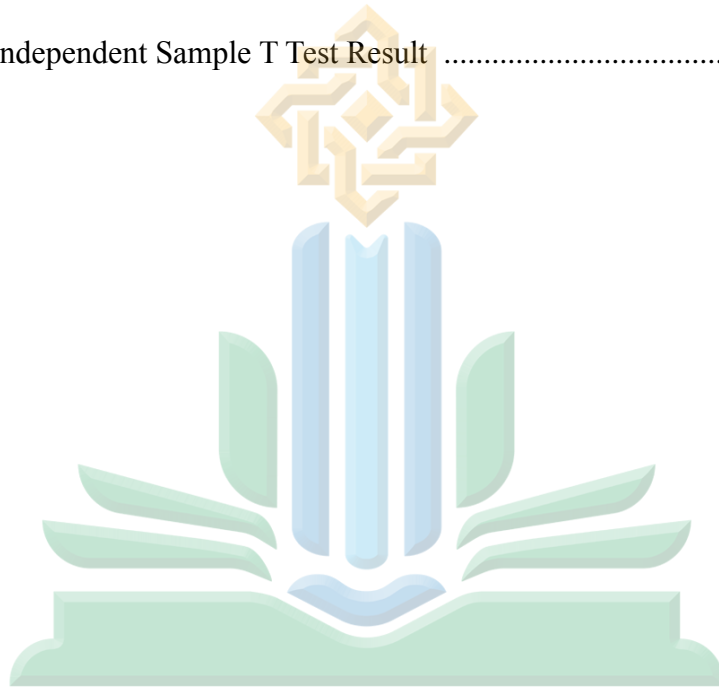
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF TABLES

Table 2.1 The Similarities and Differences of Previous Researchers and This	18
Current Research.....	
Table 3.1 Research design.....	36
Table 3.2 Population of the research.....	38
Table 3.3 Validator Assessment	41
Table 3.4 Test Instrument Validity Criteria	41
Table 3.5 Significant Level	45
Table 3.6 Likert Scale Score Values.....	46
Table 4.1 Studeny of Data.....	52
Table 4.2 Class VIII Population.....	53
Table 4.3 Control Class Questionnaire Result	55
Table 4.4 Experimental Class Questionnaire Result.....	55
Table 4.5 Experiment Class Pre-test and Post-test Result.....	56
Table 4.6 Control Class Pre-test and post-test Result	57
Table 4.7 Pre-test and Post-test Result in Experimental and Control Class.....	59
Table 4.8 Pre-test ang Post-test Question Validity Test Result	61

LIST OF FIGURES

<i>Figure 1 Quiz-whizzer</i> initial view	25
Figure 2 Reliability Result of Pre-test and Pot-test.....	62
Figure 3 Date Normality Test Result of Pre-test and Post-test	62
Figure 4 Homogeneity Test Result of Pre-test and Post-test.....	63
Figure 5 Independent Sample T Test Result	64



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDIX

APPENDIX 1 Statement of Originality of Writing.....	79
APPENDIX 2 Research Matrix	80
APPENDIX 3 Lesson Module	81
APPENDIX 4 Pre-test Question	87
APPENDIX 5 Post-test Question.....	89
APPENDIX 6 Validator Letter.....	91
APPENDIX 7 Validation Result	92
APPENDIX 8 Research Letter of Permission.....	96
APPENDIX 9 Documentation	97
APPENDIX 10 Research Instrument (Pre-test Experiment class).....	98
APPENDIX 11 Research Instrument (Post-test Experiment class)	99
APPENDIX 12 Research Instrument (Pre-test Control class)	101
APPENDIX 13 Research Instrument (Post-test Control class).....	102
APPENDIX 14 Result of Work Using Quiz-whizer	105
APPENDIX 15 SPSS Test Result	105
APPENDIX 16 IBM SPSS Output Validity Test	106
APPENDIX 17 Questionnaire Result (Experiment Class)	109
APPENDIX 18 Journal of Student Research Activity	110
APPENDIX 19 Research Completion Letter	111
APPENDIX 20 Plagiarism Data	112
APPENDIX 21 Curriculum Vitae	113

CHAPTER 1

INTRODUCTION

A. Research Background

English language is very important. English is the most commonly used language in the world. Many countries have adopted English as a second language. By improving the understanding of English, people argue that it can improve their relationships in society. Social media has also adopted English as its main language. This is proven by the fact that most technology is written in English. Not only that, experts also communicate in English, more than 85% of papers are published in English, and most books for higher education are published in English.¹

Therefore, the Indonesian government has regulated, based on the Law of the Republic of Indonesia Number 20 Year 2003, Foreign languages can be used as an introduction in certain language acquisition education to support foreign language skills.² With the establishment of this regulation, English is now a subject that is present in all school subjects in Indonesia, from elementary schools to universities. But in some places, there are still teachers who are lacked of motivating their students in learning English, there are still many students who do not like English because they do not understand what is being discussed in their classroom. Some teachers only focus on explaining the

¹Viola Putri Syafii and Ahmad Ridho Rojabi, 'Viola Putri Syafii', 9.2 (2021), pp. 147–57.

²Yuliatin Yuliatin, 'Legal Problems of Law No 20 of 2003 Concerning the National Education System, Indonesia', *Path of Science*, 9.8 (2023), pp. 4016–22, doi:10.22178/pos.95-23.

practiced when learning it, not only to understand the theory but also have to practice it when the learning ends. Therefore, knowledge is very essential, as written in Surah AL- An-Kabut verse 43:

وَتِلْكَ الْأَمْثَالُ لِنَاسٍ لَّا يَعْقِلُهَا إِلَّا الْعُلَمَاءُ ﴿٤٣﴾

The meaning is: “These are the parables we set forth for humanity, but none will understand them except the people of knowledge.” (QS. Al - ‘An-Kabut verse 43).³

In addition, we are social creatures who need each other, knowledge is very important to use to interact with others. And one of them is through language. But in Indonesia, they tend to prefer using their mother tongue, which makes some of them lazy to learn foreign languages. Meanwhile, there are several schools that require students to learn foreign languages as compulsory subjects, such as English, Arabic, Mandarin, and Japanese.

As how English becomes mandatory foreign language subject that is learned at school, the main and most important element that the students must learn is vocabulary. Cruse stated that vocabulary was a collection of meaningful words.⁴ Cameron argued that building a meaningful vocabulary was fundamental to learn a new language. Because learning English is continuous from elementary school to university level, so not only for students, vocabulary can also help people build sentences to connect with others.⁵ The researcher concluded that with the position of people as social creatures who need language to communicate with others, vocabulary

³Asiva Noor Rachmayani, ‘QS. Al - ‘Ankabut Verse 43’, 2015, p. 6.

⁴Mario Pei, ‘Meaning in Language’, *Voices of Man*, 2021, pp. 109–15, doi:10.4324/9781003253020-13.

⁵Melanie Williams, ‘Teaching Languages to Young Learners. L. Cameron’, *ELT Journal*, 56.2 (2002), pp. 201–3, doi:10.1093/elt/56.2.201.

becomes the main element that the students or other people must early know when they want to learn a new language.

Based on preliminary studies conducted at SMP Negeri 2 Rambipuji Jember, the results of observations showed that many students had learning English difficulty, especially in vocabulary problems, especially due to the lack of motivation. Researchers had also conducted a test to determine the vocabulary skills of students there, the results obtained were 51% in the first class, and for the second class's results were 45%, using the *Quiz-Ziz* website. *Quiz-Ziz* is a game-based technology, in which there are various quiz features. To access *Quiz-Ziz*, participants must have a code from the quiz maker.

Further, to strengthen the observations results, researchers also conducted structured interviews with English teachers and students at the school. Interviews with English teachers revealed that the difficulties students experienced in learning English caused by the situation that they don't really like English subjects. That situation was caused by other problems such as the students that didn't want to pay attention to the teacher explaining in class, sleeping in class, talking to their friends, and there were even some students who did other subject assignments when the English subject time, which made it difficult for English teachers to properly give English materials for them. The results of interviews with several students, English teachers had done their best. However, a lack of motivation in learning English also became the problem faced by teachers in teaching English to the students making them had no desire or interest in learning English.

Researchers argued that because the existence of students' lack motivation, it made English difficult to understand, because it causes the students to be lazy in learning, and the lack of learning media makes the class uninteresting. Therefore, it is necessary to have interesting learning media that can motivate students to learn English.

Further, with the aim of motivating students so that they are interested in learning English, researcher tried to utilize technology to do English learning. Not only learning, technology can also be utilized as a learning medium while playing. Researcher assumed that students will enjoy learning once the conducted teaching and learning done by playing games that utilized technology. In that way, game-based learning using technology can help students learn English while having fun. The researcher also thinks that the students can improve their learning outcomes and scores by using games as learning media.

In the classroom, game-based technology learning can be used as a learning strategy to teach vocabulary. Not only that, games can also motivate students in learning English to increase students' vocabulary, they can also remember new words.⁶ The researcher concluded that game-based learning is a learning method that can be used by teachers to motivate students so that the students are interested and enthusiastic in learning English, that in the end it is expectedly able to increase student scores in Kindness Begins with Me material.

⁶Alwan Faiz and Leroy Holman Siahaan, 'The Effect of Using Game on Students' Motivation in Learning Vocabulary', *Tarbiatuna: Journal of Islamic Education Studies*, 2.1 (2022), pp. 1–8, doi:10.47467/tarbiatuna.v2i1.886.

Learning media is a means or tool that can be used in teaching activities to support the delivery of material and increase student learning motivation. This media includes several aspects of both physical objects and the environment around students, which are useful for the learning process.⁷ Learning media continues to develop along with technological advances. This development is also based on teaching-learning needs.⁸ The researcher concluded that technology-based learning media can increase student motivation in learning English.

One of the media that can be used to improve and motivate student learning outcomes in learning English is *Quiz-whizzer*.⁹ *Quiz-whizzer* is an educational game in the form of a website that can be used as fun learning. It has various and interesting quiz templates and to access them, the students only need a code from the quiz maker. *Quiz-whizzer* can be used anywhere and anytime, so it is very effective in using it as a learning media.¹⁰ This game can increase students' motivation and enthusiasm in doing quiz questions presented by the teacher. In addition, *Quiz-whizzer* received a positive response from students because there are elements such as sound, video, and reading text in quiz questions, so that students can understand the questions

⁷Maklonia Meling Moto, 'Pengaruh Penggunaan Media Pembelajaran Dalam Dunia Pendidikan', *Indonesian Journal of Primary Education*, 3.1 (2019), pp. 20–28, doi:10.17509/ijpe.v3i1.16060.

⁸Dkk Shalikhah, Norma Dewi, 'Lectora Inspire Interactive Learning Media as Learning Innovation', *Warta LPM*, 20.1 (2017), pp. 9–16.

⁹Ahmad Fauzi and Dzul Rachman, 'Ahmad Fauzi 1 □ , Dzul Rachman 2 1,2', 2024, pp. 855–62.

¹⁰Resyi Audina, Lia;Rostikawati,Teti,Gani, 'Primary: Jurnal Pendidikan Guru Sekolah Dasar Volume 11 Nomor 6 Desember 2022 Pengembangan Media Game Interaktif Elektronik Development of Quizwhizzer-Based Electronic Interactive Game Media in an Attempt for the Environmental Conservation Sub- Theme Pri', 11 (2022), pp. 1996–2006.

easily.¹¹ Thus, *Quiz-whizzer* is expected to motivate students in order to attract their attention to do English learning in class, so that student learning outcomes could satisfactorily increase.

Quiz-whizzer is an effective learning media, but it still has advantages and disadvantages. Some of the advantages of *Quiz-whizzer* are to make the teachers easier to make innovative questions and assess the results of practice question, because *Quiz-whizzer* will automatically show it. And for students, it will be easy for them to learn new English materials and evaluate their knowledge of English, because when students answer incorrectly, there will be a discussion of the questions that appear, and it can also train students' honesty in working. However, besides the advantages of using *Quiz-whizzer* in learning, the shortcomings of *Quiz-whizzer* cover the network constraints to access it, when working students can open tabs, it triggers students to search for answers on the internet, and finally, there are constraints that take some time for students to join the game.¹²

Previous researches which are relevant to this research strengthened their results underlining the effectiveness of *Quiz-whizzer* as an interactive learning media that can improve student learning outcomes. The research was conducted by Mohammad Malik Trias (2022) revealing that the use of *Quiz-whizzer* in the experimental class had significant results in student learning

¹¹Imelda Meri Yani, Dian Ernaningsih, and Fitriah, 'Pengaruh Media Pembelajaran Game Edukasi Quizwhizzer Terhadap Hasil Belajar Peserta Didik Di SMA Sint. Gabriel Maumere', *Jurnal Pendidikan Surya Edukasi (JPSE)*, 9.2 (2023), pp. 165–2035 <<https://doi.org/10.37729/jpse.v9i2.3503>>.

¹²Anggita Septiani and Apri Utami Parta Santi, 'Pengaruh Aplikasi Quizwhizzer Terhadap Minat Belajar Siswa IV Pada Materi Sumber Energi', *Seminar Nasional Penelitian LPPM UMJ*, 2022, p. 128 <<https://app.quizwhizzer.com/play>>.

outcomes, with the average score increasing from 74.84 to 83.00. Conversely, the control class only got a small increase from the average value of 68.77 to 69.77, with the difference in results between the two classes amounting to 13.23.¹³ Another research by Famita Sari (2023), stated that *Quiz-whizzer* was very effective in increasing student motivation, activity, and learning outcomes. Based on the observation results, the activity obtained by students during learning reached an average of 88.28%, which was included in the very active category. Another value in this research showed 89.3 in the moderate category, with the results of the hypothesis test showing a sig value of 0.0001 <0.05.¹⁴ From the findings, it proves that *Quiz-whizzer* can not only improve student learning outcomes but also can motivate students to do more active learning, making it an interesting and effective evaluation media. Motivation is an important role in the student learning process, especially for learning English. The success of students in learning is directly influenced by the size of motivation.¹⁵

The factors causing them to be lazy and uninterested in learning English is the lack of learning media in the classroom, but when learning by technology the students become more excited. The technology used for learning media is *Quiz-whizzer*; it implies that using technology-based learning

¹³Sri Dinda Lestari Ismail, Abdul Haris Odja, and Linda Suronoto, 'Penerapan Model Problem Based Learning Berbantuan Aplikasi Quizwhizzer Untuk Meningkatkan Hasil Belajar Konsep Alat Optik', *Jurnal Tadris IPA Indonesia*, 3.2 (2023), pp. 140–46, doi:10.21154/jtii.v3i2.2246.

¹⁴F SARI, 'Efektivitas Penggunaan Media Game Quizwhizzer Dalam Pembelajaran Matematika Siswa Kelas Viii Di Uptd Smpn 7 Sinjai', 2023 <<http://repository.uiad.ac.id/id/eprint/1503/1/SKRIPSI FAHMITA SARI.pdf>>.

¹⁵Svitlana V. Tsymbal, 'Enhancing Students' Confidence and Motivation in Learning English With the Use of Online Game Training Sessions', *Information Technologies and Learning Tools*, 71.3 (2019), p. 227, doi:10.33407/itlt.v71i3.2460.

media and games greatly affects the results of motivating student learning in conducting English language learning on Kindness Begins with Me material, it can also improve student learning outcomes. Therefore, due to the previous explanation, the researchers are interested in conducting research entitled: “The Effectiveness of *Quiz-whizzer* to Motivate Students in Learning Vocabulary”.

B. Research Questions

According to the research background, the research questions of this thesis are:

1. How is the effectiveness of *Quiz-whizer* to motivate students in English learning, on vocabulary mastery in class VIII at SMP Negeri 2 Rambipuji?
2. Is there any significant difference in the effectiveness of Quiz-whizer to motivate students in learning vocabulary mastery of class VIII experimental and class VIII control at SMP Negeri 2 Rambipuji?

C. Research Objective

Based on the research questions above, the researcher then arranges the objectives of this recent research, as follow:

1. To determine the effectiveness of Quiz-whizer to motivate students in English learning, on vocabulary mastery in class VIII at SMP Negeri 2 Rambipuji.

2. To find out the significant difference the effectiveness of Quiz-whizer to motivate students in learning vocabulary mastery of class VIII experimental and class VIII control at SMP Negeri 2 Rambipuji

D. Research Significance

Based on the previously mentioned research objectives, it is hoped that this research can provide the following benefits:

1. Theoretical significance

Theoretically, this research could be useful to provide information and knowledge about evaluating the effectiveness of *Quiz-whizzer* in motivating students in learning English on vocabulary mastery with Kindness Begins with Me material in class VIII at SMP Negeri 2 Rambipuji.

2. Practical significance

a. For researchers

This research is expected to provide new knowledge and direct experience regarding the use of *Quiz-whizzer* learning media.

b. For teacher

The use of *Quiz-whizzer* learning media can motivate teachers to utilize technology in carrying out the learning process, as well as helping students to be more motivated and not feel bored when working on questions.

c. For students

Provide stimulation so that students are able to learn actively and be motivated to use *Quiz-whizzer* learning media. It is hoped that it can improve student learning outcomes, especially in learning English.

d. For school

It is expected to help improve student learning outcomes, especially in English language learning.

E. Research Scope

1. Independent variable

The researcher conducted two variables of both independent and dependent variables; the independent variable in this research is represented by the game-based learning by using *Quiz-whizzer* as the influencing factor, and the dependent variable goes to the students' vocabulary mastery as the object being influenced.

2. Dependent Indicator

The indicators variable of the game using *Quiz-whizzer* of students' vocabulary mastery is abstract nouns.

F. Definition Of Key-Terms

1. Learning Motivation

In this research learning motivation is an important role that can prove the success of students in learning. Research learning motivation is an internal or external drive that can influence students to be active in learning activities. In this case, to measure motivation by increasing

students' interest, desire, and effort in learning new vocabulary after learning *Quiz-whizzer*.

2. *Quiz-whizzer*

Quiz-whizzer is a learning game in form of quiz, designed to increase student engagement in learning. It has a variety of questions to help students understand and master English vocabulary effectively.

3. Learning Vocabulary

Learning vocabulary is a process of understanding and mastering new words in English, this is an important foreign language learning process in order to master vocabulary by gaining an understanding of new vocabulary, sentence usage, and repetition.

G. Research Assumption

This research is based on the assumption that learning using *Quiz-whizzer* for vocabulary learning of eighth grade students in game-based comprehension education. And the data collected from respondents is valid and reliable for quantitative-experimental research.

H. Hypothesis

The hypotheses of this research are:

1. Hypothesis Null (H_0): there is no significant effect on the application of *Quiz-whizzer* educational game to improve students' vocabulary learning in SMP Negeri 2 Rambipuji.

2. Hypothesis Alternative (H_a): there is a significant effect regarding the application of the *Quiz-whizzer* educational game to improve students' vocabulary learning at SMP Negeri 2 Rambipuji.

I. Systematic Discussion

This research consisted of five chapters with systematic as follows:

Chapter I represents the introduction which research background, research questions, research objectives, research significance, research variables, research scope, definition of key terms, and organization of the undergraduate thesis.

Chapter II represents the literature review of this research, while the theoretical research sub-chapter explains the theories that are the main basis for research. And the last is about the hypothesis.

Chapter III represents the research methodology consisting of research, research design, participants, research instruments and data collection methods, and data analysis techniques.

Chapter IV represents the findings and discussion of this research. It consisted of the history of the establishment of SMP Negeri 2 Rambipuji, data description, data analysis, hypothesis testing, and discussion.

Chapter V represents the closing and suggestions. This chapter describes the conclusions of the research results and suggestions for teachers, students, and further research.

CHAPTER II

LITERATURE REVIEW

A. Previous Studies

Before conducting research, researchers looked for several studies related to this research. The following are some references of previous researches:

1. “*The Effect of Using Quiz-whizzer Application on Learning Outcomes of Grade VII Junior High School Students on Pythagoras Theorem Material*”¹⁶

The research investigated the impact of the *Quiz-Whizzer* application on mathematics learning outcomes, particularly focusing on conceptual understanding among students. Many students struggled with mathematical concepts due to monotonous and unengaging learning environments, leading to low learning outcomes. This research was conducted in class VII.6 SMP IT Madani Islamic School Payakumbuh, and combined quantitative and qualitative methods to assess *Quiz-Whizzer's* effectiveness. Quantitative data was gathered from pre-and post-tests, while qualitative data described and explained the quantitative findings to determine *Quiz-Whizzer's* positive influence. The results indicated that using *Quiz-Whizzer* improved student learning outcomes in the Pythagorean Theorem, with an average score of 81.67, suggesting the application is effective in enhancing student learning.

¹⁶Hazim Saputra and others, ‘The Effect Of Using Quizwhizzer Application On Learning Outcomes Of Grade VII Junior High School Students ON Pythagoras Theorem Material’, 10.2 (2024), pp. 160–67.

2. “*The Effect of Problem-Based Learning Model Accompanied by the Quiz-Whizzer Game on Critical Thinking Skills and Physics Learning Outcomes of Vocational Students*”¹⁷

This research used a quantitative approach with a post-test-only control group design to investigate the effect of a problem-based learning model, enhanced with a *Quiz-Whizzer* game, on vocational students' critical thinking and physics learning outcomes. This research, focusing on class X students at SMK Negeri 1 Jember, revealed that the implementation of PBL with *Quiz-Whizzer* had a significant positive effect. Data analysis using the Mann-Whitney U Test showed a significance value of 0.038 (less than 0.05) for critical thinking skills and 0.023 (less than 0.05) for physics learning outcomes, leading to the conclusion that PBL significantly impacted students' critical thinking and learning. The research suggested teachers to design effective learning models that support critical thinking and optimize learning outcomes in physics, incorporate learning media, and analyze student needs.

¹⁷Iferelda Irene, Stepanus Sahala Sitompul, and Erwina Oktavianty, ‘Implementation of PJBLS-STEAM to Improve Science Process Skills in Vibration and Wave Material at Vocational School’, *Berkala Ilmiah Pendidikan Fisika*, 12.2 (2024), p. 298, doi:10.20527/bipf.v12i2.18583.

3. “*The Implementation of Team Game Tournament Assisted by Quizwhizzer in Improving Students’ English Learning Outcomes: Classroom Action Research*”¹⁸

The classroom action research employed the Teams Games Tournament (TGT) cooperative learning model with *Quiz-Whizzer* to enhance student learning outcomes, chosen for its potential to boost enthusiasm. Conducted over two cycles with planning, implementation, observation, and reflection stages, the study involved 36 students of X Busana 1 at SMK 6 Semarang. Results indicated that TGT with *Quiz-Whizzer* improved learning outcomes, evidenced by an increase in student completeness from 36% with an average score of 54 in cycle I to 89% with an average of 83 in cycle II. These findings demonstrated that student learning outcomes met the 75% classical standard, leading to the conclusion that the TGT application could improve the learning outcomes of X Busana 1 students.

4. “*When Quiz-whizzer is Used Effectively at Sman 1 Blitar in Ten Grade to Enhance Students’ Reading Comprehension*”¹⁹

The research investigated the effectiveness of *Quiz-Whizzer* in enhancing the reading comprehension of recount texts among 37 students

¹⁸R Harmiyanti, ‘The Implementation of Team Game Tournament Assisted by Quizwhizzer in Improving Students’ English Learning Outcomes: Classroom Action Research’, *Prosiding Seminar Nasional Pendidikan ...*, November, 2023, pp. 601–7. <https://conference.upgris.ac.id/index.php/psnppg/article/view/5156%0Ahttps://conference.upgris.ac.id/index.php/psnppg/article/download/5156/3977>

¹⁹Muh Felix Agung Cahyono, Hesty Puspita Sari, and Nita Sutanti, ‘When Quizwhizzer Is Used Effectively At Sman 1 Blitar in the Tenth Grade To Enhance Students’ Reading Comprehension’, *JARES (Journal of Academic Research and Sciences)*, 9.2 (2024), pp. 64–75.

in class X 5 at SMAn 1 Blitar¹². The research focused on improving skills such as identifying the main idea, understanding synonyms and antonyms, making references, discerning implied and explicit meanings, and drawing conclusions from the reading material. The results demonstrated a significant improvement in students' reading comprehension, with the average score increasing from 74.74 to 83.84¹². The research suggested that educators considered using *Quiz-Whizzer* as an alternative learning tool to teach and improve students' reading abilities.

5. “Using Quiz-whizzer Game to Improve Students’ Vocabulary Mastery of Seventh Grade of SMP N 2 Rembang in the Academic Year 2021-2022”²⁰

The study investigated the effectiveness of the *Quiz-whizzer* game in enhancing the vocabulary ability of seventh-grade students, addressing the issue of student's difficulties in learning new vocabulary due to traditional teaching methods. a pre-experimental design with a pre-test and post-test was used on a sample of 32 students. Data analysis using SPSS 21 showed that the t-test value was higher than the t-table ($8.504 > 1.695$), indicating a significant difference in students’ vocabulary mastery before and after using *Quiz-whizzer*. The study concluded that *Quiz-whizzer* was an effective method for improving students' vocabulary ability, and making more engaging and active learning.

²⁰Firda Indri Oktika and others, ‘Using Quizwhizzer Game to Improve Students ’ Vocabulary Mastery of Seventh Grade of SMP N 2 Rembang in the Academic Year 2021-2022’, 2004, 2023, p. 200 <<https://conference.upgris.ac.id/index.php/etll/article/view/3534>>.

6. *“Issue and Challenges in Maintaining Motivation to Learn English in Rural Madrasah Context”*²¹

The teaching of English in rural madrasahs faces numerous challenges. Given that English is often seen as a difficult subject, its compulsory inclusion in the curriculum is frequently questioned, particularly in areas with limited educational resources and socio-cultural constraints. One of the key difficulties encountered is the lack of student motivation to learn the language. This research explores the specific obstacles and the motivational strategies employed by English teachers at Madrasah Tsanawiyah in rural East Java. By examining the personal experiences of these teachers, the research identifies three main strategies used to enhance student motivation: offering rewards, providing positive reinforcement, and fostering students' self-esteem and self-confidence. These externally driven motivational techniques have proven to be effective in encouraging student engagement and participation in English language learning.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

²¹ Mochammad Imam Machfudi, 'Issues and Challenges in Maintaining Motivation To Learn English in Rural Madrasah Context', *IJET (Indonesian Journal of English Teaching)*, 5.2 (2016), pp. 173–83, doi:10.15642/ijet2.2016.5.2.173-183.

Table 2.1
The Similarities and Differences of Previous Researches and
This Current Research

No.	Research title	Similarities	Differences
1.	The effect of using <i>Quiz-whizzer</i> application on learning outcomes of grade vii junior high school students on Pythagoras theorem material	1. Both studies used <i>Quiz-whizzer</i> as a learning method. 2. Both studies collected data from the pre-test and post-test.	1. Previous research was used in Mathematics, while the current research is used in English subject. 2. Previous research used quantitative and qualitative methods, while the current study only used quantitative methods of quasi-experimental design. 3. The previous research was conducted in class VII.6 SMP IT Madani Islamic School Payakumbuh, while the current research was conducted in class VIII SMP Negeri 2 Rambipuji Jember.
2.	The Effect of Problem-Based Learning Model Accompanied by the <i>Quiz-Whizzer</i> Game on Critical Thinking Skills and Physics Learning Outcomes of Vocational Students	1. Both studies used <i>Quiz-whizzer</i> as a learning media. 2. Both studies used quasi-experimental design	1. Previous research, in collecting data, only used a post-test, while the current study used both the pre-test and post-test. 2. Previous research was used in physics lessons, while current research is used in English lessons 3. The previous research was conducted in class X students at SMK Negeri 1 Jember, while the current research was conducted in class VIII SMP Negeri 2 Rambipuji Jember.
3.	The Implementation of Team Game Tournament Assisted by <i>Quiz-whizzer</i> in	1. Both studies used <i>Quiz-whizzer</i> as a learning media. 2. Both studies were conducted on English language	1. The previous study used the CAR method, while the current study used a quantitative method of quasi-experimental design. 2. The previous research

	Improving Students' English Learning Outcomes: Classroom Action Research	learning	<p>aimed to improve students' English learning outcomes, while the current research aimed to increase students' motivation in vocabulary learning.</p> <p>3. The previous research was conducted in class X Fashion 1 SMKN 6 Semarang, while the current research was conducted in class VIII SMP Negeri 2 Rambipuji Jember.</p>
4.	When <i>Quiz-whizzer</i> Is Used Effectively at Sman1blitarin Ten Grade to Enhance Students' Reading comprehension	<p>1. Both studies used <i>Quiz-whizzer</i> as a learning media.</p> <p>2. Both studies were conducted for English language learning</p>	<p>1. Previous research used pre-experimental, while current research used quasi-experimental</p> <p>2. The previous research focused on improving reading comprehension, while the current research focused on improving vocabulary comprehension.</p> <p>3. The previous research was conducted in class X5 at SMAN 1 Blitar, while the current research was conducted in class VIII of SMP Negeri 2 Rambipuji Jember.</p>
5.	Using <i>Quiz-whizzer</i> Game to Improve Students' Vocabulary Mastery of Seventh Grade of SMP Negeri 2 Rembang in the Academic Year 2021-2022	<p>1. Both studies used <i>Quiz-whizzer</i> as a learning media.</p> <p>2. Both studies focused on improving vocabulary comprehension</p>	<p>1. The previous research used pre-experimental, while the current research used quasi-experimental</p> <p>2. The previous research was conducted in class VII.4 SMP N 2 Rembang, while the current research was conducted in class VIII SMP Negeri 2 Rambipuji Jember.</p>
6.	Issue and Challenges in	1. Focus on student learning	1. The previous research used qualitative, while the

	Maintaining Motivation to Learn English in Rural Madrasah Context	2. motivation problems in students' lack of interest and understanding	current research used quasi-experimental 2. The previous research research instrument using interviews and narrative analysis, while the current research used research instruments using pre-test, post-test, and questionnaire
--	---	--	---

Based on description, Novelty of this research with previous research is that this research examines the effectiveness of Quiz-whizzer learning media to motivate students in learning vocabulary, which in previous studies has been examined. The previous research is different from the current research, the first difference is the previous research that mostly used pre experiments while the current research used quantitative with a quasi-experimental research design, making the research conducted in two classes to prove the effectiveness of the *Quiz-whizzer* game in utilizing learning media, the second difference is the previous research that used pre-tests only while the current research used pre-tests and post tests to determine student learning outcomes before using *Quiz-whizzer* media and after using *Quiz-whizzer* media. Finally, the previous research aimed at comprehension in reading, while the current research more focused on understanding vocabulary especially on the discussion of abstract nouns.

B. Theoretical Framework

1. The Concept of Motivation

a. Definition of motivation

The term motivation itself comes from the word motive which means the power that exists within the individual, which causes the individual to take an action. Motive is the driving force within a person to carry out certain activities in achieving a goal. So, motivation here can be interpreted as an encouragement that exists in a person to try to make changes in behavior that are better in meeting their needs.²²

Motivation is a term used to describe a complex concept in human that is considered very important. The term simplifies explaining the reasons why someone makes progress by attributing it to motivation, without needing to detail the contributing factors to that commitment. Conversely, a lack of motivation can explain a person's reluctance to act, without needing to detail all the forces influencing their negative attitude. In other words, motivation is a general way of referring to the causes of action. It is the internal process within humans that leads to purposeful. Motivation can be seen as the impetus that drives action or in various areas of human life, such as learning, working, and competing in sports.²³

²² Hamzah B. Uno, *Teori Motivasi dan Pengukurannya* (Jakarta: PT Bumi Aksara, 2016)

²³ Masfi Sya'fiatul Ummah, *Motivational Strategies in the Language Classroom, Sustainability* (Switzerland), 2019, XI<<http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0>

b. Types of motivation

From a cognitive viewpoint, there are two kinds of motivation; extrinsic and intrinsic motivation, in which motivation comes from outside and inside of the student:²⁴

1) Extrinsic Motivation

Extrinsic motivation arises from a variety of external factors, such as the need to pass an exam, the expectation of financial rewards, or travel opportunities. These motivations are related to actions which are taken to obtain a reward or avoid punishment. For example, an employee may learn English because of the demands of a job abroad, rather than out of personal interest.

2) Intrinsic Motivation

Intrinsic motivation involves performing an activity for the inherent satisfaction, enjoyment, or personal interest it provides. It

is an inner drive within learners, stemming from the pleasure and willingness to learn the language itself. For instance, a student might learn English simply because they are interested in it, without any external pressure.

This type of motivation comes from within, driven by the enjoyment of the learning process or a desire for self-improvement.

Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI> .

²⁴Arina Hafadhotul Husna and Rahayu Tri Murtini, 'A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at Stikes Cendekia Utama Kudus', *Journal of English Teaching and Research*, 4.2 (2019), pp. 207–20
<<https://ojs.unpkediri.ac.id/index.php/inggris/article/download/13745/1377/>>.

Intrinsically motivated learners exhibit a genuine interest and enjoyment, engaging in activities for the self-sustaining rewards of enjoyment, interest, challenge, or skill and knowledge development. Ultimately, intrinsic motivation is an internal desire that drives individuals to make an effort to achieve their goals, fostering a positive attitude and enjoyment in the learning process.

c. The Importance of Motivation in Language Learning

Students' motivation plays a key role in determining how successful they are in learning a language.²⁵ a learning process requires motivation in increasing student involvement, because increasing student involvement and interest can influence students to be more active in learning, it aims to make students understand vocabulary after doing Quiz-wizzher-based learning.

Gardner and Lambert argue that attitudes and motivation are particularly important in second or foreign language learning in North America, indicating the importance of research on these factors in that context.²⁶ Learner motivation is critical to successful curriculum

implementation as it has a significant impact on teaching and learning. Students' motivation is a key determinant of their learning success, driving them to achieve educational goals. Effective teaching recognizes and capitalizes on this central role of motivation, and considers it as the most important component of the learning process.

²⁵ Machfudi.

²⁶ R. C. Gardner & Walker E. Lambert, *Attitudes and Motivation Second Language Learning*, (Rowley: Newbury Home Publishers, 1973)

As learning is challenging and it requires a great deal of cognitive effort, motivation is essential. Student motivation is particularly important because their presence in the classroom does not automatically mean they are engaged or willing to learn. On the contrary, their presence often reflects societal norms regarding compulsory education.²⁷

In conclusion, according to the experts mentioned above that motivation is very important in this research, because motivation really helps students in learning, with motivation it can encourage students to learn well and be more enthusiastic. Besides, the kinds of motivation are also very important to know, so that researchers can distinguish the motivation that is appropriate for student learning. Researchers also argued that before doing foreign language learning, it is very important for students to get motivation first, because motivation determines their success in learning.

From some of the things discussed with the existence of the theory of motivation in this research, so that researchers understand the roots of motivation itself, such as the kinds of motivation, the usefulness of motivation for learning and how important motivation is in learning. This is done to become a bridge in research in the hope that this research can be effective to do.

²⁷Yuan Kong, 'A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning', *International Education Studies*, 2.2 (2009), pp. 145–49, doi:10.5539/ies.v2n2p145.

2. *Quiz-whizzer*

Quiz-whizzer is an interactive learning media and quiz competition. English teachers can utilize it for interactive learning media, which can be played in either an individual way or in group competitions. Therefore, this application can increase students' motivation to learn. The *Quiz-whizzer* app has various features that can challenge users' creativity for educational purposes. First it can help users monitor students' learning progress, second, it can customize quizzes with appropriate questions, thirdly this app has a leader board to increase the attractiveness of competition, and lastly, *Quiz-whizzer* has gamification elements that can make learning interactive, interesting, and fun. As an English teacher, this app can be a medium to deliver materials such as vocabulary. Teachers can customize the features with the language learning objectives. It can also make the class fun and competitive.²⁸

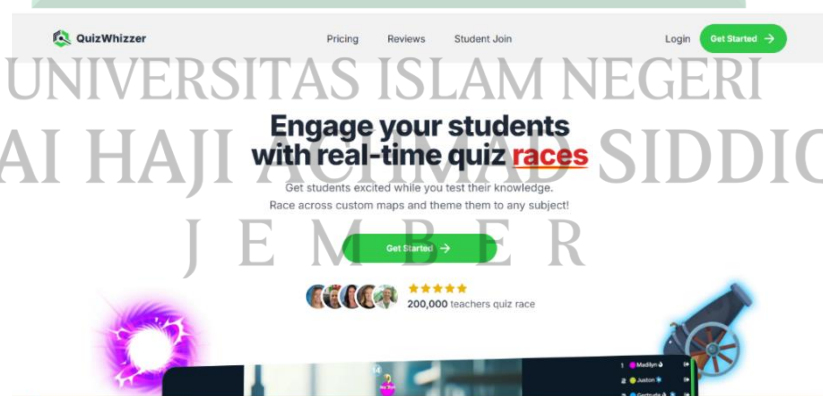


Figure 1 Quiz-Whizzer Initial View

²⁸ Afif Ikhwanul Muslimin and Francisca Maria Ivone, 'Exploring Game-Based Language Learning Applications: A Comparative Review of Quizwhizzer, Oodlu, Quizalize, and Bamboozle', *ITELL Journal*, 1.1 (2024), pp. 20–28 <<https://itell.or.id/journal/index.php/itelljournal/article/view/5>>.

The use of the *Quiz-Whizzer* application involves several steps to access it. Here is how to use the *Quiz-Whizzer* application.²⁹

- a. Users can visit <https://quizwhizzer.com/> to register first if they do not have an account.
- b. If the user does not have an account, the user must register first by filling in the email, password and confirm password, then click “try for free”.
- c. Select “I want to create or host a game”
- d. Then on the next page click “Start tour” and users will be directed to the feature to use *Quiz-whizzer*, namely click “Make a game”.
- e. Go to the "Board" menu. Pick a template, decide how many questions you want, and customize the look. Choose colour and shapes (square or round) for your question numbers, adjust their size, and select how players move. Don't forget to pick some music!
- f. Head to the "Question" menu. Type in your question and provide optional answer, marking the correct one.
- g. For each question, set a time limit and point value. Keep adding questions until you have a good set.
- h. Go to "Settings" to control anyone who is allowed to access your game and choose the game type.
- i. Success! Once it's all set, you'll get a "Congratulations!" message.

²⁹Fahmi Wahyuningsih and others, ‘Utilization of QuizWhizzer Educational Game Applications as Learning Evaluation Media’, 209.Ijce (2021), pp. 148–52.

- j. A 6-digit code will appear. Share this with your students so they can join and play your quiz game!

To access and take quizzes on *Quiz-Whizzer*:

1. Go to <https://quizwhizzer.com/play168>.
2. Enter the access code provided by your teacher.
3. Type in your name and click "Start".
4. After completing the quiz, your score and ranking will be displayed

Quiz-whizzer also has several advantages and disadvantages; here are some of the advantages of *Quiz-whizzer*, including:³⁰

- a. Make it easy for teachers to create innovative questions based on information technology
- b. Simplify the assessment process because when answering questions or quizzes correctly, points and rankings will automatically appear.
- c. If the student answers the quiz in the game incorrectly, the correct answer will appear along with the discussion, so that it can be used as a self-correction for students.
- d. The selection of random mode when working on the game can minimize cheating and also train students' honesty.

Besides the advantages of *Quiz-whizzer*, it also has several disadvantages, as follow:

- a. Network or internet instability issues may hinder learning.

³⁰Devinta 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.

- b. When working, students can open a new tab to search for answers on the internet.
- c. Students may be downgraded for not being able to utilize time appropriately.
- d. Additional obstacles or problems, if students join late.

Based on above explanation, researcher concluded that *Quiz-whizzer* is very important in this study, because *Quiz-whizzer* has various quiz features in it, *Quiz-whizzer* is also one of the effective and competitive learning media. Regarding to it, the researcher use *Quiz-whizzer* to increase student motivation in learning.

From some discussion about the theory of *Quiz-whizzer* in this study, the researcher understands the roots of *Quiz-whizzer* itself, such as functions, how to use, some disadvantages and advantages in *Quiz-whizzer*, knowing these points will become a bridge of the research, in hope this research can be effective to do.

3. The concept of Vocabulary

a. Definition of Vocabulary

According to McCarty, vocabulary acquisition is a key to effective second language communication. Without adequate vocabulary, students will find it difficult to use the grammar and pronunciation they learn in actual conversational contexts.³¹ The power of language lies in vocabulary, as grammar alone is insufficient

³¹Stuart Redman, *English Vocabulary in Use 2*, Cambridge University Press, 1997, CCLVIII <<http://linkinghub.elsevier.com/retrieve/pii/S0012160603000988>>.

to convey complex meaning.³² Language and learning skills are greatly influenced by how many words we know. Limited vocabulary will prevent us from communicating well and developing ourselves in various fields.³³ In this modern era, students in schools need to learn new languages. Vocabulary is an important component of language ability, because it supports the development of other skills such as reading and listening comprehension, speaking and writing ability, and correct pronunciation and spelling.³⁴

Vocabulary acquisition is an important aspect of any language. In English, vocabulary knowledge is often considered as a tool for second language learners. This is because limited vocabulary in a second language that can hinder effective communication.³⁵

In short, vocabulary acquisition is the main foundation of learning a new language, including English. Vocabulary should be learned before grammar because understanding words makes learning and communication easier. With enough vocabulary, one will find it easier to understand subject matter and conversations, and be able to communicate with native speakers or fellow language learners.

b. Types of Vocabulary

³² Scott Thornbury. 2002. *How to Teach Vocabulary*. London: Longman

³³Dea Nur Aprilani and Maman Suryaman, 'Students' Perception In Learning English Vocabulary Through Quizlet', *JET (Journal of English Teaching)*, 7.3 (2021), pp. 343–53, doi:10.33541/jet.v7i3.3064.

³⁴Fariska Wulandari, 'The Students' Perception of Game in Vocabulary Learning', *ELSA JOURNAL English Language Studies and Applied Linguistics Journal*, 1.2 (2021), pp. 1–9.

³⁵Roikestina Silaban, 'The Effectiveness of Spelling Bee Game in Teaching Vocabulary Mastery for Students of Teacher Education Study Program (PGSD) Universitas Audi Indonesia in Academic', *Jurnal Ekonomi, Bisnis Dan Teknologi*, 1.2 (2021), pp. 66–74 <<https://jurnal.yappsu.org/index.php/skylandsea/article/view/19>>.

According to Scott Thornbury, English vocabulary can be classified into eight different word classes:³⁶

- 1) The verb, or verb, is an important element in a sentence because together with the subject, it forms the core of the phrase. Often, the verb in a clause consists of a combination of an auxiliary verb and the base form of the infinitive or past participle of the main verb, for example, “will go”. In general, the main function of verbs is to describe an action, event, or state.
- 2) Nouns are often used to name people or things. Special nouns, such as names of people (e.g. Samadi), are usually not preceded by an article.
- 3) Adjectives are words that serve to provide descriptions or additional information about the noun or subject in a sentence. For example, in the sentence “He was sleepy,” the word “sleepy” acts as an adjective.
- 4) Adverbs are words that provide additional information about verbs, adjectives, or other adverbs in a sentence. The examples involve: yesterday, every day, and quickly.
- 5) Pronouns are components that replace nouns in a sentence. Examples include “she” (female), “it”, and “they”.
- 6) Prepositions are words which are functioned as connectors between parts of a sentence. These words show the location or

³⁶ Scott Thornbury. 2002. How to Teach Vocabulary. London: Longman

position of an object or subject in the sentence. Some examples of prepositions are; in, out, besides, in front of, below, and opposite.

- 7) Conjunctions function as a link between two parts of a sentence, phrase, or clause. Such as; and, or, for, yet, although, or because.
- 8) Determiners are words that specify or identify nouns. They can indicate possession (like showing who owns something) or provide information about the amount or quantity of the noun being discussed.

Boers stated that the types of vocabulary are as follow:³⁷

- 1) Reading vocabulary is all the words that a person can recognize when reading. This type of vocabulary is generally the most important as how readers tend to be exposed to more words through reading than listening.
- 2) A listening vocabulary is a collection of words that a person can recognize when listening to a conversation. Even if a person has never heard a word before, they may still be able to understand it with the help of other clues such as tone of voice, gestures, the topic being discussed, and the social context of the conversation.
- 3) Speaking vocabulary refers to all the words used in conversation. Usually, this vocabulary is more limited compared to the vocabulary we understand while listening. Due to the spontaneous nature of conversation, inappropriate word usage often occurs.

³⁷Frank Boers and Seth Lindstromberg, *How Cognitive Linguistics Can Foster Effective Vocabulary Teaching, Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology*, 2008, doi:10.1515/9783110199161.1.1.

Although these mistakes are minor and unintentional, facial expressions and voice intonation can help compensate for them.

- 4) A writer's vocabulary encompasses words suitable for different contexts, ranging from formal essays to casual social media posts. Some words appear more often in writing than in everyday conversation. However, writers typically rely on a relatively small core set of words for most communication.

c. Concept of Noun

In Latin, the noun *nomen* means “name”. Swan defines a noun as a name for an object. Similarly, Frank stated that everything that existed, whether visible or invisible, had a name.³⁸ A noun refers to a word that relates to the name of something, be it a person, place, or thing. The researcher concluded that nouns are one of the important parts of grammar.

Frank also added that some nouns can fall into more than one category:

1) Proper Noun

In writing, it begins with a capital letter. It is used in personal names, geographical areas, country names, and locations. The examples are Mr. Lucas (personal name), England (name of Town).

³⁸ Marcella Frank. 1972. *Modern English a Practical Reference Guide*. New York: New York University

2) Concrete and Abstract Nouns

Concrete nouns refer to something tangible that our five senses can see, touch, or smell, such as “flowers”. Abstract nouns, on the other hand, are terms for concepts or ideas that only exist in our minds, such as “sadness”, “faith”, and “love”.

3) Countable and Uncountable Nouns

In English, nouns are divided into two types based on their ability to be counted: countable nouns and uncountable nouns. Countable nouns are further divided into singular and plural forms. In addition, nouns can also be classified as proper nouns or common nouns. This research will specifically discuss abstract nouns because English learning materials for grade eight mostly focus on this type of noun.

In this research, researchers chose abstract nouns to be used as vocabulary learning in this . because the kindness begins with me material discusses more about abstract nouns.

d. Teaching Vocabulary

Scott Thornbury identifies several approaches to vocabulary instruction, including:³⁹ (1) student education, (2) mnemonics (keyword technique), (3) vocabulary cards (games), (4) guessing out from the text, (5) utilizing a dictionary (thesaurus), (6) spelling guidelines, (7) recording, and (8) Motivation.

³⁹Užsienio Kalbų, Literatūros Ir, and Vertimo Studijų, ‘Ibrahim Stalin Naoum Anglų Kaip u ž Sieno Kalbos Mokymo Metodai’, 2022.

According to Linse another authority,⁴⁰ the priorities for teaching and improving students' vocabulary cover: (1) Prioritizing direct teaching of vocabulary by explicitly explaining words and their meanings, (2) Introducing and teaching vocabulary terms before starting a new activity or exercise to help students understand the material better, (3) Providing opportunities for students to interact with new vocabulary in various contexts and situations, (4) Encouraging students to learn vocabulary in depth, not just memorize definition, (5) Encouraging students to record new and important vocabulary in their own notes to aid retention and comprehension.

In teaching vocabulary, a teacher must be able to create interesting and diverse activities. This approach aims to facilitate students' understanding of the material and help them memorize new words more easily.⁴¹ In explaining learning materials in the classroom,

teachers encounter mixed student reactions when explaining the subject matter. Some students show positive engagement by listening attentively, taking notes, and discussing the material with classmates.

However, others may show negative reactions, such as lack of attention, chatting to themselves, using the phone, or being sleepy.

Therefore, it is crucial for educators to identify optimal teaching

⁴⁰ Caroline T Linse. 2005. *Practical English Language Teaching: Young Learners*. New York: McGraw-Hill Companies. Inc

⁴¹ Ralph Adolph, 'The Role Of Teaching Vocabulary Competence in English', 1.3 (2016), pp. 1–23.

strategies to effectively reach all students and foster greater desire and motivation to learn.⁴²

The researcher concluded that there are various strategies that can be applied in teaching vocabulary. Some of the experts mentioned above agree that there are various methods for teaching vocabulary, and the most effective approach can vary from student to student. There are many kinds of vocabulary that can be learned by students. However, researchers focus more on abstract nouns, because using abstract nouns is in accordance with the material taught by the teacher to improve students' vocabulary skills. However, the most important thing is teachers who need to provide interesting ways for students to understand the new learned vocabulary, so that they can gain the necessary knowledge and skills.

Regarding to the previous explanation about Vocabulary theory in this study, the researcher can understand the roots of vocabulary itself, such as the kinds of vocabulary, concepts, and vocabulary learning. This is done to become a bridge in research with the hope that this research can be effective to do.

⁴²Wulandari.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a quasi-experimental design, which was a development of a true experimental design that was difficult to implement. The quasi-experimental design has a control group but cannot function fully to control external variables that affect the implementation of the experiment.⁴³ Non-equivalent Control Group Design is one type of designs from Quasi Experiment Design. The Non-equivalent Control Group Design is almost the same as the pre-test post-test control group design; while in this design, the experimental and control group cannot be selected randomly.⁴⁴ Each group was given a pre-test and post-test during the learning process. The group that was given treatment using the *Quiz-whizzer* educational game was the experimental group, while the control group was given conventional learning as how the teaching and learning activity was usually conducted (not given the treatment of *Quiz-whizzer* educational game learning media).⁴⁵

Table 3.1
Research Design

Group	Pre-test	Treatment	Post-test
Experimental class	O ¹	X	O ²
Control class	O ³	-	O ⁴

⁴³D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

⁴⁴D. Sugiyono *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

⁴⁵Mohammad Trias Malik, 'Pengaruh Game Interaktif Quizwhizzer Terhadap Peningkatan Hasil Belajar Materi Tata Surya Pada Siswa MTs Negeri Kota Probolinggo', *Journal of Educational Sciences*, 22.3 (2022), pp. 1–130.

Notes:

0¹: Students' pre-test results before using *Quiz-whizzer* in the experimental class

0²: Students' post-test results after using *Quiz-whizzer* in the experimental class

X : Experimental treatment using *Quiz-whizzer*

0³: Pre-test results before conducting conventional learning in the control group

0³: Post-test results after doing conventional learning in the control

B. Population and Sample

Population is a generalization area consisting of objects or subjects and has certain qualities and characteristics set by researchers to study and draw conclusions. So, population is not only people, but also objects and other natural objects. Population is also not just the number of objects or subjects which are studied, but it includes all the characteristics or properties possessed by the subject or object.⁴⁶ So, the population in this study were all VIII grade students of SMP Negeri 2 Rambipuji with a population of 192 students.

⁴⁶Sugiyono, 'Statistika Untuk Penelitian / Sugiyono', *Statistika Untuk Penelitian / Sugiyono*, 2007, pp. 1–99 </free-contents/index.php/buku/detail/statistika-untuk-penelitian-sugiyono-39732.html>.

Table 3.2
Population of the research

No.	Classes	Number of Students
1.	VIII A	32
2.	VIII B	32
3.	VIII C	32
4.	VIII D	32
5.	VIII E	32
6.	VIII F	32
Total		192

The sample is part of the number and characteristics of the population.⁴⁷ The sampling technique used in this research is the Probability Sampling technique, which is a sampling technique that provides equal opportunities for each element (member), the type used is Simple Random sampling or commonly called simple sampling because sampling from the population is done randomly without regard to the strata in the population. Random sampling can be done with random numbers, computers, or by lottery.⁴⁸ In this research, the teacher recommends classes that have low or below average vocabulary learning outcomes, namely in class VIII F and class VIII E. So the researcher then determine class VIII F to be the experimental class, and class VIII E to be control class. Therefore the taken research result were from class VIII F, as the experimental class which can help the researcher to obtain data for this research.

⁴⁷ D. Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

⁴⁸ D. Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

C. Research instrument

A research instrument is a tool used to measure something that is observed.⁴⁹ The data collection instruments used by the researcher in this study were pre-test and post-test and the format of each test was multiple-choice (a, b, c, d). Giving pre-test and post-test was aimed to make researcher know the difference of students' learning outcomes in vocabulary learning.

To produce correct data, the used instrument must meet the standards of validity and reliability of the instrument. Therefore, it must be ensured that the instrument is valid and reliable, so it is necessary to conduct early instrument test for validity and reliability of the instrument.⁵⁰

1. Validity Test

The validity test is a process to determine how much the research instrument is valid or useful as an accurate measurement of the intended concept.⁵¹ It evaluates the quality of each question in the test to ensure that they meet the appropriateness criteria to the purpose of the test. Therefore, before a test is applied to research subjects, it must be deemed capable of helping the researcher finds answers to the research questions. Test validity is very important because even if a test is reliable in research, sometimes it may not be valid.

⁴⁹D. Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

⁵⁰Slamet Widodo and others, *Metodologi Penelitian, Cv Science Techno Direct*, 2023.

⁵¹ J. B Heaton, *Writing English Language Test* (United States:Longman Group UK, 1990), 159.

In testing the validity of the research instrument, the researcher used 2 validity tests, namely: Content Validity and Construct Validity:

a. Content validity

Content validity is feasibility test of research instruments by experts.⁵²

So this test was carried out by the researcher with judgment experts (experts' opinions) and was carried out by reviewing learning devices and questions that would be used by the researcher. Experts or validators were asked for their opinions about the instruments that had been previously prepared by the researcher, then the experts gave a decision that covered; (1) the instrument can be used without improvement, (2) there are improvements, or (3) completely overhauled. The instruments that needed to be validated were lesson plans and test questions.

Content validation on questioner instruments and also test instruments which were used in research were consulted to competent experts or lecturers in the fields. The criteria for lecturers who tested the questioner instruments and test instruments were lecturers, who have scientific background, are experienced in their fields, have research experience, and are able to provide objective assessments. The following are the details of the results of the validity test by the expert.

⁵²Student Perception and others, 'Content Validation Testing (Content Validity) Student Perception Questionnaire On Online Learning', 4.1 (2021), pp. 77–90, doi:10.30762/factor-m.v4i1.3254.

Table 3.3
Validator Assessment

Name	Description	Conclusion
Isnadi, S.S., M.Pd	Test	Proper to use
Isnadi, S.S., M.Pd.	Questionnaire	Proper to use

b. Construct Validity

It is a feasibility test of research instruments by linking test results with the used theory.⁵³ Testing the validity of the data using Pearson Product Moment with the formula:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

Description:

r_{xy} : Correlation coefficient between variables x and y

N: Number of test respondents

x: Number of points for each question

y: Number of points for all questions.⁵⁴

Table 3.4
Test Instrument Validity Criteria

Value of r	Interpretation
0.81 – 1.00	Very high
0.61 – 0.80	High
0.41 – 0.60	Medium
0.21 – 0.40	Low
0.00 – 0.20	Very low

After the price of the validity coefficient of each item was obtained, then the results above were compared with the value of r from the table at the 5% significance level and the 1% significance

⁵³Widodo and others *Metodologi Penelitian, Cv Science Techno Direct*, 2023.

⁵⁴Widodo and others *Metodologi Penelitian, Cv Science Techno Direct*, 2023.

level with $df = N - 2$. If $r_{count} > r_{table}$ then the validity coefficient of the item at the level of significance used.⁵⁵

Table 3.5
Significant level

N	Significant level		N	Significant level		N	Significant level	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

As shown in above table, the researcher used 30 respondents, therefore the r value used by the researcher was 0.361, for the trial conducted in grade 9, this was served to find out which questions were valid for being used in the research.

⁵⁵Widodo and others *Metodologi Penelitian*, Cv Science Techno Direct, 2023.

2. Test Reliability

Reliability test is a test that is used to measure or observe something that becomes the object of measurement. A test considered as highly reliable test if it can give the same (consistent) results.⁵⁶ To measure the reliability of research data, the researcher employed the means of the Cronbach Alpha test. The formula that was used for Cronbach Alpha test was:

$$r_{11} = \frac{k}{(k-1)} \left(1 - \frac{\sum S_i^2}{S_t^2} \right)$$

Description:

r_{11} : Reliability Value

k: Number of items

$\sum S_i^2$: Total score variance of each item

S_t^2 : Total variance.⁵⁷

The criteria required from the Cronbach Alpha test covered the results that “if the reliability value > 0.6, it can be said that the instrument the researcher uses is reliable”.

D. Data Collection Method

Data collection techniques are an important part and process in a study. In order for the results to be achieved in accordance with the objectives or initial hypothesis that has been determined, the data collection technique must be correct and in accordance with the method employed in the research.

⁵⁶Widodo and others *Metodologi Penelitian, Cv Science Techno Direct*, 2023.

⁵⁷Sahir, *Metodologi Penelitian*, 33., 2022.

Errors in data collection will result in final conclusion, that can cause the research becomes irrelevant and the time and energy spent in collecting data will be wasted.⁵⁸ Here, the researcher used tests to collect data. In addition, using Quiz-whizzer as a treatment applied to the experimental group. The test aimed to measure students' ability to understand vocabulary before and after treatment. The first test was the pre-test, and the second test was the post-test. The activities which were carried out were as follows:

1. Pre-tests

Researcher conducted a pre-test to students before giving treatment. In this research, both classes of VIII E and VIII F took the pre-test with the aim of measuring the initial understanding and comparing the difference in understanding between two classes before the treatment was applied. The pre-test was conducted at the beginning of the session, before the teacher started conventional learning in the control class and treatment in the experimental class. Thus, the pre-test was given before the teacher explained the material of "Kindness Begins with Me."

2. Treatment

The experimental treatment in this research involved the application of *Quiz-whizzer* to the experimental group. The teacher gave the treatment specifically to the experimental group, while the control group continued the learning process conventionally. The application of

⁵⁸Sahir, *Metodologi Penelitian*, 33., 2022

Quiz-whizzer was conducted after the teacher delivered the material about “Kindness Begins with Me.” In this technique, each student in the experimental group was given a blank sheet of paper and asked to write down things that they found unclear or confusing. Next, the teacher asked students to submit their responses anonymously, so that the feedback received remains anonymous. Afterwards, the teacher read the feedback, noted some points that the students found confusing, and proceeded to provide additional explanations or further clarifications.

3. Post-tests

After the implementation of *Quiz-whizzer* in the experimental group and conventional learning in the control group, the researcher gave a post-test to both groups. This post-test was conducted at the end of the learning session. After the data was collected, the researcher then conducted scoring and analysis of the pre-test and post-test results to evaluate the effectiveness of *Quiz-whizzer* compared to conventional learning methods.

4. Questionnaire

Questionnaire is a data collection technique where respondents are presented with a series of optional questions or written questions. Questionnaires are an efficient form of data collection when researchers have a clear understanding of the variables to be measured and what to expect from respondents.⁵⁹

⁵⁹D. Sugiyono.

According to Sugiono, he stated that the results of the data will be calculated on a Likert scale. The Likert scale serves to measure variables which will be translated into variable indicators, the Likert scale has the following score values:

Table 3.6
Likert Scale Score Values

Answer	Question	Scor
SS	Positive	5
S	Positive	4
RG	Positive	3
TS	Positive	2
STS	Positive	1
SS	Negative	1
S	Negative	2
RG	Negative	3
TS	Negative	4
STS	Negative	5

According to Sugiono (2006), in calculating the questionnaire assessment score, it can be calculated using the Likert scale formula as follows:

$$T_x P_n$$

Definition:

T: number of respondents

Pn: Number of scores used

Researcher calculated the assessment score using Excel, after calculating each number using the Likert scale formula. Furthermore, researcher then calculated the interpretation of the calculation score by

knowing the X value as the highest score and the Y value as the lowest score.

Y: Highest score x number of respondents

X: lowest score x number of respondents

Furthermore, researchers use the index % formula to determine the results of the assessment as follows:

$$\text{Index formula: } \frac{\text{Total score}}{n \times 100}$$

E. Data analysis

Data analysis is an activity conducted after data from all the respondents or the data sources are collected.⁶⁰

1. Test of Normality

Normality test is a type of test that aims to determine the data distribution in a group or population. The normality test in this research used the Shapiro Wilk Test with the help of SPSS software. The normality test using SPSS has the following conditions:

- a. If Sig value. < 0.05, it means the distribution is not normal
- b. If Sig value. > 0.05, it means the data is normally distributed.⁶¹

2. Test of Homogeneity

Homogeneity Test is a test of variance that is used to determine whether the two sample groups have the same variance or not. The

⁶⁰D. Sugiyono *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

⁶¹Sahir, *Metodologi Penelitian*, 33.

calculation of homogeneity test using SPSS software is the Levene Statistic Test, with the conditions:

- a. If the Levene Statistic value > 0.05 then it can be said that the data variation is homogeneous
- b. If the Levene Statistic value < 0.05 then it can be said that the data variation is not homogeneous.⁶²

F. Hypothesis

A statistical hypothesis is an assumption or statement that may or may not be true about one or more populations. In other words, assumptions or statements in statistical hypotheses are assumptions or statements about population parameters.

The hypothesis formulated with the expectation to be rejected is called the null hypothesis (H_0), and the accepted hypothesis is called the alternative hypothesis (H_a).⁶³ The following are the hypotheses used in this research:

1. Null Hypothesis (H_0): there is no difference in the learning outcomes of the experimental class and the control class.
2. Alternative Hypothesis (H_a): there is a difference in the value of learning outcomes of the experimental class with the control class

Hypothesis testing in this research is the independent sample t-test with the following formula:

⁶²Linda Rosalina and others, 'Buku Ajar STATISTIKA', *FEBS Letters*, 185.1 (2023), pp. 4–8.

⁶³Perak Samosir, Wilson Rajagukguk, and Ratnawati, *Dasar-Dasar Statistika Inferensi Dalam Penelitian*, 2022.

$$t = \frac{X_1 - X_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Description:

\bar{X}_1 : Mean of sample 1

\bar{X}_2 : Mean of sample 2

S1: Standard deviation of sample 1

S2: Standard deviation of sample 2

n1: Number of samples 1

n2: Number of samples 2.⁶⁴

The criteria of the independent sample t-test are as follow:

- If t count is smaller or equal to t table, then H0 is accepted Ha is rejected
- If t is greater than t table, then Ha is accepted H0 is rejected.⁶⁵

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

⁶⁴Sugiyono, 'Statistika Untuk Penelitian / Sugiyono', *Statistika Untuk Penelitian / Sugiyono*, 2007, pp. 1–99 </free-contents/index.php/buku/detail/statistika-untuk-penelitian-sugiyono-39732.html>.

⁶⁵D. Sugiyono *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, 2013.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Description of Data

SMP Negeri 2 Rambipuji is located on Widuri Street No. 1, Kandangan Kidul Hamlet, Pecoro, Rambipuji District, Jember Regency, East Java. SMP Negeri 2 Rambipuji has a building area of $\pm 2,196,5 \text{ m}^2$, in which the area is closed to the environment. SMP Negeri 2 Rambipuji was established in 1983 and inaugurated based on the decree of the Minister of Education and Culture of the Republic of Indonesia, Number 07/M/1984, on November 07, 1983.

At the beginning of the establishment of SMP Negeri 2 Rambipuji, the building was gathered with SMP PGRI 01 for class VII, and for class VIII the building was at SDN Rowotamtu 03, and for class IX at that time there was still no building. Finally, SMP Negeri 02 Rambipuji building began to be occupied on May 17, 1985 which initially only had 3 classrooms, and now SMP Negeri 02 Rambipuji already has 21 classes.

3. Vision and Mission of SMP Negeri 2 Rambipuji

a. Vision

- 1) The realization of curriculum development at the education unit level
- 2) The realization of an effective and efficient learning process
- 3) The realization of an increase in the acquisition of graduation results

- 4) The realization of improving the quality of education personnel
- 5) The realization of the development of educational facilities
- 6) The realization of quality education management
- 7) The realization of transparent and accountable financing of educational activities
- 8) The realization of the implementation of learning assessment
- 9) The realization of the development and improvement of devotion to God by carrying out God's commands and avoiding His prohibitions through habituation and self-development activities
- 10) The realization of fostering the values of togetherness in the life of society, nation and state.
- 11) The realization of fostering art appreciation, creative power and artistic creativity that does not conflict with religious teachings.

b. Mission

- 1) Realizing the development of education unit level curriculum
- 2) Realizing an effective and efficient learning process
- 3) Realizing an increase in the acquisition of graduation results
- 4) Realizing the improvement of the quality of education personnel
- 5) Realizing the development of educational facilities
- 6) Realizing quality education management
- 7) Realizing transparent and accountable financing of educational activities
- 8) Realizing the implementation of quality learning assessments

- 9) Realizing the development and improvement of devotion to God by carrying out God's commands and avoiding His prohibitions through habituation and self-development activities.
- 10) Realizing the development of togetherness values in the life of society, nation and self-development
- 11) Realizing the development of art appreciation, creative power and artistic creativity that does not conflict with religious teachings.

c. Student's data

The following table is student data at SMP Negeri 3 Rambipuji:

Table 4.1
Student of Data

Class	Students		
	M	W	Total
7A	14	18	32
7B	15	17	32
7C	15	16	31
7D	14	18	32
7E	15	17	32
7F	13	18	31
8A	15	18	33
8B	16	17	33
8C	15	18	33
8D	13	20	33
8E	14	19	33
8F	14	19	33
9A	13	16	29
9B	12	15	27
9C	13	15	28
9D	14	16	30
9E	14	14	28
9F	12	14	26

B. Data Presentation

The purpose of this research was to determine whether *Quiz-whizzer* was effectively applied as a medium to motivate students in learning vocabulary of class VIII at SMP Negeri 2 Rambipuji. This study used a quantitative approach with a Pre Experimental design, which was a research that used an experimental class and a control class. The class that given a pre-test before learning and given a post- test after learning by using *Quiz-whizzer* was only in the experimental class, in order to measure the improvement of learning vocabulary outcomes by comparing pre-test and post-test scores. After that, the control class and experimental class were given questioners to measure whether students were motivated in learning English using *Quiz-whizzer* to improve vocabulary understanding.

The samples used by the researcher were 32 students of VIII E class and 32 students of VIII F class, with a total population of VIII grade students of 192 students in the 2024/2025 academic year which had the following details:

Table 4.2
Class VIII Population

Class	Gender		Total
	L	P	
8A	15	18	33
8B	16	17	33
8C	15	18	33
8D	13	20	33
8E	14	19	33
8F	14	19	33
Total	87	111	198

The research began on Thursday, April 17, 2025 with the distribution of test questions given to classes that used kindness begins with me as the learning material, namely class IX C with 30 students. After obtaining the results of the questions gotten from the trial class, the researcher input the results into IBM SPSS 26 to conduct validity and reliability tests. After conducting validity and reliability tests, researcher used questions that were tested as valid and reliable to be used in pre-tests and post- tests in class VIII control and experimental classes.

The pre-test was given on the first day of learning in both classes and was carried out before the delivery of material, while the post- test was given on the second day of learning after the delivery of material in both classes and one of the classes used *Quiz-whizzer* learning media, while the use of *Quiz-whizzer* media was only done in the experimental class. Then questioner was distributed after students had completed the pre-test and post- test in the control and experimental classes to measure student motivation in learning English on vocabulary improvement.

1. The effectiveness of *Quiz-whizzer* on student motivation

a. Questionnaire

Researchers used a questionnaire to calculate student learning motivation, according to Sugiono in his book entitled qualitative-qualitative research methods and action, 2013. As how the researcher calculated student learning motivation by a Likert scale using Excel, from experimental class that had received treatment and control class

that didn't receive treatment, it was aimed to find out which class had higher learning motivation. The following table was the questionnaire results from the experimental and control classes:

Table 4.3
Control Class Questionnaire Results

Interval	Category	f	%
85-100	SS	0	0
54-84	S	20	133,33
53-68	RG	5	33,333
37-57	TS	4	26,66
20-36	STS	0	0
Total		32	193,33

Table 4.4
Experimental Class Questionnaire Results

Interval	Category	f	%
85-100	SS	6	40
54-84	S	20	133,33
53-68	RG	5	33,333
37-57	TS	1	6,6667
20-36	STS	0	0
Total		32	213,33

Based on the above table, there was a difference in the average value between the control class and the experimental class on student learning motivation. In the VIII F as an experimental class, it had an average value of 213.33% while the control class had a value of 193.33%. From the questionnaire results, the experimental class as the class getting treatment of *Quiz-whizzer* learning media can be considered to be more motivated in learning to improve vocabulary.

2. The effectiveness of *Quiz-whizzer* on students' motivation to learn vocabulary

a. Experimental class

In this side, the researcher also used the theory of Sugiono in which the obtained research results were from the pre-test and post-test scores of students in class VIII F SMP Negeri 2 Rambipuji who got the treatment in experimental class by using *Quiz-whizzer*. The following table contained the pre-test and post-test scores of students, as follow:

Table 4.5
Experiment Class Pretest and Posttest Results

No	Name	Pre- tests	Post- test
1	Egar	60	80
2	Vaizah	30	85
3	Saleha	40	80
4	Desta	35	80
5	Dwi	45	85
6	Solehan	40	80
7	Perli	40	90
8	Gio	40	85
9	Rozak	50	80
10	Tegar	40	80
11	Sukma	40	90
12	Refan	60	80
13	Radit	70	75
14	Fadil	40	75
15	Syfa	40	80
16	Rizqia	60	75
17	Arfa	50	75
18	Keysa	60	80
19	Defa	60	75
20	Helmi	60	78
21	Safania	50	75
22	Candra	40	80
23	Hidayatus	70	85
24	Alifah	50	85
25	Nuril	40	80
26	Fara	60	90

27	Ayu	60	75
28	Hana	60	80
29	Putra	60	90
30	Iqbal	50	85
31	Citra	50	85
32	Andre	60	90

From the table above, it can be seen that there was an increase in students' score, the researcher took the score of 75 as the highest score from the pre-test column, and compared it to the results obtained from the post- test value after receiving treatment of 90, this proved that learning media of *Quiz-whizzer* could help students to learn vocabulary.

b. Control class

In control class, the research results obtained were also from the pre-test and post-test scores of students in class VIII E SMP Negeri 2 Rambipuji which was placed as a control class that didn't get any treatment. The following table was the pre-test and post-test scores data obtained from the control class:

Table 4.6
Control Class Pre-test and Post-test Results

No	Name	Pre-tests	Post-test
1	Alfiatun	30	65
2	Akbar	30	56
3	Alfin	30	60
4	Ahmad	60	70
5	Aulia	50	70
6	Amelia	30	70
7	Fahri	40	60
8	Rizki	60	65
9	Dhani	50	65
10	Hadi	50	60
11	Siti	50	70

12	Putri	60	70
13	Soviatun	40	60
14	Bagus	50	65
15	Nicho	50	65
16	Hengki	40	60
17	Radit	50	70
18	Intan	40	70
19	Arafah	50	60
20	Novi	40	65
21	Wahyu	50	65
22	Andika	50	65
23	M. Akbar	40	70
24	Azzali	40	70
25	Febri	30	60
26	Intan	30	65
27	Hengki	40	65
28	Ade	40	65
29	Zaskia	40	70
30	Nabila	35	70
31	Ferdi	35	60
32	Ayu	35	60

From the table above, it could be seen that the obtained results had an increase in value, the researcher took the score “60” as the highest score in pre-test, and compared it to the highest post-test score of “70” as the class that didn’t receive any treatment of using *Quiz-whizzer* as the learning media. However, the highest of post-test score in control class was not as high as the highest student’s score obtained from the experimental class. This proved that learning media using *Quiz-whizzer* was more effective in helping students to learn vocabulary.

C. Data Analysis

In this section, the researcher analyzed and compared the data which were collected through pre-test and post-test results. This was done to find and conclude the findings of the research focusing on whether *Quiz-whizzer* media can motivate students in learning vocabulary or not. The research subjects in this research were class VIII F as the experimental group and class VIII E as the control group. The experimental group received special treatment through *Quiz-whizzer* learning media, while the control group used conventional teaching techniques and didn't use any other supporting learning media. The following table was the comparison of data from the students' pre-test and post-test scores, as follow:

Table 4.7
Pre-Test and Post-Test Results in Experimental and Control Classes

No	Experimental class		Control Class	
1	60	80	30	65
2	30	85	30	56
3	40	80	30	60
4	35	80	60	70
5	45	85	50	70
6	40	80	30	70
7	40	90	40	60
8	40	85	60	65
9	50	80	50	65
10	40	80	50	60
11	40	90	50	70
12	60	80	60	70
13	70	75	40	60
14	40	75	50	65
15	40	80	50	65
16	60	75	40	60
17	50	75	50	70
18	60	80	40	70
19	60	75	50	60

20	60	78	40	65
21	50	75	50	65
22	40	80	50	65
23	70	85	40	70
24	50	85	40	70
25	40	80	30	60
26	60	90	30	65
27	60	75	40	65
28	60	80	40	65
29	60	90	40	70
30	50	85	35	70
31	50	85	35	60
32	60	90	35	60

The above data were the results of pre-tests and post-tests from experimental and control classes collected by researchers during the research within nine days at SMP Negeri 2 Rambipuji. Further, the researcher continued analyzing the data with the help of IBM SPSS 25, then obtaining the following results:

1. Validity test results

The pre-test and post-test questions were given to a class that had taken kindness begins with me, namely class IX A with total number of 30 students. The number of questions given to the trial class was 36 questions in the form of multiple choices. After the test was carried out, the data was processed in IBM SPSS 25 by using Pearson correlation with validity criteria of “if $r_{\text{count}} > r_{\text{table}}$ ” to state that the instrument or question is valid, and “if $r_{\text{count}} < r_{\text{table}}$ ” to state that the instrument or question is not valid. From the test that was carried out, 33 questions were known valid based on the result of r_{count} that was greater than r_{table}

0.361, while 3 questions were invalid due to its validity score that was smaller than r table, this obtained data can be seen in the table 5.7.

Table 4.8
Pre-test and Post-test Question Validity Test Results

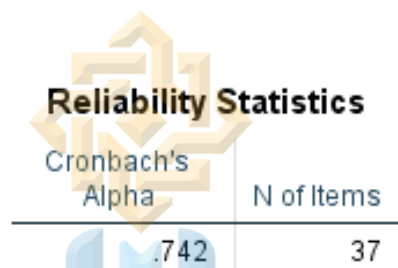
No	Pearson correlation	r Table	Significant Value	Conclusion
Question_1	0,016	0,361	0,933	Invalid
Question_2	0,563	0,361	0,001	Valid
Question_3	0,599	0,361	0,000	Valid
Question_4	0,563	0,361	0,001	Valid
Question_5	-0,518	0,361	0,003	Valid
Question_6	0,547	0,361	0,002	Valid
Question_7	0,546	0,361	0,002	Valid
Question_8	0,537	0,361	0,002	Valid
Question_9	0,537	0,361	0,002	Valid
Question_10	0,624	0,361	0,000	Valid
Question_11	0,652	0,361	0,000	Valid
Question_12	0,560	0,361	0,001	Valid
Question_13	0,572	0,361	0,001	Valid
Question_14	0,579	0,361	0,001	Valid
Question_15	0,520	0,361	0,003	Valid
Question_16	0,565	0,361	0,001	Valid
Question_17	0,593	0,361	0,001	Valid
Question_18	0,660	0,361	0,000	Valid
Question_19	0,581	0,361	0,001	Valid
Question_20	0,595	0,361	0,001	Valid
Question_21	0,630	0,361	0,000	Valid
Question_22	0,586	0,361	0,001	Valid
Question_23	0,555	0,361	0,001	Valid
Question_24	0,558	0,361	0,001	Valid
Question_25	0,683	0,361	0,000	Valid
Question_26	0,660	0,361	0,000	Valid
Question_27	0,524	0,361	0,003	Valid
Question_28	0,628	0,361	0,000	Valid
Question_29	0,555	0,361	0,001	Valid
Question_30	0,547	0,361	0,002	Valid
Question_31	-0,209	0,361	0,268	Invalid
Question_32	0,633	0,361	0,000	Valid
Question_33	0,586	0,361	0,001	Valid
Question_34	0,613	0,361	0,000	Valid
Question_35	-0,194	0,361	0,305	Invalid
Question_36	0,560	0,361	0,001	Valid

*. Correlation is significant at the 0.05 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed)

2. Reliability test result

After conducting the validity test, the next step was the reliability test. The reliability test was also carried out with the help of IBM SPSS 25, and the reliability test was only carried out for valid question items. The following figure was the result of the 33question's reliability test:



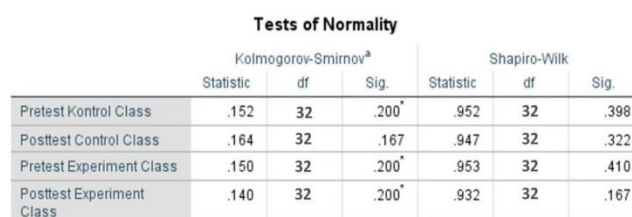
Reliability Statistics	
Cronbach's Alpha	N of Items
.742	37

Figure 2 Reliability Results of Pre-test and Post-test

Based on the results of the IBM SPSS 25 above, the Cronbach's Alpha reliability score was $0.742 > 0.60$, meaning that the employed instrument in this research was reliable.

3. Test Of Normality

The data normality test is used to determine whether the used data can be normally distributed or not. In this research, the obtained data was tested by using the Shapiro-Wilk normality test through IBM SPSS 25. In the normality test, the data was considered normal if the value (sig) > 0.05 . The following figure was the result of the data normality test:



	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Control Class	.152	32	.200 [*]	.952	32	.398
Posttest Control Class	.164	32	.167	.947	32	.322
Pretest Experiment Class	.150	32	.200 [*]	.953	32	.410
Posttest Experiment Class	.140	32	.200 [*]	.932	32	.167

^{*}. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 3 Data Normality Test Result of Pre-test and Post-test

The obtained results of the data normality test were as listed as follow:

- a. (0.398) pre- test control class > 0.05 ,
- b. (0.322) post- test control class > 0.05
- c. (0.410) pre- test experiment class > 0.05
- d. And (0.167) post- test experiment class > 0.05 .

Based on the results of data normality test above, then it was concluded that all data of pre-test and post-test of both experimental and control classes was normally distributed, because all Sig values > 0.05 .

4. Test Of Homogeneity

Data homogeneity test is used to determine whether the two used sample groups have the same variance or not. In this research the data was tested by using IBM SPSS 25. In homogeneity test, the data is considered homogeneous “if the value of the Levene Statistic value > 0.05 ”. The following figure was the result of data Homogeneity test that had been conducted to all the obtained data:

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
pretest & post test experiment and control class	Based on Mean	.988	3	76	.403
	Based on Median	.746	3	76	.528
	Based on Median and with adjusted df	.746	3	63.578	.528
	Based on trimmed mean	.978	3	76	.408

Figure 4 Homogeneity Test Result of Pre-test and Post Test

The homogeneity test results showed that the variance of two groups of data being compared had the same variance, so it can be concluded that the data was homogeneous because all Levene statistical values > 0.05 .

5. Independent Sample T- Test

Independent sample t- test was the last stage of this research, which served to compare the average score obtained from the control class and the experimental class. In this session, it was also aimed to conclude whether there was a difference in the learning outcomes of the experimental class with the control class or not. Data can be considered to have a significant difference “if the Sig value. < 0.05 ” implying that H_0 is rejected H_a is accepted. The following figure was the result of the independent sample t-test employed in this research:

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
pretest & posttest experiment and control class	Equal variances assumed	1.213	.03	-2.122	38	.04	-7.000	3.298	-13.677	-.323
	Equal variances not assumed			-2.122	35.349	.04	-7.000	3.298	-13.693	-.307

Figure 5 Independent Sample T Test Result

Figure 5 Independent Sample T Test Result

The results of independent samples tests above showed that the conducted tests had significant differences, because the Sig value of $0.04 < 0.05$. Regarding to that result, then it was concluded that H_a was accepted and H_0 was rejected, because there was significant difference between the results test in term of students' scores with and without the treatment of *Quiz-whizzer*.

Based on the test results above, the researcher concluded that the experimental class had shown a significant improvement because it had received treatment of using *Quiz-whizzer*, the experimental class was able to get a score above the KKM. Thus, it was concluded that the use of *Quiz-whizzer* learning media could improve students' vocabulary understanding, which meant that students had been motivated in learning vocabulary.

D. Hypothesis Testing

The hypotheses of this research are:

1. Hypothesis Null (H_0): there is no significant effect on the application of *Quiz-whizzer* educational game to improve vocabulary learning of SMP Negeri 2 Rambipuji students.
2. Hypothesis Alternative (H_a): there is a significant effect regarding the application of the *Quiz-whizzer* educational game on improving vocabulary learning of SMP Negeri 2 Rambipuji students.
3. Based on the presentation of data from the prerequisite test results of data analysis including the normality test and homogeneity test, the data is normally distributed and homogeneous. so after going through the two prerequisite tests, hypothesis testing was then carried out using the independent sample T-test to determine whether there was significant difference between the two groups or not.
4. The results obtained from the independent sample t-test in figure 4 showed that the Sig value < 0.05 so that (H_0) was rejected while (H_a) was

accepted, which meant that there was a significant influence between the experimental class and the control class.

E. Discussion

This research was conducted with the aim of knowing whether *Quiz-whizzer* was effectively applied to motivate students in learning vocabulary or not, especially on abstract noun material. This research was conducted at SMP Negeri 2 Rambipuji starting from the distribution of questions that was used for research to the trial class of class IX, precisely on April 17, 2025. The classes used in the research were VIII E and VIII F with random sampling technique. Here are some research results which were discovered in this current research:

1. Determining the Effectiveness *Quiz-whizzer* on student motivation in English learning

This research uses quantitative research methods with a quasi-experimental design. Experimental research is a research conducted objectively, systematically, and under control to predict or control phenomena. In this research, usually one or two groups can be used as experimental material. Therefore, researchers used two classes, namely the control class and the experimental class, as research samples. This research was conducted on April 17, 2025. Research in the experimental class was conducted in the morning.

The researcher chose class VIII F as the experimental class consisting of 32 students. This class has been given treatment, namely using *Quiz-whizzer* media as the independent variable of this research. This class is the main focus of research to conduct and determine the increase in student learning motivation.

Before getting treatment when working on pre-test questions, researchers found that students were very uninterested in doing it, they tended to answer questions randomly without reading the questions first, they also conveyed several complaints that they did not like English subjects. Therefore, the researcher found a way to get students motivated in learning English by using *Quiz-whizzer* media, after conducting treatment using *Quiz-whizzer* media, in the experimental class they felt happy with the learning, they began to feel interested in learning English and liked English subjects. In this case it can be concluded that students have been motivated to do English learning by using *Quiz-whizzer*, this can be proven by the results of the questionnaire that has been filled in by students.

In this research, to find out whether *Quiz-whizzer* can motivate students in increasing vocabulary, it can be seen from the questionnaire results in the table 5.4 From the questionnaire results obtained, namely in the VIII F experimental class, the average value is 213.33 while the control class in table 5.3 has a value of 193.33. In this case the researcher concluded that *Quiz-whizzer* can motivate students in learning, *Quiz-*

whizzer can make students play an active role in the classroom, and they are more interested in learning English, especially in vocabulary development.

In this research, *Quiz-whizzer* is used as a learning media to motivate students to improve vocabulary and measure the effectiveness of using *Quiz-whizzer*. The use of the *Quiz-whizzer* platform helps students to measure their abilities and students do not feel bored or bored when working on it, because before working on questions students can choose animal characters that have been programmed by researchers and students can also see their friends up to what number from the help of a projector. Images can be seen in the attachment.

The application of *Quiz-whizzer* as a learning media in order to motivate students in improving vocabulary begins with giving a pretest before learning until it ends with a post- test as an evaluation of learning outcomes after receiving treatment using *Quiz-whizzer* in the experimental class. Then the results of the pretest and post- test are analysis to see the difference in student understanding before and after the delivery of the material.

In this case, students felt more enthusiastic and motivated to take the quiz because of the fun gamification aspects, such as choosing cute animal characters and clear navigation. They also recognized that the feedback feature helped improve comprehension, especially in material

that required vocabulary mastery. The repetition of questions in *Quiz-whizzer* was considered effective for deepening understanding.

The results of this research are in line with research conducted by Yusfringka Adhi Sanjaya Putra, et al (2023) which states that most students are eager to work on questions using *Quiz-whizzer*, students are also more enthusiastic, evaluation activities become more fun. The implementation of evaluations using *Quiz-whizzer* media also raises a sense of competition between students and other friends, so they are more serious in doing the questions.⁶⁶

Quiz-whizzer is a highly interactive educational game, students are very interested in learning in class, they are very motivated to learn, because *Quiz-whizzer* is considered an innovative, fun, and effective tool to increase student motivation and understanding in learning.

Reinforced by research conducted by Fitriyani, et al (2024). The results showed that *Quiz-whizzer* is a learning evaluation media that has various interactive game features, including snakes and ladders games. Students are very interested in taking quizzes organized using *Quiz-whizzer*, which makes it a fun and interesting evaluation method. They can also actively and interactively participate in answering the quiz questions. Of the nine students who completed the survey, 88.9% stated that using *Quiz-whizzer* was very enjoyable and helped them be more

⁶⁶ Yusfringka Adhi, Vivi Rulviana, and Apri Kartikasari, 'Efektivitas Penggunaan Game Quizwhizzer Sebagai Media Evaluasi Terhadap Antusiasme Siswa Sekolah Dasar', *Konferensi Ilmiah Dasar*, 4 (2023), 641-642.

motivated to learn. In addition, most students (77.8%) said that *Quiz-whizzer* was easy to use and accessible. Overall, it shows that *Quiz-whizzer* as an educational game-based evaluation media increases students' motivation to learn and also increases their understanding of the material learned.

The use of *Quiz-whizzer* as a learning media is proven to be effective in increasing students' motivation. With the presence of interesting elements, *Quiz-whizzer* also makes students active and enthusiastic in the learning process because the process is not boring so that students can focus on completing the questions listed. In addition, the use of *Quiz-whizzer* can be implemented anywhere and anytime both at school and at home. Thus, the application of *Quiz-whizzer* not only provides significant results in learning but also encourages the use of technology in education effectively and efficiently.

2. **To find out the effectiveness significant difference the effectiveness of *Quiz-whizzer* to motivate students in learning English on vocabulary mastery**

In this research, it has more or less the same meaning as described above using quantitative with a quasi-experimental design by selecting two groups. During the research process in the experimental class, the researcher found that before being given learning materials and treatment, students had many complaints when working. They felt that they did not really understand Vocabulary, and did not understand the material. This

can be proven from the experimental class pre-test results that students still have a low understanding of Vocabulary understanding. because all students scored below the Minimum Competency Criteria (KKM) which cannot be less than 75. The experimental class pre-test results obtained a minimum score of 30 and a maximum score of 70.

However, after the post-test process that received treatment in the experimental class, students began to understand the material kindness begins with me and it can be said that students get better grades after researchers apply *Quiz-whizzer* learning media. They were so excited to try new learning media in learning English, because they could do learning with games. In conclusion, it can be said that *Quiz-whizzer* learning media can improve students' vocabulary understanding.

The results of the scores obtained from the pretest and post- test work done by students were tested using the independent simple t-test because the normality test and homogeneity test were normally distributed and homogeneous. In the independent t- test obtained a Sig value. (2-tailed) of 0.04. This means that H_0 is rejected and H_a is accepted, which means that this research can be said to be significant. Therefor the researcher can conclude that, learning media using *Quiz-whizzer* is effective to use in motivating students to improve vocabulary at SMP Negeri 2 Rambipuji.

The results of this research are reinforced by research conducted by the results of this research are reinforced by research conducted by

NuthfahFaijah, et al (2022). The results of the data analysis obtained show that the use of educational games assisted by *Quiz-whizzer* is more effective for improving students' concept understanding abilities. This is because educational games assisted by *Quiz-whizzer* guide students to solve problems by understanding the concept first. Supported by the results of data analysis obtained, based on the independent sample t-test test shows sig. (2-tailed) < sig. α ($0.000 < 0.05$), meaning that the use of educational games assisted by *Quiz-whizzer* is more effective than classes that do not use educational games assisted by *Quiz-whizzer*. The average test also showed an increase in the average of the experimental class compared to the average of the control class ($9.19 > 7.06$).⁶⁷

Another study conducted by Sri Rejeki Pramudyawardani and Others (2024), to strengthen this research, has the results of data analysis obtained showing that in mathematics learning after applying *Quiz-whizzer* learning media is better than vocabulary ability before the application of *Quiz-whizzer* learning media. In other words, using this learning media is very effective to improve students' vocabulary skills. With the results of the paired sample t test with a calculated value = 18.292. It can be seen that $t \text{ count} = 15.924 > t \text{ table} = 1.729$, then it can be concluded that H_0 is rejected and H_1 is accepted.⁶⁸

⁶⁷ Nuthfah Faijah, Nuryadi, dan Nafida Hetty, "Efektivitas Penggunaan Game Edukasi Quizwhizzer Untuk Meningkatkan Pemahaman Konsep Teorema Phytagoras", *Jurnal Pendidikan Matematika*. 6.1 (2022), 117.

⁶⁸Study Of, Use Media, Quizwhizzer Improve, To Skills, Vocabulary Mathematics, In Pramudyawardhani, Sri Rejeki Arsito, Slamet Amalia, Sofri Rizka Language, English Study, Education Education, Mathematics Program, 'Page 26 of 31', 7.1 (2024), pp. 26–31.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

1. The application of *Quiz-whizzer* in learning media for class VIII students at SMP Negeri 2 Rambipuji provides a positive and interactive experience. This media makes students more enthusiastic in doing questions with features such as character selection and immediate feedback that helps correct mistakes instantly. *Quiz-whizzer* is effective in increasing student motivation and providing evaluation data quickly and accurately. Compared to conventional methods, *Quiz-whizzer* creates a fun learning atmosphere, reduces pressure, and encourages deeper understanding of concepts through repetition of questions. This shows that *Quiz-whizzer* is an innovative media that can increase student engagement and learning efficiency.
2. The learning method using Quizwhizzer is very helpful for students to increase their enthusiasm in learning vocabulary. This application of *Quiz-whizzer* in learning media can motivate students in improving vocabulary in class VIII SMP Negeri 2 Rambipuji. The *Quiz-whizzer* application is very effective to use, because it can improve students' Vocabulary learning. Data can be seen in data analysis, hypothesis testing and discussion in the previous chapter. the increase in scores experienced by the experimental class shows a high percentage because in the pre-test results all students scored below the KKM, but in the post-test results all

32 experimental class students managed to get scores above the KKM which is 75. This means that there is an increase in the value of *Quiz-whizzer* learning to increase students' vocabulary understanding from the questionnaire results obtained, namely in the VIII F experimental class, the average value is 213.33 while the control class has a value of 193.33. In this case the researchers concluded that *Quiz-whizzer* can motivate students in learning, *Quiz-whizzer* can make students play an active role in the classroom, and they are more interested in learning English, especially in vocabulary development.

B. Suggestions

After the research that has been done, the researcher will include some suggestions including:

1. For teachers:

It is expected that they can apply learning media such as *Quiz-whizzer* to foster a sense of motivation and student involvement in the learning process. It can also provide new knowledge and direct experience regarding the use of *Quiz-whizzer* learning media.

2. For students:

provide stimulation so that students are able to learn actively and motivated using *Quiz-whizzer* learning media. It is hoped that it can help to improve student learning outcomes, especially in learning English.

3. Future researchers:

Are expected to manage time and prepare the tools needed for the research process so that the research can be carried out with the time that has been adjusted and smoothly.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

REFERENCES

- Adhi, Yusfringka, Vivi Rulviana, and Apri Kartikasari. (2023). 'Efektivitas Penggunaan Game Quizwhizzer Sebagai Media Evaluasi Terhadap Antusiasme Siswa Sekolah Dasar', *Konferensi Ilmiah Dasar*, 4, pp. 637–43
- Adolph, Ralph. (2016). 'The Role Of Teaching Vocabulary Competence in English', 1.3, pp. 1–23
- Aprilani, Dea Nur, and Maman Suryaman. (2021). 'Students' Perception In Learning English Vocabulary Through Quizlet', *JET (Journal of English Teaching)*, 7.3, pp. 343–53, doi:10.33541/jet.v7i3.3064
- Asiva Noor Rachmayani. (2015). 'QS. Al - 'Ankabut Verse 43', p. 6
- Audina, Lia;Rostikawati,Teti,Gani, Resyi (2022). 'Primary: Jurnal Pendidikan Guru Sekolah Dasar Volume 11 Nomor 6 Desember 2022 Pengembangan Media Game Interaktif Elektronik Development of Quizwhizzer-Based Electronic Interactive Game Media in an Attempt for the Environmental Conservation Sub- Theme Pri', 11, pp. 1996–2006
- Boers, Frank, and Seth Lindstromberg. (2008). *How Cognitive Linguistics Can Foster Effective Vocabulary Teaching, Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology*, doi:10.1515/9783110199161.1.1
- Cahyono, Muh Felix Agung, Hesty Puspita Sari, and Nita Sutanti. (2024). 'When Quizwhizzer Is Used Effectively At Sman 1 Blitar in the Tenth Grade To Enhance Students' Reading Comprehension', *JARES (Journal of Academic Research and Sciences)*, 9.2, pp. 64–75
- Faijah, Nuthfah, Nuryadi, and Nafida Hetty Marhaeni.(2022). 'Efektivitas Penggunaan Game Edukasi Quizwhizzer Untuk Meningkatkan Pemahaman Konsep Teorema Phytagoras', *Jurnal Pendidikan Matematika*, 6.1, pp. 117–23
- Faiz, Alwan, and Leroy Holman Siahaan. (2022). 'The Effect of Using Game on Students' Motivation in Learning Vocabulary', *Tarbiatuna: Journal of Islamic Education Studies*, 2.1, pp. 1–8, doi:10.47467/tarbiatuna.v2i1.886
- Fauzi, Ahmad, and Dzul Rachman. (2024)., 'Ahmad Fauzi 1 □ , Dzul Rachman 2 1,2', pp. 855–62
- Harmiyanti, R. (2023). 'The Implementation of Team Game Tournament Assisted by Quizwhizzer in Improving Students' English Learning Outcomes: Classroom Action Research', *Prosiding Seminar Nasional Pendidikan ...*, November, pp. 601–7
<<https://conference.upgris.ac.id/index.php/psnppg/article/view/5156%0Ahttps://conference.upgris.ac.id/index.php/psnppg/article/download/5156/3977>>
- Husna, Arina Hafadhotul, and Rahayu Tri Murtini. (2019). 'A Study on Students' Motivation in Learning English as English Foreign Language (EFL) at Stikes

- Cendekia Utama Kudus', *Journal of English Teaching and Research*, 4.2, pp. 207–20
[<https://ojs.unpkediri.ac.id/index.php/inggris/article/download/13745/1377/>](https://ojs.unpkediri.ac.id/index.php/inggris/article/download/13745/1377/)
- Irene, Iferelda, Stepanus Sahala Sitompul, and Erwina Oktavianty. (2024). 'Implementation of PJBL-STEAM to Improve Science Process Skills in Vibration and Wave Material at Vocational School', *Berkala Ilmiah Pendidikan Fisika*, 12.2, p. 298, doi:10.20527/bipf.v12i2.18583
- Ismail, Sri Dinda Lestari, Abdul Haris Odja, and Linda Suronoto.(2023). 'Penerapan Model Problem Based Learning Berbantuan Aplikasi Quizwhizzer Untuk Meningkatkan Hasil Belajar Konsep Alat Optik', *Jurnal Tadris IPA Indonesia*, 3.2, pp. 140–46, doi:10.21154/jtii.v3i2.2246
- Kalbu, Užsienio, Literatūros Ir, and Vertimo Studijų. (2022). 'Ibrahim Stalin Naoum Anglų Kaip u ž Sieno Kalbos Mokymo Metodai'.
- Kong, Yuan. (2009). 'A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning', *International Education Studies*, 2.2, pp. 145–49, doi:10.5539/ies.v2n2p145
- Machfudi, Mochammad Imam. (2006). 'Issues and Challenges in Maintaining Motivation To Learn English in Rural Madrasah Context', *IJET (Indonesian Journal of English Teaching)*, 5.2, pp. 173–83, doi:10.15642/ijet2.2016.5.2.173-183
- Malik, Mohammad Trias. (2022). 'Pengaruh Game Interaktif Quizwhizzer Terhadap Peningkatan Hasil Belajar Materi Tata Surya Pada Siswa MTs Negeri Kota Probolinggo', *Journal of Educational Sciences*, 22.3, pp. 1–130
- Moto, Maklonia Meling. (2019). 'Pengaruh Penggunaan Media Pembelajaran Dalam Dunia Pendidikan', *Indonesian Journal of Primary Education*, 3.1, pp. 20–28, doi:10.17509/ijpe.v3i1.16060
- Muslimin, Afif Ikhwani, and Francisca Maria Ivone.(2024). 'Exploring Game-Based Language Learning Applications: A Comparative Review of Quizwhizzer, Oodlu, Quizalize, and Bamboozle', *ITELL Journal*, 1.1, pp. 20–28 <<https://itell.or.id/journal/index.php/itelljournal/article/view/5>>
- Pramudyawardhani, Sri Rejeki Arsito, Slamet Amalia, Sofri Rizka. (2024). 'Of, Use Media, Quizwhizzer Improve, To Skills, Vocabulary Mathematics, In Language, English Study, Education Education, Mathematics Program, Study, 'Page 26 of 31', 7.1, pp. 26–31
- Oktika, Firda Indri, Rr Festi, Himatu Karima, and Siti Musarokah. (2023). 'Using Quizwhizzer Game to Improve Students ' Vocabulary Mastery of Seventh Grade of SMP N 2 Rembang in the Academic Year 2021-2022', 2004, p. 200 <<https://conference.upgris.ac.id/index.php/etll/article/view/3534>>
- Pei, Mario. (2021). 'Meaning in Language', *Voices of Man*, pp. 109–15, doi:10.4324/9781003253020-13

- Perception, Student, Questionnaire On, Online Learning, and Computational Mathematics Course, 'Content Validation Testing (Content Validity) Student Perception Questionnaire On Online Learning', 4.1 (2021), pp. 77–90, doi:10.30762/factor-m.v4i1.3254
- Redman, Stuart. (1997). *English Vocabulary in Use 2*, Cambridge University Press, CCLVIII
<<http://linkinghub.elsevier.com/retrieve/pii/S0012160603000988>>
- Rosalina, Linda, Rahmi Oktarina, Rahmiati, and Indra Saputra. (2023). 'Buku Ajar Statistika', *FEBS Letters*, 185.1, pp. 4–8
- Sahir. (2022). *Metodologi Penelitian*, 33
- Samosir, Perak, Wilson Rajagukguk, and Ratnawati. (2022). *Dasar-Dasar Statistika Inferensi Dalam Penelitian*
- Saputra, Hazim, Filia Reza, Intan Maharani, Agitha Amy Meiware, Reasty Amanda, and Fridgo Tasman. (2024). 'The Effect Of Using Quizwhizzer Application On Learning Outcomes Of Grade VII Junior High School Students ON Pythagoras Theorem Material', 10.2, pp. 160–67
- Sari, F.(2023). 'Efektivitas Penggunaan Media Game Quizwhizzer Dalam Pembelajaran Matematika Siswa Kelas Viii Di Uptd Smpn 7 Sinjai', <<http://repository.uiad.ac.id/id/eprint/1503/1/Skripsi>> Fahmita Sari.pdf>
- Septiani, Anggita, and Apri Utami Parta Santi. (2022). 'Pengaruh Aplikasi Quizwhizzer Terhadap Minat Belajar Siswa IV Pada Materi Sumber Energi', *Seminar Nasional Penelitian LPPM UMJ*, p. 128
<<https://app.quizwhizzer.com/play>>
- Shalikhah, Norma Dewi, Dkk. (2017). 'Lectora Inspire Interactive Learning Media as Learning Innovation', *Warta LPM*, 20.1, pp. 9–16
- Silaban, Roikestina. (2021). 'The Effectiveness of Spelling Bee Game in Teaching Vocabulary Mastery for Students of Teacher Education Study Program (PGSD) Universitas Audi Indonesia in Academic', *Jurnal Ekonomi, Bisnis Dan Teknologi*, 1.2, pp. 66–74
<<https://jurnal.yappsu.org/index.php/skylandsea/article/view/19>>
- Sugiyono. (2007). 'Statistika Untuk Penelitian / Sugiyono', *Statistika Untuk Penelitian / Sugiyono*, pp. 1–99 </free-contents/index.php/buku/detail/statistika-untuk-penelitian-sugiyono-39732.html>
- Sugiyono. (2013). D., *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*
- Susanto, Devinta Agung, and Erik Aditia Ismaya. (2022). 'Pemanfaatan Aplikasi Quizwhizzer Pada PTM Terbatas Muatan Pelajaran IPS Bagi Siswa Kelas VI SDN 2 Tuko', *Cokroaminoto Journal of Primary Education*, 5.1, pp. 104–10,

doi:10.30605/cjpe.512022.1583

- Syafii, Viola Putri, and Ahmad Ridho Rojabi, 'Viola Putri Syafii'. (2021). 9.2, pp. 147–57
- Tsymbol, Svitlana V. (2019). 'Enhancing Students' Confidence and Motivation in Learning English With the Use of Online Game Training Sessions', *Information Technologies and Learning Tools*, 71.3, p. 227, doi:10.33407/itlt.v71i3.2460
- Ummah, Masfi Sya'fiatul. (2019). 'Kementerian Agama Al-Qur'an Dan Terjemahnya', *Sustainability (Switzerland)*, 11.1, pp. 1–14
- Motivational Strategies in the Language Classroom, Sustainability (Switzerland)*, 2019, XI
 <http://scioteca.caf.com/bitstream/handle/123456789/1091/Red2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_Sistem_Pembetulan_Terpusat_Strategi_Melestari>
- Wahyuningsih, Fahmi, Rr Dyah Woroharsi P, Lutfi Saksono, and Suwarno Imam. (2021). 'Utilization of QuizWhizzer Educational Game Applications as Learning Evaluation Media', 209.Ijce, pp. 148–52
- Widodo, Slamet, Festy Ladyani, La Ode Asrianto, Rusdi, Khairunnisa, Sri Maria Puji Lestari, and others(2023). *Metodologi Penelitian, Cv Science Techno Direct*
- Williams, Melanie. (2002). 'Teaching Languages to Young Learners. L. Cameron', *ELT Journal*, 56.2, pp. 201–3, doi:10.1093/elt/56.2.201
- Wulandari, Fariska. (2021). 'The Students' Perception of Game in Vocabulary Learning', *Elsa Journal English Language Studies and Applied Linguistics Journal*, 1.2, pp. 1–9
- Yani, Imelda Meri, Dian Ernarningsih, and Fitriah. (2023). 'Pengaruh Media Pembelajaran Game Edukasi Quizwhizzer Terhadap Hasil Belajar Peserta Didik Di SMA Sint. Gabriel Maumere', *Jurnal Pendidikan Surya Edukasi (JPSE)*, 9.2, pp. 165–2035 <<https://doi.org/10.37729/jpse.v9i2.3503>>
- Yuliatin, Yuliatin. (2023). 'Legal Problems of Law No 20 of 2003 Concerning the National Education System, Indonesia', *Path of Science*, 9.8, pp. 4016–22, doi:10.22178/pos.95-23

APPENDIX: 1 Statement of originality of writing

DECLARATION OF AUTHENTICITY

Undersigned below:

Name: Wahyu NuR Indah

SRN: 211101060012

Major: Tadris Bahasa Inggris

Faculty: Tarbiyah dan Ilmu Keguruan

Instution: UIN Kiai Haji Achmad Siddiq Jember

Stated that thesis entitled “ **The Effectiveness Of Quiz-whizer To Motivate Student In Learning Vocabulary**” Is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 26 Mei 2025

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Wahyu Nur Indah\
21101060012

APPENDIX 2: Research matrix

Title	Problems	Variable	Indicator	Data Resources	Research Method	Hypothesis
The Effectiveness of <i>Quiz-whizer</i> To Motivate Students in Learning Vocabulary	<ol style="list-style-type: none"> How the effectiveness of <i>Quiz-whizzer</i> to motivate students? How is the effectiveness of <i>Quiz-whizzer</i> to motivate students in learning vocabulary? 	<ol style="list-style-type: none"> The independent variable is the game using <i>Quiz-whizzer</i>. The dependent variable is students' vocabulary mastery. 	<ol style="list-style-type: none"> The indicators variable of the game using <i>Quiz-whizzer</i> of students' vocabulary mastery is abstract nouns 	<ul style="list-style-type: none"> Literature Book Reference Journal article Pre-research Observation Student of VIII at SMP Negri 2 RAMBIPUJI 	<p>Research Approach: Quantitative, Quasi Experimental research design</p> <p>Data collection: Two group pre-test and post-test design</p>	<p>Hypothesis Alternative Hypothesis (H_a): there is a significant effect regarding the application of the <i>Quiz-whizzer</i> educational game on improving vocabulary learning in students of SMP Negri 2 RAMBIPUJI.</p> <p>Hypothesis Null (H_0): there is no significant effect on the application of <i>Quiz-whizzer</i> educational game to improve vocabulary learning in SMP Negri 2 RAMBIPUJI students.</p>

APPENDIX 3: Lesson module

A. Informasi Umum

1. Identitas modul (Experimental class)

Nama	Wahyu nur indah
Sekolah	SMP Negri 2 Rambipuji
Jenjang	SMP
Kelas	VIII
Materi pokok	Kindness begins whit me (focus abstract
Fase	D
Alokasi waktu	3 x 40 menit
Jumlah pertemuan	1

2. Kompetensi Dasar

- Memahami penggunaan abstract noun dalam konteks tema kindness
- Meningkatkan kosakata abstract noun yang berkaitan dengan kebaikan dan nilai nilai moral
- Menggunakan abstract noun dengan tepat dalam kalimat

3. Profil Pelajar Pancasila

- Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia
- Gotong royong
- Mandiri
- Bernalar kritis
- Kreatif
- Mandiri

4. Media, Sarana dan Srasarana

- Media: Quiz-whizer
- Sarana: proyektor, hp
- Prasarana: buku paket guru, buku paket siswa, lembar materii dan soal pre-test, post-test

5. Target Peserta Didik

Peserta didik regular kelas 8F

6. Model Pembelajaran

- Pembelajaran: tatap muka
- Model pembelajaran: GBL
- Pendekatan: interaktif learning.

B. KOMPETENSI INTI

1. Fase: D

2. Capaian Pembelajaran

Memirs	Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya. Berbicara Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Membaca	Kemampuan memahami, menggunakan, dan mereleksi tekssesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat

Menulis	Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur
---------	---

3. Tujuan Pembelajaran

Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan recount teks yang melibatkan informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. Serta meningkatkan Vocabulary terkait abstract noun melalui kuis uniteraktif.

4. Assesment

Assessment individu

- Pre-test
- Post-test

5. Pertanyaan Pemantik

- a. What do you think about Love?
- b. ...

6. Sumber Belajar

- a. Buku English For Nusantara Kurikulum Merdeka Kelas 8

7. Kegiatan pembelajaran

Langkah pembelajaran:

No	Tahap	Langkah pembelajaran	Waktu (1 jpl)
1.	Pendahuluan	<ul style="list-style-type: none"> • Guru memberikan salam • Guru membuka pembelajaran dengan berdoa • Guru memeriksa daftar hadir siswa • Guru memberi tahu tentang tujuan materi hari ini 	10 M
2.	Kegiatan inti	<ul style="list-style-type: none"> • Guru membagikan soal pre-test, untuk mengukur pemahaman awal siswa • Setelah selesai, Guru memulai pelajaran dengan pertanyaan pemantik • Siswa menyebutkan menyebutkan beberapa macam abstract noun • Guru menjelaskan pengertian abstract noun dan menulisnya di papan tulis • Guru menawarkan siswa untuk bertanya • Guru mempersilahkan siswa untuk menulis • Setelah selesai, guru menempelkan beberapa gambar abstract noun di papan tulis dengan beberapa tulisan vocabulary, guru mengajak siswa untuk bermain Tarik garis • Setelah siswa mendapat materi yg sudah di jelaskan, guru mengajak siswa untuk bermain game Quiz-whizer • Siswa mengerjakan soal yang berada di quis tersebut 	60 M

		<ul style="list-style-type: none"> • Setelah pembelajaran quiz-whizer selesai guru membagikan soal post test • Siswa mengumpulkan hasil post-test 	
3.	Penutup	<ul style="list-style-type: none"> • Guru mengingatkan materi yang akan di bahas minggu depan • Guru menyimpulkan pembelajaran hari ini • Guru mempersilahkan siswa berdoa • Guru menutup pembelajaran dengan salah 	10 M

8. Refleksi

Refleksi guru:

- Apakah kegiatan pembelajaran sesuai dengan rencana?
- Apakah siswa senang dan antusias mengikuti kegiatan pembelajaran?
- Kesulitan apa yang dialami ketika kegiatan pembelajaran ini?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses pembelajaran ini?

Refleksi siswa:

- Bagian mana menurutmu yang paling sulit pada pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?


9. Kriteria penilaian

- Siswa dapat membedakan dan memahami vocabulary.
- Siswa dapat membaca dengan pelafalan yang tepat
- Siswa dapat mempraktekan dalam kehidupan sehari hari
- Siswa menggunakan penulisan yang tepat.

Mengetahui,

Jember, 16 April 2025

UNIVERSITAS ISLAM NEGERI
KIAI HAILACHMAD SIDDIQ
JEMBER


Rini Widyastuti
196904282008012013


Wahyu Nur Indah
211101060012

A. Informasi Umum

1. Identitas modul (Control class)

Nama	Wahyu nur indah
Sekolah	SMP Negri 2 Rambipuji
Jenjang	SMP
Kelas	VIII
Materi pokok	Kindness begins whit me (focus abstract
Fase	D
Alokasi waktu	3 x 40 menit
Jumlah pertemuan	1

2. Kompetensi Dasar

- Memahami penggunaan abstract noun dalam konteks tema kindness
- Meningkatkan kosakata abstract noun yang berkaitan dengan kebaikan dan nilai nilai moral
- Menggunakan abstract noun dengan tepat dalam kalimat

3. Profil Pelajar Pancasila

- Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia
- Gotong royong
- Mandiri
- Bernalar kritis
- Kreatif
- Mandiri

4. Media, Sarana dan Srasarana

- Media: Quiz-whizer
- Sarana: proyektor, hp
- Prasarana: buku paket guru, buku paket siswa, lembar materii dan soal pre-test, post-test

5. Target Peserta Didik

Peserta didik regular kelas 8F

6. Model Pembelajaran

- Pembelajaran: tatap muka
- Model pembelajaran: GBL
- Pendekatan: interaktif learning.

B. KOMPETENSI INTI

1. Fase: D

2. Capaian Pembelajaran

Memirsra	Kemampuan memahami, menggunakan, dan mereleksi teks visual sesuai tujuan dan kepentingannya. Berbicara Kemampuan menyampaikan gagasan, pikiran, serta perasaan secara lisan dalam interaksi sosial.
Membaca	Kemampuan memahami, menggunakan, dan mereleksi tekssesuai tujuan dan kepentingannya, untuk mengembangkan pengetahuan dan potensi seseorang agar ia dapat berpartisipasi dengan masyarakat

Menulis	Kemampuan menyampaikan, mengomunikasikan gagasan, mengekspresikan kreativitas dan mencipta dalam berbagai genre teks tertulis, dengan cara yang efektif dan dapat dipahami, serta diminati oleh pembaca dengan struktur
---------	---

3. Tujuan Pembelajaran

Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan recount teks yang melibatkan informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. Serta meningkatkan Vocabulary terkait abstract noun melalui kuis interaktif.

4. Assesment

Assessment individu

- Pre-test
- Post-test

5. Pertanyaan Pemantik

- a. What do you think about Love?
- b. ...

6. Sumber Belajar

- a. Buku English For Nusantara Kurikulum Merdeka Kelas 8

7. Kegiatan pembelajaran

Langkah pembelajaran:

No	Tahap	Langkah pembelajaran	Waktu (1 jpl)
1.	Pendahuluan	<ul style="list-style-type: none"> • Guru memberikan salam • Guru membuka pembelajaran dengan berdoa • Guru memeriksa daftar hadir siswa • Guru memberi tahu tentang tujuan materi hari ini 	10 M
2.	Kegiatan inti	<ul style="list-style-type: none"> • Guru membagikan soal pre-test, untuk mengukur pemahaman awal siswa • Setelah selesai, Guru memulai pelajaran dengan pertanyaan pemantik • Siswa menyebutkan menyebutkan beberapa macam abstract noun • Guru menjelaskan pengertian abstract noun dan menulisnya di papan tulis • Guru menawarkan siswa untuk bertanya • Guru mempersilahkan siswa untuk menulis • Setelah selesai, guru menempelkan beberapa gambar abstract noun di papan tulis dengan beberapa tulisan vocabulary, guru mengajak siswa untuk bermain Tarik garis • Guru membagikan post test • Siswa mengumpulkan hasil post-test 	60 M
3.	Penutup	<ul style="list-style-type: none"> • Guru mengingatkan materi yang akan di bahas minggu depan 	10 M

		<ul style="list-style-type: none"> • Guru menyimpulkan pembelajaran hari ini • Guru mempersilahkan siswa berdoa • Guru menutup pembelajaran dengan salah 	
--	--	---	--

8. Refleksi

Refleksi guru:

- Apakah kegiatan pembelajaran sesuai dengan rencana?
- Apakah siswa senang dan antusias mengikuti kegiatan pembelajaran?
- Kesulitan apa yang dialami ketika kegiatan pembelajaran ini?
- Apa langkah yang perlu dilakukan untuk memperbaiki proses pembelajaran ini?

Refleksi siswa:

- Bagian mana menurutmu yang paling sulit pada pelajaran ini?
- Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?

9. Kriteria penilaian

- Siswa dapat membedakan dan memahami vocabulary.
- Siswa dapat membaca dengan pelafalan yang tepat
- Siswa dapat mempraktekan dalam kehidupan sehari hari
- Siswa menggunakan penulisan yang tepat.


Mengetahui,

Jember, 16 April 2025

Guru Mata Pelajaran

Peneliti,

UNIVERSITAS ISLAM Negeri
KIAI HAJI ACHMAD SIDDIQ
J E M B E R


Rini Widyastuti
196904282008012013


Wahyu Nur Indah
211101060012

APPENDIX 4: *Pre-test question*

Choose the correct answer by crossing (X) A, B, C, or D!

1. Kindness is a form of _____ that can change someone's day.
 - a. Happiness
 - b. Kindly
 - c. Kind
 - d. Kinding
2. Identify the abstract noun that signifies a feeling of deep affection towards someone.
 - a. Love
 - b. Loves
 - c. Loving
 - d. Lovely
3. The team celebrate their _____ after winning the champions.
 - a. Succeed
 - b. Success
 - c. Successful
 - d. Succeeding
4. "She always helps her friends because she believes in _____".
 - a. Selfishness
 - b. Indifference
 - c. Rudeness
 - d. Kindness
5. His sudden _____ made everyone in the room feel uncomfortable.
 - a. Angry
 - b. Angriiness
 - c. Anger
 - d. Angrily
6. "What is the opposite of 'Kind'?"
 - a. Cruel
 - b. Nice
 - c. Friendly
 - d. Generous
7. "Kindness is important in building _____".
 - a. Walls
 - b. Friendship
 - c. Arguments
 - d. Conflicts
8. "He showed great _____ when he helped the elderly lady cross the street."
 - a. Rudeness
 - b. Kindness
 - c. Anger
 - d. Sadness
9. "To be kind means to _____".
 - a. Help others without expecting anything in return
 - b. Always be serious
 - c. Ignore people's feelings
 - d. Only help friends
10. "Acts of kindness can lead to _____ among people."
 - a. Hatred
 - b. Competition
 - c. Jealously
 - d. Friendship

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Answer Key

Pre-test experiment class

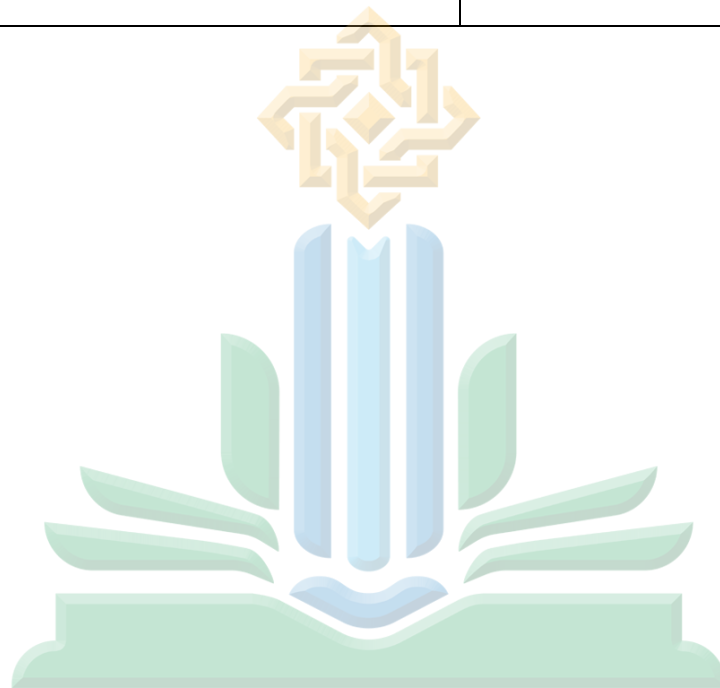
Answer Key		Score Calculation	Assesment Criteria
1. C	6. A	$\text{Final Score} = \frac{\text{total score}}{\text{maximum score (100)}} \times 100$	0 – 25 = Not Good
2. A	7. B		26 – 50 = Medium
3. B	8. B		51 – 75 = Good
4. D	9. A		76 – 100 = Very good
5. C	10. D		

Description:

Correct= 10

False= 0

No answer= 0



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 5: *Post-test question*

Choose the correct answer by crossing (X) A, B, C, or D!

1. "What does 'compassion' mean?"
 - a. Indifference
 - b. Empathy and kindness
 - c. Annoyance
 - d. Frustration
2. Showing _____ is essential in building strong relationship with others.
 - a. Care
 - b. Creing
 - c. Careed
 - d. Careful
3. Her _____ to learn new languages is truly inspiring.
 - a. Eager
 - b. Eagerness
 - c. Eagerly
 - d. Eagers
4. "What is the opposite of 'helpful'?"
 - a. Empathy
 - b. Mistake
 - c. Problem
 - d. Love
5. "Her 'compassion' for others is truly inspiring."
 - a. Sympathy
 - b. Honstility
 - c. Anger
 - d. Indifference
6. Kindness is an omportant _____ that can change the world.
 - a. Rude
 - b. Kindness
 - c. Filing
 - d. Thought
7. The artist expressed his _____ through his paintings.
 - a. Create
 - b. Creativity
 - c. Creatively
 - d. Creator
8. A simple smile can make someone feel _____.
 - a. Sad
 - b. Lonely
 - c. Happy
 - d. Angry
9. Sharing your toys with friends is an example of _____.
 - a. Jealously
 - b. Anger
 - c. Greed
 - d. Kindness
10. Saying "Thank You" is a way to show _____.
 - a. Gratitude
 - b. Disrespect
 - c. Indifference
 - d. Annoyance
11. What is the opposite of 'happiness'?
 - a. Sadness
 - b. Joy
 - c. Excitement
 - d. Pleasure
12. What is the opposite of 'forgive'?
 - a. Pardon
 - b. Condemn
 - c. Excuse
 - d. Accepi
13. His sudden _____ shocked at the party.
 - a. Happy
 - b. Happiness
 - c. Happily
 - d. Happier
14. "What does 'generosity' mean"?
 - a. Stinginess
 - b. Anger
 - c. Kindness
 - d. Confusion
15. What is a synonym for "caring"?
 - a. Neglectful
 - b. Cruel
 - c. Selfish
 - d. Thoughtful
16. Choose the phrase that best describes "Being kind to others"
 - a. Being rude and selfish
 - b. Showing love and respect
 - c. Complaining about everything
 - d. Keeping to yourself
17. "To be kind, we must first show _____ to ourselves".
 - a. Love
 - b. Anger
 - c. Neglect
 - d. Indifference
18. Showing _____ to others can create a positive environment.
 - a. Selfifness
 - b. Jealousy
 - c. Rudeness
 - d. Generosity

19. Look at the picture below.



This picture shows what feelings?

- a. Compassion
- b. Angry
- c. Fight
- d. Cry

20. Look at the picture below.



This picture shows what feelings?

- a. Happy
- b. Sad
- c. Angry
- d. Cry



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 6: Validator letter



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

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-3112/In.20/3.a/PP.009/03/2025

Sifat : Biasa

Perihal : **Permohonan Menjadi Validator**

Yth. Isnadi, S.S.,M.Pd.

Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan Ilmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Isnadi, S.S.,M.Pd. untuk menjadi Validator Ahli Media, mahasiswa atas nama :

NIM	: 211101060012
Nama	: WAHYU NUR INDAH
Semester	: Semester delapan
Program Studi	: TADRIS BAHASA INGGRIS
Judul Skripsi	: THE EFFECTIVENESS OF QUIZWHIZZHER TO MOTIVATE STUDENTS IN LEARNING VOCABULARY

Demikian atas kesediaan dan kerjasamanya disampaikan terima kasih.

Jember, 20 Maret 2025

Dekan,
 Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

APPENDIX 7: Validator letter

TEST VALIDATION SHEET

Validator Name: Isnadi, S.S., M.Pd.

Institution : UIN KHAS JEMBER

A. ASSESSMENT FOR TEST CREATION

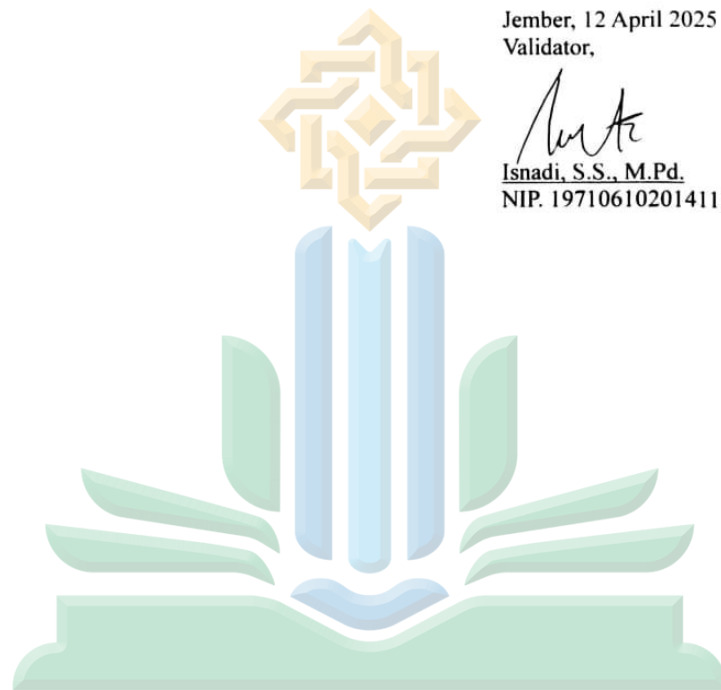
Please give a checklist sign (✓) in the available space based on your scoring result; 1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Score				
		1	2	3	4	5
I	Clarity					
	1. Clarity of each question item				✓	
	2. Clarity of instructions for filling out questions				✓	
II	Accuracy of Content					
	1. Determination of the form of questions in accordance with the curriculum				✓	
III	Relevance					
	1. The items are in accordance with the material used				✓	
IV	Content Validity					
	1. The level of correctness of questions and answers is appropriate				✓	
V	No bias					
	1. Items contain one complete idea					
	2. The words used are not double-meaning				✓	
VI	Language Accuracy					
	1. Use language that is understandable and language that is easy to understand				✓	
	2. Uses communicative language				✓	

This interview guidance is generally:

(Please give the checklist sign based on your scoring result)

PU	: proper to use	✓
PUR	: proper to use with revision	
IPS	: improper to use	



Jember, 12 April 2025
Validator,

Isnadi
Isnadi, S.S., M.Pd.
NIP. 197106102014111004

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Validation Sheet of questionnaire

VALIDATION SHEET OF QUESTIONNAIRE

Validator Name: Isnadi, S.S., M.Pd.

Institution : UIN KHAS JEMBER

A. ASSESSMENT FOR THE CREATION OF A QUESTIONNAIRE GUIDE

Please give a checklist sign (✓) in the available space based on your scoring result; 1: Very bad, 2: Bad, 3: Average, 4: Good, 5: Very good.

No	Assessment Criteria	Score				
		1	2	3	4	5
I	Clarity					
	1. Clarity of title of questionnaire sheet				✓	
	2. Clarity of question items					✓
	3. Clarity of questionnaire instructions					✓
II	Accuracy of Content					
	1. Accuracy of the question with the expected answer				✓	
III	Relevance					
	1. Statements related to research objectives				✓	
	2. Statements in accordance with the aspects to be achieved				✓	
IV	Content Validity					
	1. The statement reveals true information				✓	
V	No bias					
	1. Statement contains one complete idea				✓	
VI	Language Accuracy					
	The language used is easy for students to understand				✓	
	Validation sheet using good and correct language				✓	

This interview guidance is generally

(Please give the checklist sign based on your scoring result)

PI	proper to use	✓
PU R	proper to use with revision	
IPS	improper to use	



Jember, 12 April 2025
Validator,

Isnadi, S.S., M.Pd.
NIP. 197106102014111004



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 8: Research's Letter of Permission



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

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-11303/In.20/3.a/PP.009/04/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPN 2 RAMBIPUJI

Jalan Widuri Nomor 1, Desa Pecoro, Kecamatan Rambipuji, Kabupaten Jember, Provinsi Jawa Timur

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

NIM : 211101060012
 Nama : WAHYU NUR INDAH
 Semester : Semester delapan
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE EFFECTIVENESS OF QUIZWHIZZHER TO MOTIVATE STUDENTS IN LEARNING VOCABULARY" selama 6 (enam) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. SIDDIQ HERI SUSANTO

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 16 April 2025

Dekan,

(Signature) Dekan Bidang Akademik,



UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

APPENDIX 9: Documentation

	
<p>Trial in grade 9</p>	<p>Pre-test in control class</p>
	
<p>Post-test in control class</p>	<p>Pre-test in Experiment class</p>
	
<p>Post-test in experiment class</p>	<p>Game Quiz-whizer</p>

APPENDIX 10: Research instrument (Pre-test experiment class)

M. Desta Dwi Arif Risky

70

Choose the correct answer by crossing (X) A, B, C, or D!

1. Kindness is a form of _____ that can change someone's day.
 - a. Happiness
 - b. Kindly
 - ☒ c. Kind
 - d. Kinding
2. Identify the abstract noun that signifies a feeling of deep affection towards someone.
 - ☒ a. Love
 - b. Loves
 - c. Loving
 - d. Lovely
3. The team celebrate their _____ after winning the champions.
 - a. Succeed
 - b. Success
 - ☒ c. Successful
 - d. Succeeding
4. "She always helps her friends because she believes in _____".
 - a. Selfishness
 - b. Indifference
 - c. Rudeness
 - ☒ d. Kindness
5. His sudden _____ made everyone in the room feel uncomfortable.
 - a. Angry
 - b. Angriiness
 - ☒ c. Anger
 - d. Angrily
6. "What is the opposite if 'Kind'?"
 - a. Cruel
 - ☒ b. Nice
 - c. Friendly
 - d. Generous
7. "Kindness is important in building _____".
 - a. Walls
 - ☒ b. Friendship
 - c. Arguments
 - d. Conflicts
8. "He showed great _____ when he helped the elderly lady cross the street."
 - a. Rudeness
 - ☒ b. Kindness
 - c. Anger
 - d. Sadness
9. "To be kind means to _____".
 - ☒ a. Help others without expecting anything in return
 - b. Always be serious
 - c. Ignore people's feelings
 - d. Only help friends
10. "Acts of kindness can lead to _____ among people."
 - a. Hatred
 - b. Competition
 - c. Jealously
 - ☒ d. Friendship

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 11: Research instrument (Post-test experiment class)

Nama: Putri ayu ningsih
 kelas : 8F
 absen : 26

(go)

Choose the correct answer by crossing (X) A, B, C, or D!

1. "What does 'compassion' mean?"
 a. Indifference
☒ b. Empathy and kindness
 c. Annoyance
 d. Frustration
2. Showing _____ is essential in building strong relationship with others.
☒ a. Care
 b. Creing
 c. Careed
 d. Careful
3. Her _____ to learn new languages is truly inspiring.
 a. Eager
☒ b. Eagerness
 c. Eagerly
 d. Eagers
4. "What is the opposite of 'helpful'?"
 a. Empathy
☒ b. Mistake
 c. Problem
 d. Love
5. "Her 'compassion' for others is truly inspiring."
 a. Sympathy
 b. Honstility
 c. Anger
☒ d. Indifference
6. Kindness is an important _____ that can change the world.
 a. Rude
 b. Kindness
 c. Filing
☒ d. Thought
7. The artist expressed his _____ through his paintings.
 a. Create
☒ b. Creativity
 c. Creatively
 d. Creator
8. A simple smile can make someone feel _____.
 a. Sad
 b. Lonely
☒ c. Happy
 d. Angry
9. Sharing your toys with friends is an example of _____.
 a. Jealously
 b. Anger
 c. Greed
☒ d. Kindness
10. Saying "Thank You" is a way to show _____.
☒ a. Gratitude
 b. Disrespect
 c. Indifference
 d. Annoyance
11. What is the opposite of 'happiness'?
☒ a. Sadness
 b. Joy
 c. Excitement
 d. Pleasure
12. What is the opposite of 'forgive'?
☒ a. Pardon
 b. Condemn
 c. Excuse
 d. Accept
13. His sudden _____ shocked at the party.
 a. Happy
 b. Happiness
 c. Happily
☒ d. Happier
14. "What does 'generosity' mean?"
 a. Stinginess
 b. Anger
☒ c. Kindness
 d. Confusion
15. What is a synonym for "caring"?
 a. Neglectful
☒ b. Cruel
 c. Selfish
☒ d. Thoughtful
16. Choose the phrase that best describes "Being kind to others"
☒ a. Being rude and selfish
 b. Showing love and respect
 c. Complaining about everything
 d. Keeping to yourself
17. "To be kind, we must first show _____ to ourselves".
 a. Love
 b. Anger
 c. Neglect
☒ d. Indifference
18. Showing _____ to others can create a positive environment.
☒ a. Selfishness
 b. Jealousy
 c. Rudeness
 d. Generosity

19. Look at the picture below.



This picture shows what feelings?

- ☒ a. Compassion
- b. Angry
- c. Fight
- d. Cry

20. Look at the picture below.



This picture shows what feelings?

- ☒ a. Happy
- b. Sad
- c. Angry
- d. Cry



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 12: Research instrument (Pre-test control class)

kalas =

50

Choose the correct answer by crossing (X) A, B, C, or D!

1. "Being kind to others is a way to show _____."
 a. Anger
 b. Sadness
☒ c. Kindness
 d. Fear
2. Identify the abstract noun that signifies a feeling of deep affection towards someone.
☒ a. Love
 b. Loves
 c. Loving
☒ d. Lovely
3. The team celebrate their _____ after winning the champions.
 a. Succeed
☒ b. Success
 c. Successful
 d. Succeeding
4. "She always helps her friends because she believes in _____".
 a. Selfishness
 b. Indifference
 c. Rudeness
☒ d. Kindness
5. His sudden _____ made everyone in the room feel uncomfortable.
 a. Angry
 b. Angriiness
☒ c. Anger
 d. Angrily
6. "What is the opposite of 'Kind'?"
☒ a. Cruel
 b. Nice
☒ c. Friendly
 d. Generous
7. "Kindness is important in building _____".
☒ a. Walls
☒ b. Friendship
 c. Arguments
 d. Conflicts
8. "He showed great _____ when he helped the elderly lady cross the street."
 a. Rudeness
☒ b. Kindness
 c. Anger
 d. Sadness
9. "To be kind means to _____".
☒ a. Help others without expecting anything in return
 b. Always be serious
 c. Ignore people's feelings
☒ d. Only help friends
10. "Acts of kindness can lead to _____ among people."
 a. Hatred
☒ b. Competition
 c. Jealousy
☒ d. Friendship

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 J E M B E R

APPENDIX 13: Research instrument (Post-test control class)

— HENGKY REVAH ARDIANSYAH

70

Choose the correct answer by crossing (X) A, B, C, or D!

1. "What does 'compassion' mean?"
 - a. Indifference
 - ☒ b. Empathy and kindness
 - c. Annoyance
 - d. Frustration
2. Showing _____ is essential in building strong relationship with others.
 - ☒ a. Care
 - b. Creing
 - c. Careed
 - d. Careful
3. Her _____ to learn new languages is truly inspiring.
 - a. Eager
 - b. Eagerness
 - c. Eagerly
 - ☒ d. Eagers
4. "What is the opposite of 'helpful'?"
 - a. Empathy
 - ☒ b. Mistake
 - c. Problem
 - d. Love
5. "Her 'compassion' for others is truly inspiring."
 - ☒ a. Sympathy
 - b. Honstility
 - c. Anger
 - d. Indifference
6. Kindness is an omportant _____ that can change the world.
 - a. Rude
 - b. Kindness
 - c. Filing
 - ☒ d. Thought
7. The artist expressed his _____ through his paintings.
 - ☒ a. Create
 - b. Creativity
 - c. Creatively
 - d. Creator
8. A simple smile can make someone feel _____.
 - a. Sad
 - b. Lonely
 - ☒ c. Happy
 - d. Angry
9. Sharing your toys with friends is an example of _____.
 - ☒ a. Jealously
 - b. Anger
 - c. Greed
 - d. Kindness
10. Saying "Thank You" is a way to show _____.
 - ☒ a. Gratitude
 - b. Disrespect
 - c. Indifference
 - d. Annoyance
11. What is the opposite of 'happiness'?
 - ☒ a. Sadness
 - b. Joy
 - c. Excitement
 - d. Pleasure
12. What is the opposite of 'forgive'?
 - a. Pardon
 - b. Condemn
 - c. Excuse
 - ☒ d. Accept
13. His sudden _____ shocked at the party.
 - a. Happy
 - b. Happiness
 - ☒ c. Happily
 - d. Happier
14. "What does 'generosity' mean"?
 - a. Stinginess
 - b. Anger
 - ☒ c. Kindness
 - d. Confusion
15. What is a synonym for "caring"?
 - ☒ a. Neglectful
 - b. Cruel
 - c. Selfish
 - d. Thoughtful
16. Choose the phrase that best describes "Being kind to others"
 - a. Being rude and selfish
 - ☒ b. Showing love and respect
 - c. Complaining about everything
 - d. Keeping to yourself
17. "To be kind, we must first show _____ to ourselves".
 - ☒ a. Love
 - b. Anger
 - c. Neglect
 - d. Indifference
18. Showing _____ to others can create a positive environment.
 - a. Selfifhness
 - b. Jealousy
 - c. Rudeness
 - ☒ d. Generosity

19. Look at the picture below.



This picture shows what feelings?

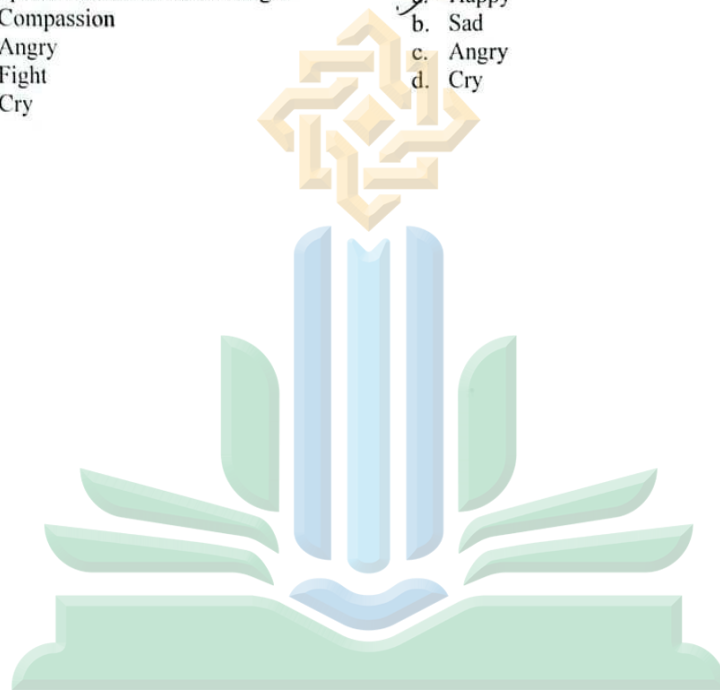
- ☒ a. Compassion
- b. Angry
- c. Fight
- d. Cry

20. Look at the picture below.



















This picture shows what feelings?

- ☒ a. Happy
- b. Sad
- c. Angry
- d. Cry



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 14: Result of work using *Quiz-whizer*

Player	Question score	Time taken (s)	Questions																								
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
 putri ayu ringih	60	00:01	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Mutual	A verb
 Rizki Oktia Vira putri	60	00:05	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wise/ful	An abstract noun	Happiness	Truly	A place	Friendliness	Sadness	Justice	A feeling/connection
 MICHARSA BRISQI	60	00:43	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Serious	A person
 auriyella savaria putri	76	00:16	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	A noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Cup	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Justice	A feeling/connection
 Muhammad Abdul Razak	80	00:28	Happiness	Honesty	Shrewd	Love	Table	Things we can touch	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Justice	A feeling/connection
 Hana Aisyah Rani	60	00:02	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Justice	A feeling/connection
 Candia Daffa Widyasthana	56	04:02	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wisdom	An abstract noun	Happiness	Truth	A place	Friendliness	Sadness	Serious	A feeling/connection
 Syifa Rosalia Rudyanto Putri	60	00:21	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wise/ness	An abstract noun	Pen	Truth	A behavior	Friendliness	Sadness	Justice	A feeling/connection
 wibha az zahra	64	00:01	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	A verb	Reaction	Wise/ness	An abstract noun	Happiness	Thinness	A behavior	Friendliness	Lump	Be	A feeling/connection
 RIZQA MUNISTARO	84	00:38	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	I	An abstract noun	Knowledge	An abstract noun	Happiness	Can touch	Strength	Education	An abstract noun	Reaction	Wisdom	An abstract noun	Pen	Truth	A behavior	Friendliness	Sadness	Justice	-
 Miki akbarian	64	00:44	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	A sound	Reaction	Wise/ness	An abstract noun	Happiness	Truth	A behavior	Friendliness	Table	Be	A feeling/connection
 Nur Vira Tarnid A.	60	00:49	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Phone	Wisdom	An abstract noun	Book	Truth	A behavior	Friendliness	Sadness	Justice	A feeling/connection
 DEFA ENGKAR SARI	64	00:26	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	For	A verb	Phone	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Justice	A feeling/connection
 MUHAMMAD ARSAR	60	00:24	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Phone	Wise/ly	A thing	Happiness	Thinness	A person	Friendliness	Sadness	Justice	A feeling/connection
 Fanni Muftah putri	64	04:13	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Table	Justice	A feeling/connection
 Dara antihatur rohmat	80	00:21	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Can touch	Strength	Education	An abstract noun	Reaction	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Serious	A feeling/connection
 Tiger 80	56	00:59	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wise/ful	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Mutual	A feeling/connection
 Pabiyatus sholima	80	00:01	Happiness	Honesty	Shrewd	Love	Table	Things we can touch	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	Education	An abstract noun	Reaction	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Justice	A feeling/connection
 Myra adilla putri	64	04:24	Happiness	Honesty	Shrewd	Love	Table	Feelings and ideas	Honesty	An abstract noun	Knowledge	An abstract noun	Happiness	Cannot see or touch	Strength	For	An abstract noun	Cup	Wisdom	An abstract noun	Happiness	Truth	A behavior	Friendliness	Sadness	Justice	A feeling/connection

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

	Student	English Question Items																																		Total		
2		Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Total
3	Akbar H	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	32	
4	M. ade	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11	
5	Amelia	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	29	
6	M. ridlo	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	0	14	
7	Yulius gr	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23		
8	Allir mau	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	10		
9	M. heng	1	0	0	0	1	0	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	6	
10	M. feriyu	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	1	7	
11	Bintang	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	30	
12	M. ifran	0	1	0	0	0	0	1	1	0	0	0	1	1	0	0	1	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	12	
13	Aviv per	1	0	0	0	0	1	0	0	1	1	1	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	15	
14	M. sidi f	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30		
15	Syaira n	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	32		
16	Akhmad r	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	23	
17	Vivi wuli	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	26	
18	M. hanc	0	0	0	1	0	0																															

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 16: IBM SPSS output validity test

[illegible]

^{***} Correlation is significant at the 0.01 level (2-tailed).

Reliability test

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables requested.

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.742	37

Normality Test

Descriptives

posttest			Statistic	Std. Error
pretest	kelompok A	Mean	80.60	2.632
		95% Confidence Interval for Mean	Lower Bound	75.09
			Upper Bound	86.11
		5% Trimmed Mean	80.89	
		Median	84.00	
		Variance	138.568	
		Std. Deviation	11.772	
		Minimum	56	
		Maximum	100	
		Range	44	
		Interquartile Range	18	
		Skewness	-.604	.512
		Kurtosis	-.268	.992
	kelompok B	Mean	87.60	1.987
		95% Confidence Interval for Mean	Lower Bound	83.44
			Upper Bound	91.76
		5% Trimmed Mean	87.78	
		Median	88.00	
		Variance	78.989	
		Std. Deviation	8.888	
		Minimum	72	
		Maximum	100	
		Range	28	
		Interquartile Range	15	
		Skewness	-.404	.512
		Kurtosis	-.913	.992

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Kontrol Class	.152	32	.200 [*]	.952	32	.398
Posttest Kontrol Class	.164	32	.167	.947	32	.322
Pretest Experiment Class	.150	32	.200 [*]	.953	32	.410
Posttest Experiment Class	.140	32	.200 [*]	.932	32	.167

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Independent t test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
pretest & posttest experiment and control class	Equal variances assumed	1.213	.03	-2.122	38	.04	-7.000	3.298	-13.677	-.323
	Equal variances not assumed			-2.122	35.349	.04	-7.000	3.298	-13.693	-.307



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

APPENDIX 17: Questionnaire result (Experiment class)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	Total		
1	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20				
2	Shedda	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	85		
3	Abirah	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	80	
4	Candis	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	87	
5	Panti	3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	91	
6	Neeli	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	83	
7	Kopos	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	86	
8	Dafa	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	92	
9	Helmi	4	4	5	5	5	5	5	5	5	5	5	5	5	4	5	4	4	4	4	4	4	4	86	
10	Fara	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	97	
11	Oliva	4	4	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	91	
12	Abdul	4	4	4	4	4	4	4	4	4	5	5	4	4	5	5	4	5	5	5	4	4	4	86	
13	Selma	5	5	5	5	5	5	4	4	4	4	4	3	5	4	5	5	5	5	5	5	4	5	91	
14	Dani	5	3	4	3	4	3	1	4	3	4	4	4	5	4	4	4	4	4	4	4	4	5	79	
15	Rodri	4	5	4	4	5	5	5	5	5	1	2	3	1	5	4	3	4	4	5	5	5	5	79	
16	Djari	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	87	
17	Ricqui	4	5	5	5	5	5	5	5	5	5	4	4	4	5	5	4	5	4	5	4	4	4	5	91
18	Sholon	4	4	4	5	5	5	5	5	5	5	3	3	4	4	5	4	4	5	5	5	5	2	86	
19	Furri	3	5	5	5	5	5	4	4	3	4	4	3	5	3	4	5	4	5	4	5	4	5	85	
20	Budi	4	4	5	5	5	4	2	3	5	4	5	4	4	4	5	5	5	5	5	5	4	5	87	
21	Imas	5	5	4	5	4	4	4	4	4	5	5	5	5	4	4	4	4	4	5	4	5	5	91	
22	Apa	5	5	5	5	5	4	4	3	4	4	4	3	5	5	5	5	5	5	4	4	3	4	87	
23	Dusta	5	4	5	3	5	5	5	5	4	4	1	5	5	3	4	4	5	4	3	3	3	3	82	
24	Fudli	5	3	4	4	5	5	2	1	3	3	3	4	4	4	5	5	5	5	5	4	4	4	80	
25	Rufas	3	4	4	4	5	5	5	5	5	5	5	5	5	4	4	4	5	5	5	5	5	5	91	
26	Aris	5	5	5	5	4	3	4	5	4	5	5	5	4	3	3	3	4	5	4	5	4	5	89	
27	Tyger	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	95	
28	Anar	5	5	5	5	5	5	5	5	5	4	5	5	4	4	5	5	5	5	5	5	4	5	90	
29	Ingali	3	3	4	4	4	4	5	5	5	5	5	5	5	5	4	4	4	4	4	4	5	5	87	
30	Andre	5	4	4	4	3	3	4	4	4	4	5	5	5	5	5	4	4	4	4	4	4	4	84	
31	Nobili	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	5	5	5	5	90	
32	Oliva	4	4	4	4	4	5	5	5	5	5	4	4	4	4	5	5	5	5	5	5	4	4	82	
33	Yuri	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	83	

interval	kategori	f	%
85-100	SS	32	213,3333
54-84	SS	0	0
53-68	RG	0	0
37-52	TS	0	0
20-36	STS	0	0
	total	32	213,3333

Questionnaire result (Control class)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	Total
1	Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
2	Alifur	5	4	5	4	5	5	4	5	4	5	4	3	3	3	3	4	4	4	5	4	83	
3	Abir	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	85
4	Alira	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	79
5	Almasd	3	5	1	1	1	1	1	1	1	1	4	4	4	4	4	4	4	4	4	4	4	58
6	Amella	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	76
7	Almasd	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	79
8	Fani	4	4	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	86
9	Ricli	5	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	82
10	Oliva	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	91
11	Rodi	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	77
12	Siti	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	70
13	Pani	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66
14	Savitri	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62
15	Digori	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	70
16	Medio	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	71
17	Hugli	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	67
18	Rudi	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	64
19	lira	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	73
20	Anrah	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	75
21	Nani	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	75
22	Wahya	5	2	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	63
23	Andi	5	2	4	4	5	3	2	1	2	3	1	4	4	5	5	2	5	3	4	3	4	69
24	Makbar	3	2	4	4	5	3	5	5	2	5	1	5	4	4	4	4	5	2	5	3	5	76
25	Azali	5	5	5	5	4	3	4	5	2	5	1	4	4	5	5	2	2	3	3	5	3	82
26	Fabry	5	2	5	4	3	3	5	4	2	5	1	4	3	3	4	2	4	3	4	3	4	68
27	lira	5	2	5	5	3	3	5	5	2	5	1	4	4	5	5	3	5	3	4	3	4	73
28	Hugli	3	3	4	4	4	4	4	4	2	5	1	3	3	5	5	4	4	4	4	4	4	80
29	Adi	5	4	4	4	3	3	4	4	4	4	5	5	5	4	4	4	4	4	4	4	4	84
30	Dipatu	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	5	5	92
31	Hendri	4	4	4	4	4	4	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	82
32	Dani	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	4	4	4	83

interval	kategori	f	%
85-100	SS	0	0
54-84	SS	20	133,3333
53-68	RG	5	33,33333
37-52	TS	4	26,66667
20-36	STS	0	0
	total	29	193,3333

APPENDIX 18: journal of student research activities

JOURNAL OF STUDENT RESEARCH ACTIVITIES

UIN KILAS JEMBER

No	Date	Activity	Paragraph
1.	16 April 2025	Submission of research permit letter	<i>Al</i>
2.	17 April 2025	Test the research questions in class 9C	<i>Al</i>
3.	23 April 2025	Meeting 1 of experiment class (pretest)	<i>Al</i>
4.	26 April 2025	Meeting 1 control class (pretest)	<i>Al</i>
5.	30 April 2025	Meeting 2 of the experimental class (posttest)	<i>Al</i>
6.	3 May 2025	Meeting 2 control class (posttest)	<i>Al</i>
7.	8 May 2025	Meeting 3 of the experimental class (questionare)	<i>Al</i>
8.	10 May 2025	Meeting 3 control class (questionare)	<i>Al</i>
9.	15 May 2025	Retrieval of research completion letter	<i>Al</i>

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

Jember, 15 May 2025
Principal



Drs. Sidiq Heri Susanto
NIP. 197001031999031005

APPENDIX 19: Research completion letter



PEMERINTAH KABUPATEN JEMBER
SMP NEGERI 2 RAMBIPUJI
 Jalan Widuri 1 Telp (0331) 7501045 Rambipuji



SURAT - KETERANGAN

No. 000.9/055/35.09.310.20.20523862/2025

Yang bertanda tangan dibawah ini :
 Nama : Drs. SIDIQ HERI SUSANTO
 Nip : 197001031999031005
 Jabatan : Kepala Sekolah
 Unit Kerja : SMPN 2 Rambipuji

Menerangkan dengan sebenarnya bahwa nama tersebut dibawah ini :

Nama : WAHYU NUR INDAH
 NIM : 11101060012
 Program /Jurusan : Tadris Bahasa Inggris
 Jenjang : S1
 Fakultas : Tarbiyah dan Ilmu Keguruan

Terhitung mulai 16 April 2025 sampai dengan 15 Mei 2025 yang bersangkutan telah selesai melaksanakan penelitian di SMPN 2 Rambipuji, dengan judul Skripsi : **"The Effectiveness of Quizwhizzer to Motivate Students in Learning Vocabulary"**
 Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Rambipuji, 16 Mei 2025

Kepala Sekolah



UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

Drs. SIDIQ HERI SUSANTO
 Pembina Tingkat I/IVb
 NIP. 19700103 199903 1 005

APPENDIX 20



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 PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Wahyu Nur Indah
 NIM : 211101060012
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : The Effectiveness of Quizwhizzer to Motivate Students In Learning Vocabulary

Telah lulus cek similarity dengan menggunakan aplikasi drillbit UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 16,6 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 28 Mei 2025

Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember

UNIVERSITAS ISLAM NEGERI
 KIAI HAJI ACHMAD SIDDIQ
 JEMBER

(Laily yunita susanti, S.Pd., M.Si.)

NB: Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan

APPENDIX 21

CURRICULUM VITAE

**1. Personal Information**

- a. Name : Wahyu Nur Indah
- b. NIM : 211101060012
- c. Place/ Date of Birth : Lumajang, 26 May 2003
- d. Gender : Female
- e. Address : Dsn. Suco, RT005/RW022, Kec. Pasrujambe, Kab. Lumajang
- f. Faculty : Education and Teacher Training
- g. Program : Tadris Bahasa Inggris (English Education Department)
- h. Email : wahyunurindah5@gmail.com

2. Educational background

- a. RA Muslimat NU Suco Pasrujambe
- b. MI Assuniah Suco Pasrujambe
- c. MTS Wali Songo Suco Pasrujambe
- d. MA Miftahul Midad Sumberejo Sukodono Lumajang

3. Organization Experience

- a. HMPS (English Education Department) at UIN KHAS Jember (2022-2023)
- b. PMII FTIK at UIN KHAS Jember (2022-2023)
- c. FKM IKAMMI at Jember (2022-2023)
- d. SEMA F at UIN KHAS Jember (2022-2023)