CHAPTER 1

INTRODUCTION

A. Background

The Covid epidemic has compelled educators to adjust to all new situations, including teaching and learning.The Covid pandemic has forced educators to be able to adapt to all new circumstances, including the teaching and learning process. In accordance with the decision of the minister of education and culture regarding the teaching and learning process, it must be done online during the pandemic.

Educators must be able to adapt to new scenarios such as the teaching and learning process with motivational media, and the minister of education and culture's decision regarding the teaching and learning process must be carried out online during a pandemic according to Arsyad (2016), the use of teaching media in the teaching and learning process can produce new needs and interests, motivate and stimulate students' learning activities, and even have psychological effects on students.

The aims of used a variety of strategies in teaching are to make the lesson easy for the students to learn and understand. A study of language includes four skills, namely listening, speaking, writing, and reading. It is impossible to master one of them without vocabulary based on Mansourzadeh (2014) the experience of most language teachers is that the single biggest component of any language course is vocabulary.

Use of digital learning media is very important for students' attention in the learning process, which all students study at home through online learning. In

such a situation, the researcher used strategies in teaching vocabulary to make lessons easy to learn and understand. There was many games to teach vocabulary. One of them is Quizizz based on Junior, J. B. B. (2020) quizizz as a game-based learning application that can be done in groups or individually.

This study was conducted on students in class IX of UPTD SMP Negeri 6 Parepare.it was suspected that "The first problem is that pupils have a tough time remembering new English vocabulary, and the majority of students still do not master the vocabulary," it was suspected after the initial inspections. The second concern is students who have difficulty to use vocabulary in conversation.

Based on the issues raised above, the researcher attempted to perform a study to investigate how utilizing Quizizz affected the first issue. The first issue is that pupils have a hard time remembering new English terms, and the majority of them still haven't learned vocabulary. The second concern is students who have difficulty using terminology in conversation. When the teacher supplied celebratory material, for example, some students could not understand.

Researchers are interested in using Quizizz media in online learning for the reasons stated above. Because the researcher wants students to be able to enjoy English classes that are both enjoyable and educational. The researcher expects that students to learn more about the topic. The researcher was conduct research to find out whether Quizizz has an effect on vocabulary mastery. Therefore, the researcher intends to conduct a research entitled "The use of quizizz application in online learning improve the students' vocabulary mastery at UPTD SMP Negeri 6 Parepare".

B. Problem Statement

Based on the description of the background, identification of problems and limitations, then the formulation of the problem that "Does the use of Quizizz application in online learning improve the students' Vocabulary mastery at UPTD SMP Negeri 6 Parepare?"

C. Objective of the Research

Based on the formulation of the problem above, the objective of the reserch is to find out whether or not the use of Quizizz application in online learning to improve the students' Vocabulary mastery at SMPN 6 Parepare

D. Significances of the Research

With this research, the researcher hopes to provide the following benefits;

1. For Students:

   With this research, students are expected to be able to participate in the online learning process effectively. It is also expected to help students in mastering vocabulary.

2. For Teachers

   As educators, teachers are expected to be able to participate in the online learning process creatively and interactively through the internet. It is also an additional reference in conducting learning to make it more varied, especially in vocabulary activities.

3. For Parents

In line with this research is expected to be input to the parents in order to assist and guide the children with their learning online

4. For Other Researcher

   With this research can be information and did not rule out the possibility to be used as subsequent research, as well as add to the literature related to using the Quizizz application.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the discuss some previous research findings, some pertinent ideas, online learning, vocabulary, concept Quizizz and the conceptual framework. Those points of view explained in this chapter.

A. Some Previous Related Research

There are some previous studies related to this research, as follows, According to Irwan (2019) studies related to this research, as follows "Utilization of the Quizizz Application as a Learning Media Amid a Pandemic" For this reason, a digital-based learning medium is needed so that it can be used in an effort to improve student learning outcomes

This is a challenge for teachers to continue to create fun, interesting and active learning and still be able to achieve the goals of learning to think critically, constructively, innovatively, and with character. At the time of online learning (online), optimization in distance communication cannot be separated from the use of mobile phones, tablets, or laptops, as well as internet connections that can be used as part of learning activities.

However, An interesting and fun learning atmosphere in the classroom needs to be realized so that the learning process can run smoothly and educational goals can be achieved so that the quality of education increases. Develop of learning media using computers or laptops and mobile phones or smartphones. conducted

her research the quality of education can be done by making updates to the learning process based on Sumarsih (2017).

Motivation for memorization exists when students engage intentionally in action by adopting its goals and seeking to learn concepts or mastery of the skills it develops. Puspitarini et all.(2019) studied that learning media can improve students' learning behavior and motivation. Even though students are millennial who are users of technology for their daily needs it is still a challenge for teachers and educators to motivatiom students actively participate during online learning in terms of learning English.

Jannah.S et al.,(2020) on her studied about student evaluating the teaching process. play an important role in teaching and learning success. One of the e-learning media that can be used in an English e-learning class is Quizizz. and on his studied Henry (2010) the improvement of process skills with Quizizz Game implementation media efforts to use the Quizizz application are predicted to be an alternative learning media, which prioritizes creativity, time management, and student self-evaluation and motivation through game-based learning.

Quizizz provides multiplayer activities creating more interactive and fun exercise in the classroom, such as answering question. Accordning to Zhao.,(2019) Quizizz is a educational application it has several features, such as memes, avatarsm and entertaining music, makin it different from other eduactional applications. Basuki and Hidayati.,(2019) state that Quizizz is a fun game to conduct quick assessment in the classroom. In short, it can be inferred

that Quizizz is web tool to create interactive quiz used as an assessment intrumen in the classroom.

The interactive quiz is carried out by choosing the correct answer. There are four choices displayed in four different colors consisting of red, bue, yellow, and green. The assessors can also add an image to the background of the question. The colors, avatars, and music in the quiz provide a learning experience for students. At the end of each question, sudents will find the results displayed in the their devvices in a meme form. “After students anwers each question, Quizizz will show pictures wih memes to tell whether the answer is right or wrong anf this is a treat for students” based on Lockyer.,(2013). Moreover, Mei, ju, and Adam.,(2018) assert that Quizizz rovides the data and statistics about students’ performance

Based on the above explanation, the researcher concludes that students found Quizizz to be a fun way to study. Students' vocabulary abilities improve as a result of their use of Quizizz. The researcher separated the students into two groups, the experimental and control groups, and utilized the Congratulations material as a learning topic in this study. Quizizz is a new learning medium in entertaining learning, therefore, it delivers a novel experience for both students and teachers. Furthermore, because the students use mobile phones, they are happier and enjoy the studying process. It is one of the media to create a pleasant learning environment, but it does not erase or limit students' grasp of the topic, and it may require the use of technology improvements to provide various benefits.

B. Some Pertinent Ideas

At this stage, several related ideas are divided into the online learning teaching vocabulary, computer-assisted language learning, Quizizz, steps in applying Quizizz in the classroom, advantages and disadvantages of Quizizz in teaching vocabulary, hypotheses and operational definitions. Each section is explained as follows:

1. **Online Learning**

Waryanto (2006) explains that there are three forms of learning through the internet (online learning) as the basis for developing learning systems using the internet, namely: web courses, web centric courses and web enhanced courses.

a. Web course

Web courses use the internet for learning purposes, all teaching materials, discussions, consultations, assignments, exercises and exams are fully delivered via the internet.

b. Web centric course

Web centric course is learning with some learning materials and exercises delivered via the internet while exams and consultations, discussions and exercises are conducted face to face

c. *Web Enhanced Course*

Web Enhanced Course is the use of the internet for education to support improving the quality of teaching and learning activities in the classroom, in this form the main learning activities are face-to-face activities in class. *The Web Enhanced Course* can be said as the first step for educational institutions that will organize internet-based learning (online learning) before internet-

based learning conducting more complex such as web courses or web centric courses.

Based on the explanation above, the conclusion is that one of the uses of the internet in education is distance learning. There are various terms to express the idea of distance learning using the internet, namely: e-learning (electronic learning), virtual learning, and web based learning.

2. **Definition of Online Learning**

Macmillan Publishing Company (2011) Define online games as games that can be accessed, activities carried out for fun or for fun which are connected by an internet network. Widiastuti (2012) Benefits of games are that they improve aspects of intelligence and neural reflexes. Learning to use the media in a way that is exciting and fun will make children eager to see and their spirit to learn to be more motivated and more active.

Based on the above, the conclusion must be that games can improve children's learning motivation, which has decreased enthusiasm in learning, and that there are certain things that can attract children's attention to learning.

3. **Educational Online Games**

Dewi et al (2017). An educational game is a game that is intended to make users more interested in learning when playing the game. Koriaty, et al. (2017) The functions of educational games are as follows:

a. Instilling knowledge in children through educational games
b. Stimulating children's minds and creativity

c. Creating an attractive playground, providing comfort and fun, and improving the quality of children's learning.

d. Improve players' logic and understanding when using it.

Based on this explanation, with educational games, one's thinking power is sharper in responding to lessons. Besides being fun, it will also make someone think more critically and creatively when playing it.

4. **Types of Learning Online Games**

Afif Fatur Rachman(2017) This type of game is made to help the learning process because this type of game leads to things related to educational games. Here are some types of learning games

a. **Kahoot!**

Kahoot! is a game-based learning platform, used as an educational technology in schools and other educational institutions. The “Kahoots” learning game is a possible multiple choice quiz that is user-generated and accessible via a web browser or the kahoot app. Kahoot! Can be used to review student knowledge, for formative assessment.

Kahoot is an educational website that was originally initiated by Johan Brand, Jamie Brooker and Morten Versvik in a joint project with the Norwegian University of Technology and Science in March 2013. Kahoot was publicly opened in September 2013 Official Website "Kahoot! "(2017). To date, 70 million active users/teachers have used Kahoot and 1.6 billion students have played this game.

The Kahoot application can increase students' interest and motivation in learning, making it easier for them to understand the material provided by the teacher. Research conducted by Jumila et al., (2018) states that students have good categories in the dimensions of information, communication, content-creation, and problem solving while the safety dimension is categorized as very good. Research conducted by Lisnani and Emmanuel, (2020) shows that the learning process becomes more exciting, interesting, and challenging because it is accompanied by music and time to work on questions so that students are trained in speed and accuracy in answering questions. Christiani and et al (2019) How to play Kahoot for learning in the classroom.

The following are the steps in using the Kahoot application:

1) To login to the Kahoot app, access https://kahoot.com. To login, you can use a Google account or a Microsoft account.
2) After logging in, the home screen will appear. Then create some questions by clicking "create new."
3) After the questions are created, they can start the game by selecting one of the desired types of games, whether individual (Classic) or group (Team Mode)
4) Once selected, a PIN will appear. Students can access www.kahoot.com and then enter the PIN so that they can access the game. connected to the game.

5) When finished, click "Start" and the quiz starts immediately. All questions will be displayed on the screen. Students are asked to answer the questions by clicking on the symbol or color that corresponds to the answer.

Based on his explanation above, it can be concluded that the use of the Kahoot web in colloidal learning can foster digital literacy of students. So, the Kahoot application is one application that fosters learning motivation, sharpens students' attention to lessons.

5. **Quizizz**

Quizizz is a web tool for creating interactive quiz games that are used in classroom learning. An interactive quiz that has 4 answer choices including the correct answer and an image can be added.

6. **Quizlet**

Quizlet is almost the same as Kahoot! Which contains the quiz mode in it. Quizlet application is useful for any subject including vocabulary, English, chemistry, biology and many more.

7. **WordWall**

WordWall is composed of an organized collection of words. WordWall is designed to be an interactive tool for students or others to use, and contains a variety of words that can be used during writing or reading. WordWall is considered an interactive and collaborative tool because it is a student-created and student-centered artifact.

e. Educandy

Educandy makes interactive learning games that simply enter vocabulary or questions and answers turn into great interactive activities. Students can play games created on their own devices by visiting the Educandy website or downloading the Educandy app.

Based on the explanation above, it is concluded that educational games are one of the games that can be done to support learning facilities because this game is not only to complete missions as games in general but also contains learning information in it.

8. **Vocabulary**

Vocabulary is one of linguistic features which affects the communicate competence. Teaching vocabulary is necessary for students to be able to communicate by using language that they learnt. The students have to master vocabulary before mastering English. The students who have a sufficient vocabulary will be able to communicate or express themselves clearly and effectively. According to Wallace (1989), vocabulary is the vital aspect of language. It means that when the students want to construct a sentence to express their idea, they will get difficulties to express or understand a language without an adequate vocabulary.

Vocabulary is the center of language and is very important for ordinary language learners Nikmatin (2017). Furthermore, Richards (2002) states that Vocabulary is a core aspect of language proficiency and provides how well to write, speak, read and listen.

9. **Kinds of Vocabulary**

Asyiah, D. N. (2017) classified English words into four groups, they are :

a. Content words represent the name of objects or things, that is concrete nouns (cow, dog) action done by or with these things, that is verbs (go,sit,read), and the qualities of these things, that is adjectives (handsome, slim) and words that changes or simplifies the meaning of verb, adjective, other adverb, clause ,or sentence, that is called adverbs (beautifully , slowly).
b. Function words are words that express a grammatical or structural relationship with other words in a sentence. Function words include determiners for example, (the, that), conjunction (and, but), preposition (in, of), pronouns (she, they), auxiliary verbs (be, have), modals (may, could) and quantifiers (some, both).
c. Substitute words that represent individual things or specifications as substitutes (anyone, anybody).
d. Distributed words are words that are distributed in use according to grammatical matter as presence of a negative such as either, too, or, yet

10. **The Importance of Vocabulary**

Thornbury (2006) concludes the importance of vocabulary learning. He stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

The important role of vocabulary in learning English is explained as follows:

a. The important role of vocabulary in listening activities

Koshy, V.(2005) states that it is better not to give vocabulary before listening to the topic they are going to listen to.

b. The important role of vocabulary in speaking activities

Students can express ideas because they have mastery of vocabulary. What students do in speaking activities are words as a component of vocabulary.

c. The important role of vocabulary in reading activities

Brown, D.(2010), vocabulary plays an important role in learning to read because students use the words they have heard to understand the words they see in print media.

d. The important role of vocabulary in writing activities

Students can express their ideas in writing if they have enough vocabulary.

Based on the statement above, it can be concluded that vocabulary is important for students to learn languages, especially junior high school students. I hope that with the introduction of a few words, they will be able to express their thoughts or accept others. In addition, they also have vocabulary knowledge when they develop their four language skills in language learning, especially English.

11. **Role in Vocabulary Teaching and Learning.**

Teachers and students have several roles when the teaching and learning process is carried out in the classroom.

a. The first role of the teacher is to provide students with good strategies in teaching and learning vocabulary in the classroom. Second, supervise students during the process. Third, provide a clear explanation of the topic. Fourth, assess student achievement to determine student progress. Finally, review the

topics that students have studied.

b. Students also have several roles in the classroom. They work on assignments in good situations, do assignments alone or in groups, are serious about the topic but still have fun and listen to all the teacher's explanations carefully. Based on the explanation above, a teacher and students have their respective roles in the classroom. Therefore, the teacher must be creative to choose interesting strategies in teaching vocabulary, so that students will easily get new vocabulary and easy to understand the topic. Teachers must keep up with the times where all activities are related to technology. One of them is teaching vocabulary through computer-assisted language learning.

12. **Computer Assisted Language Learning**

According Chinnery (2016) appear to be effective for giving online quizzes. Some of these popular apps are Kahoot, Quizlet, Quizizz, Busuu, Voscreen, etc. Websites have different media but the educational goals are similar. In this study, the researcher focused on the application of Quizizz in increasing students' vocabulary.

Based on the explanation above many applications have been developed and sold in the online market by developers and these applications are offered to teachers and students to make language learning more effective. New technologies, particularly mobile devices

13. **The Concept of Quizizz Appication**

a. Definition of Quizizz

Quizizz is a game-based educational application, which brings multi-game activities to the classroom and makes classroom practice interactive and fun. Purba (2019). Quizizz is different from other educational applications because it has game characteristics such as avatars, themes, memes, and entertaining music in the learning process. The Quizizz application is described as a web tool for creating interactive quiz games that can be run and can be accessed via the website www.Quizizz.com. Quizizz has been around since 2015, Bengaluru, India founder of Deepak joy Cheenath, Ankit Gupta and is a multiplayer quiz game that students can use inside and outside the classroom.

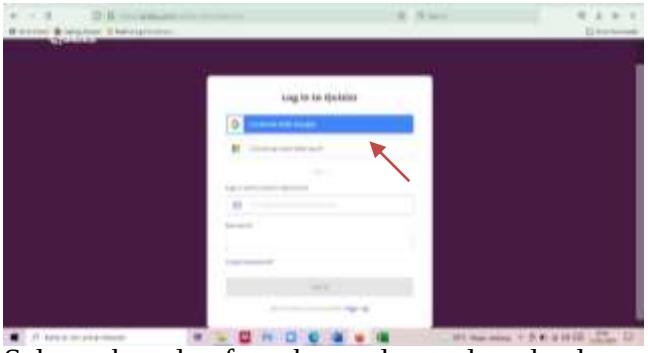
14. **The Step How to Create a Quizizz**

The mission of this platform is to make teaching and learning fun. Many Researchers have researched that games are one of the strategies used in the teaching and learning process of Joy Cheenath (2015) Bengsaluru.

a. Steps on how to make a quizz that is done by the teacher:

1) Prepares for learning by creating an account and questions on quizizz by logging into www.quizizz.com then signing up.

2) Enters a Google account or email.

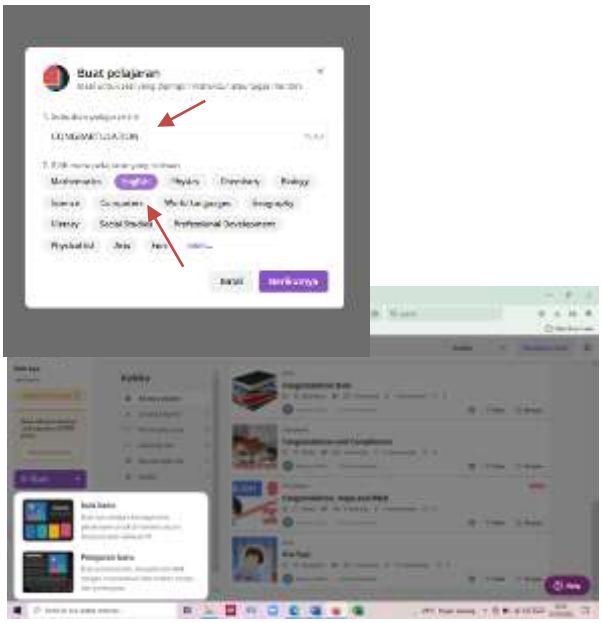


3) Selects the role of teacher and complete the data.



4) Creating questions on quizizz.com After creating an account, the next step is to create an account on quizizz.com, then follow these steps:

a. Click open quizizz creator.



• Enter the name of the quiz to be created. For example, "English Lesson Quiz"

• Select the language used in the quiz.

• Input pictures for quizzes. This image may or may not be filled.

• When finished, click save

15. Clicks open quiz creator, fill in the name of the quiz then make a question, answer choices, and set the correct answer, "question preview" will display

questions that have been created, can add new questions and click finished when finished.

16. Give quizzes to students by clicking on the live game, questions and answer choices can be randomized and timed.
17. At the end of the quiz teachers can see which students answered correctly and incorrectly, and students who get the highest scores or low

a. Measures quiz quizizz workmanship performed by the students:

1. Students clicking browser join.quizizz.com HP each respectively. To work on questions, you can also click on the quizizz application that has been installed via the play store by entering the game code and student name
2. Students who have joined will be visible on the teacher's laptop screen.
3. At the end of the quiz students can find out the value directly.

Based on the point above, Quizizz can be accessed via http://quizizz.com To register for a Quizizz account, you can also register through the user's google account by filling in all the requested data. After the account is successfully created, users can directly log in to the account they have

18. **The Steps in Implementing Quizizz in the Class**

Quizizz also allows students to compete with each other and motivates them to learn so that learning outcomes can improve. Setiawan et al., (2020) One of the strategies used by the teacher is Quizizz. The steps for implementing Quizizz are:

a. First, the teacher must have an account to access it
b. Second, students will play Quizizz in class.

c. Third, the teacher will divide the students into pairs or groups.

d. Each group uses their own computer, laptop or mobile phone.

e. Next, students follow the game with the game code distributed by the teacher.

f. The teacher starts the game by giving 10 questions.

g. Then, students answer questions that have time to answer questions.

h. Score the questions based on the Quizizz scoring system which is based on the time of the questions.

Based on the steps above, it can be concluded that the faster the students answer the questions, the higher the scores obtained by the students. On the other hand, if the student answers the question slowly, he will get a low score, even though they choose the correct answer. Students who get high scores, then they are the winners

19. **Quizizz as an Instrument in the Teaching Learning Process**

Glandon and Ulrich (2015), stated that one of the advantages of using games, as a teaching strategy, is that students have the opportunity for direct feedback through discussion and correct answers of their reasons. Mei, Ju et all.,(2018), studied about "Implementing Quizizz as Game Based Learning in the Arabic Classroom". The participants were 85 students for three sections during the Arabic language course entitled "Arabic language skills". They majored in Arabic with an education under the Arabic Language Unit of the Sultan Idris University of Education Malaysia. The instrument used is an online game called Quizizz and a questionnaire. The results of the Quizizz test showed that all students were very active in answering questions and

concentrating on the topic. In addition, the results of the questionnaire show that students display the position of Quizizz as an online teaching and assessment tool during Arabic classes.

Based on his explanation above, it is increasingly clear that the use of teaching media will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. In addition to arousing students' motivation and interest, teaching media can also help students improve understanding, present data in an interesting and reliable way, facilitate data interpretation, and obtain information. This theory is in line with what Ruth Lautfer said that learning media is one of the teaching aids for teachers to deliver teaching materials, increase student creativity and increase student attention in the learning process.

20. **Quizizz as an Instrument in Teaching English Vocabulary**

In addition Bal (2018) was studied about "Using Quizizz.com to Improve Vocabulary Knowledge of Pre-intermediate Students". The participants were 60 students studying at a university in Turkey who were divided into two groups (experimental and control) and had been observed for four weeks and given achievement tests in both groups. Based on these results, teaching vocabulary through Quizizz can improve students' vocabulary achievement. Therefore, this study uses Quizizz in increasing students' vocabulary.

a. Quizizz as a learning outcome assessment tool has advantages and disadvantages;

1) Quizizz as a media that is fun, challenging, interactive, enhances the creativity of educators
2) Improving the competence of students, Effective, Based online
3) Foster positive motivation for students' learning desires
4) Interesting quizizz display
5) Accommodating learning in various subjects and levels and The existence of a ranking system in quizizz
6) Disadvantages depends on the network
7) Students have difficulty logging in because it is web-based
8) Difficulty submitting when the network is weak
9) Students can still copy their friends' answers even though the quiz is random
10) Haste in determining the answer

Based on the points above, conclusions from the advantages and disadvantages With the use of android-based quiz games that can be applied properly and correctly in accordance with applicable regulations. One strategy is to use online game-based learning, especially Quizizz. Quizizz can improve students' vocabulary knowledge.

C. Concept Framework

Three main components will be explained in the following, namely:

a. Input

This refers to the students' vocabulary mastery is still lack, so the researcher applies the Quizizz game method in vocabulary learning.

b. Process

Refers to the process of teaching and learning vocabulary, Researcher will conduct six meetings at this stage. Every meeting, the researcher explains about the vocabulary with the Quizizz game. After that, the researcher asked some questions and the students answered the correct answers. Finally, the researcher asked students to review what they learned.

c. Output

After carrying out these activities, the researcher will give an experimental class and a control class. The researcher hope for students is to improve the mastery to understand vocabulary.

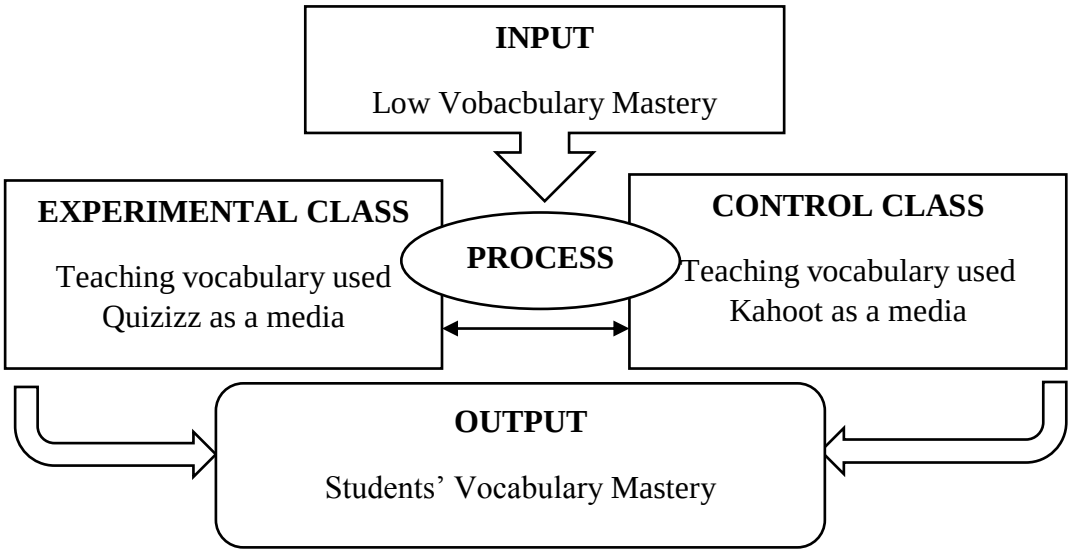


Figure 2.1 Conceptual Frameworks

D. Statistical Hypotheses

Based on the review of related literature and the problem statement, the researcher put forward as follows:

1. The Null Hypothesis (H_0): The students's vocabualry mastery who are taught using quizizz is not better than the who those are taught using kahoot.
2. The Alternative Hypothesis (H_a): The students's vocabualry mastery who are taught using quizizz is better than the who those are taught using kahoot

CHAPTER III

RESEARCH METHOD

A. Research Design

This type of research used a quantitative approach. A quantitative approach is an approach in which inquiry primarily uses postpositive claims to develop knowledge (i.e., cause and effect thinking, reduction of specific variables and hypotheses and questions, use of measurement and observation, and theory testing) using investigative strategies such as experiments and surveys as well as collecting data on a predetermined instrument that produces statistical data. Creswell (2003)

Researcher used two classes. They used the experimental class and the control class. The design of this study is an experimental design because the researcher wants to measure the use of the quizizz application in improving vocabulary skills.

Table 3.1: Research Design

Experimental Class	O_1	X_1	O_2
Control Class	O_1	X_2	O_2

Gay. et. al(2012)

Where :

E : Experimental Class

C : Control Class

O_1 : Pre-test

O_2 : Post-test

X_1 : Teaching Vocabulary through Quizizz as media

X_2 : Teaching Vocabulary through Kahoot! as media

B. Research Variable and Operating of Variable Research

In addtion Ary.D,. (2018) a variable is an attribute that is regarded as reflecting or expressing some concept or construct. Each variable is divided into two they are an independent variable and a dependent variable.

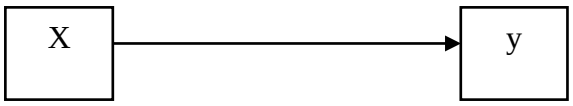
1. Independent Variable

Independent variables are variables that explain or influence other independent variables. The independent variable in this study was Quizizz as a learning medium to improve students' vocabulary skills using Quizizz media as online learning with congratulatory material with types of text structures and expressions, complimeting and formal or non-formal sentences. and is an educational application that has several features, such as avatars, and music, an attractive background for class IX students UPTD SMP Negeri 6 Parepare

2. Dependent Variable

The dependent variable is a condition or characteristic that appears, is influenced, or changes that is entered, omitted, or changed by the experimenter. The dependent variable in this study is the students' vocabulary mastery using Quizizz media as an interesting and fun online learning in the classroom, the learning process can run smoothly. One of the media that can

be used in the English class class IX UPTD SMP Negeri 6 Parepare is Quizizz.



Sugiyono(2010)

Where:

X: Use of the Quizizz application

Y: Students' vocabulary mastery use of the quizizz game application

C. Population and Sample

1. Population

   The population of the research is the nineth grade students of UPTD SMP Negeri 6 Pareparein academic year 2021-2022. There are classes on the nineth grade, there are IX.1, IX.2, IX.3

2. Sample

   The researcher applied the control class and the experimental class "pretest and post-test " by used a total random sampling consisting of 22 students in the experimental class and 23 students in the control class First, the researcher write down the name of the class in paper to decide which class to be sampled. The sample would then be taken from such an experimental class in IX.3 and a control class in IX.2

D. Instrument of the Research

Instrument of this research are vocabulary, namely; There is one type of instrument used in this study. The pre-test was given before the treatment to get data about the students' prior knowledge, while the post-test was given after the last treatment to get data about the impact of Quizizz implementation. Researcher constructs the questions themselves. The advantage of tests created by researcher is that they can be adapted to specific content. based in Yusuf, F. (2018) studied Validity Test and Reliability Test of Quantitative Research Instruments In this study, the test was used to measure the understanding of the concept of the control class and the experimental class before and after treatment.

Based on the statment above is there is one type of instrument used in this study, namely the test. The test consists of pre-test and post-test Researcher construct the questions themselves. The advantage of tests created by Researcher is that they can be adapted to specific content Instrument of this research are vocabulary skills, namely; There is one type of instrument used in this study. The pre-test was given before the treatment to get data about the students' prior knowledge, while the post-test was given after the last treatment to get data about the impact of Quizizz implementation. Researcher constructs the questions themselves. The advantage of tests created by researcher is that they can be adapted to specific content.

E. Procedure of Collectiong Data

The data is collected from the students. The researcher employs a process that includes two tests: a pre-test and a post-test.

1. Pre-test:

   This test were used to delicate the students' knowledge and vocabulary competence. The researcher provides a description of the meeting together with the time allocation (2 x 45 minutes). The test used divided into two groups. The experimental and control groups are the two groups. The researcher describes what the students do in the first phase of the pre-test. To determine the students' vocabulary knowledge prior to treatment, the researcher delivers a test with material congratulation text to the class, which used Quizizz in the experimental class and Kahoot in the control class..

2. Post-test

   This procedure would conclude with a post-test. Following fourth treatments, the researcher administers a test to the students. There was exam for the students as well. In a vocabulary exam, the researcher observes the students' mastery of vocabulary. The allocation time for the post-test is (2x45 minutes) for one meeting. The test applied into two classes. They are in experimental class and control class

F. Treatment

After giving the pre-test, the researcher conducted treatment for two classes. They are experimental class and control class. The teacher gives the treatment six times. Each meeting lasts (2x45minutes). The researcher given treatment

to the participants about Quizizz and Kahoot! as a media to develop students' vocabulary mastery.

1. Experimental Class

For the experimental class, the treatment is prepared for fourth meetings. At this fourth meeting, research material about "Congratulations"presented. Then students and researcher to out learning activities through Quizizz as the medium. The steps and treatment procedures described as follows:

a. First treatment

The researcher invites students to get to know Quizizz first. First, the researcher explained "what is Quizizz?" After that, the researcher helped the students to "create and open a Quiz Page". Then the researcher gave a presentation of the material through Quizizz with the title "congratulations hope and wish" after that the students could identify the structure of the text and congratulation expressions properly and correctly and the responses from the text expressions to be used as daily exercises. Then the researcher gave time for the students to prepared for the exercise with friends or family. Finally, before closing the class, the researcher evaluated the students' activities. In the last activity, students were given the opportunity to ask several questions related to the material discussed in the learning process.

b. The second treatment

The researcher teaches students the material "Congratulations and complimenting". First, the researcher conveys congratulations and

complimenting. After that, the researcher distributes material in the form of pictures and explanations related to the congratulatory material that has been presented through shows on quizizz. after that the students apply and compose texts that involve congratulating and complimenting the results of which will be sent via whatsapp by viewing the impressions of the material that has been given. Before closing the class, the researcher evaluated the students' activities. In the last activity, students were given the opportunity to ask several questions related to the material discussed in the learning process.

c. The third treatment.

At the third meeting the researcher gave practice to students by answering 10 questions with all the material in the previous meeting to assess students' vocabulary skills before giving the material at the next meeting. The researcher asked the students to write down all the questions into the student notebooks for students to evaluate themselves after working on the questions on Quizizz. In the last activity, students were given the opportunity to ask several questions related to the material discussed in the learning process.

d. The fourth treatment

Today is the fourth meeting in quzizz. after giving practice to students at the previous meeting. at the last meeting the researcher re-explained the material "congratulating and complimenting" with some differences from the material which was broadcast through quzizz. The researcher taught the students with material about the difference between formal and non-formal sentences in congratulating and responding to these sentences. The researcher

also explained giving compliment and expression of giving complimenting. Then the researcher asked students to write down examples of formal and non-formal sentences as well as examples of everyday words in giving expressions of praise to others. Finally, the researcher asked students to practice alone with friends or family. In the last activity students were given the opportunity to ask several questions related to the material discussed in the learning process.

b. Control class

For the control class is prepared for the fourth meeting. The researcher materials are congratulated in the fourth conference. Then, to use Kahoot as a medium, the students and researcher learn activities.

a. The first treatment

The researcher invites students to get to know Kahoot first. First, the researcher explained “what is Kahoot?” After that, the researcher helped the students to "create and open a Kahoot Page". Then the researcher gave a presentation of the material through Kahoot with the title "congratulations hope and wish" after that the students could identify the structure of the text and congratulation expressions properly and correctly and the responses from the text expressions to be used as daily exercises. Then the researcher gave time for the students to prepared for the exercise with friends or family. Finally, before closing the class, the researcher evaluated the students' activities. In the last activity, students were given the opportunity to ask several questions related to the material discussed in the learning process.

b. The second treatment

The researcher teaches students the material "Congratulations and complimenting". First, the researcher congratulations and complimenting. After that, the researcher distributes material in the form of pictures and explanations related to the congratulatory material that has been presented through shows on kahoot. after that the researcher gave the students to apply and compose texts that involve congratulating and complimenting the results of which sent via whatsapp by viewing the impressions of the material that has been given. Before closing the class, the researcher evaluated the students' activities. In the last activity, students were given the opportunity to ask several questions related to the material discussed in the learning process.

c. The third treatment.

At the third meeting the researcher gave practice to students by answering 10 questions with all the material in the previous meeting to assess students' vocabulary mastery before giving the material at the next meeting. The researcher asked the students to write down all the questions into the student notebooks for students to evaluate themselves after working on the questions on Kahoot. In the last activity, students were given the opportunity to ask several questions related to the material discussed in the learning process.

d. The fourth treatment

Today is the fourth meeting in kahoot. after giving practice to students at the previous meeting. at the last meeting the researcher re-explained the material "congratulating and complimenting" with some differences from the

material which was broadcast through kahoot. The researcher taught the students with material about the difference between formal and non-formal sentences in congratulating and responding to these sentences. The researcher also explained giving compliment and expression of giving complimenting. Then the researcher asked students to write down examples of formal and non-formal sentences as well as examples of everyday words in giving expressions of praise to others. Finally, the researcher asked students to practice alone with friends or family. In the last activity students were given the opportunity to ask several questions related to the material discussed in the learning process.

G. Technique of Data Analysis

a. Pre-test distribution to the sample

In this section the researcher gives the number of tests to students. The purpose of this session is to determine students' vocabulary mastery before applying the Quizizz application.

b. Post test to the sample

After doing the treatment, the writer gave a number of tests to the students, namely a post-test to determine the students' vocabulary mastery used the quizizz application.

3. Classifying the students's scores

Table 3.2: Classification of Student Score

Score	Result of Inversion	Qualification
86-100	A	Very good
71-85	B	Good
56-76	C	Fair
<55	D	Poor

(Permendikbud,2015)

Where:

86-100 = Predicate A

71-85 = Preddicate B

56-70 = Predicate C

<55 = Predicate D

Directorate General of Primary and Secondary Education (2017)

4. Calculating the students' score:

Students' score=$\frac{students' gainedscore}{maximumscore} x\ 100$

(Directorate of coaching, S. M. A., Education, J., & Education, M. K., 2018 : 28)

5. The formula of score percentage was presented as follows:

$$P = \frac{F}{N} x100\%$$

Where:

P = Percentage

F = Item of frequency

N = Total number of respondent

6. Calculating the mean score of the class uses the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$: Mean score

$\sum x$: Total of row score

N : Number of students

(Gay, 2006)

7. The formula of standard deviation is presented as follows:

$SD = \sqrt{\frac{SS}{N}}$ in which $SS = \frac{\sum X^2 - (\sum X)^2}{N}$

SD : Standard Deviation

SS :The Sum Square

N : Student of Total Number

8. Finding the differences of mean score between the pre-test and the post-test by calculating the value of the t-test, the formula as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$SS_1 = \sum {X_1}^2 - \frac{(\sum (X_1)^2)}{n_1}$$

$$SS_2 = \sum {X_2}^2 - \frac{(\sum (X_2)^2)}{n_2}$$

(Gay, 2019)

Where:

t : Test of significance

$\bar{X}_1$: Mean score of the experimental class

$\bar{X}_2$: Mean score of the control class

SS_1 : The sum of squares of an experimental class

SS_2 : The sum of the square of the control class

n_1 : Total number of the subject of experimental class

n_2 : Total number of the subject of the control class

$\sum X_1$: The sum of all squares of an experimental class

$\sum X_2$: The sum of all squares of the control class

$(\sum X_1)^1$: The sum of scores of experimental class

$(\sum X_2)^2$: The sum of scores of the control class

9.The mean score, standar deviation and t-test t table

Calculating the mean score, standard deviation and t-table and the researcher use Microsoft Excel 2016 application

10. Criteria for Testing Hypothesis

To test the hypothesis, the researcher use t-test with α = 0.05 level of significance for independent sample, the formula degrees of freedom was df = N_1+N_2-2.

The formula of the statistical hypothesis in this research is one-tailed as follow:

$$H_0 : \mu_1 \not> \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

Sugiyono (2010)

Where:

H_0 = Hypothesis Null

H_1 = Hypothesis Alternative

μ_1 : Mean score of the students' vocabulary mastery after given treatment the used quizizz application as a media

μ_2 : Mean score of the students' vocabulary mastery after given treatment the used kahoot as a media

a. $H_0 : \mu1 \not> \mu2$ The students's vocabualry mastery who are taught using quizizz is not better than the who those are taught using kahoot.

b. $H_1 : \mu1 > \mu2$ The students's vocabualry mastery who are taught using quizizz is better than the who those are taught using kahoot.

1. If t-test higher or equal than t-table, null hypothesis H_0 is accepted and the alternative hypothesis H_1 is rejected. It means that there is not better students using Quizizz than students used Kahoot

2. If t-test higher than t-table, null hypothesis H_0 is rejected and the alternative hypothesis H_1 is accepted. It means that there are better students who use Quizizz than students who used Kahoot

H. Schedule of The Resarch

In preparing the research especially at UPTD SMPN 6 Parepare , researchers have prepared a schedule of results. This will be used by researchers in their research to make it clear, research apply the schedule in the table below:

NO	Kind of Activity	Week							Ket
		I	II	III	IV	V	VI	VII	
1	Pre- Test								
2	Treatment								
3	Post Test								
4	Data Analysis								

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two parts, namely findings of the research and the discussion of the research. The findings with the students' score and data analysis which were obtained through vocabulary test, such as; the mean score. In the discussion part, it deals with the explanation about findings.

A. Findings

This research was conducted at UPTD SMPN 6 Parepare by taking the entire population of class IX starting from class IX.1 to class IX.3 Meanwhile the samples used were two classes, namely the experimental class and the control class. Class IX.3 as an experimental class using Quizizz media with a total of 22 students and class IX.2 as a control class using kahoot media with a total of 23 students. The result data that described in this chapter are data obtained from two classes. The data collected is in the form of learning data using the results of the pretest-posttest.

In addition, the researcher provided students in the experimental class and the control class Pre-test and Post-test. After that, it was done by analyzing their scores between Pre-test and Post-test for both classes. It aims to determine the different significance of students from both classes. After analyzing the data, the researcher found the students' score and tabulated in the

1. The students' score in pretest

   In this part the researcher presented the students' score in both of group ekperimental class and control class especially pretest. The following is a table regarding the presented the students' vocabulaty score in pretest

Table 4.1 : The Percentage of Students' Vocabulary Mastery Score In Pre-Test

			Experimental		Control	
NO	**Classification**	**Score**	**F**	**%**	**F**	**%**
1	Very Good	86-100	2	9.09%	0	0%
2	Good	71-85	5	22 ,72%	6	26,08%
3	Fair	56-70	6	27.27%	4	17,39%
4	Poor	<55	9	40.90%	13	56,52%
	Total		**22**	**100%**	**23**	**100%**

Table 4.1 The findings of the pre-test in the experimental and control classes are shown in those with poor, fair, good, and very good categorization ratings this data is released before the student learning process is treated. The pre-test results' level has a slightly different score. This indicates that students' vocabulary mastery remain a challenge. showed that before giving treatment in vocabulary, the students' pre-test score experimental class and control class was mostly poor this shows that students' vocabulary. Based on the table, it could be councluded that the students' vocabulary mastery was still low. Therefore, the researcher will give treatment to improve the students' vocabulary mastery.

2. The students' score in post-test

In this part the researcher presented the students' score in both of group ekperimental class and control class especially post-test. The following is a table regarding the presented the students' vocabulaty mastery score in post-test

Table 4.2 : The Percentage of Students' Vocabulary Mastery Score in Post-Test

			Experimental		**Control**	
NO	**Classification**	**Score**	**F**	**%**	**F**	**%**
1	Very Good	86-100	14	63,63%	1	(4.34%)
2	Good	71-85	8	36,36%	17	(73.91%)
3	Fair	56-70	0	0%	5	(21.73%)
4	Poor	<55	0	0%	0	(0%)
	Total		**22**	**100%**	**23**	**100%**

Table 4.2 In the table above, there is an increase in the experimental class and the control class. The post-test was conducted once after giving treatment to both classes to determine the difference in students' vocabulary mastery between before and after treatment, where the experimental class used Quizizz Media and the control class used Kahoot Media. from very good classification to poor

classification. There was an increase in both classes, namely experimental and control. In the post-test experimental class of 22 students, while in the post-test control class of 23 students. From the results of the classification for the experimental class, namely very good classification, there are 2 students, 4 students in good classification, 16 students in fair classification, and none for students in poor classification. So from the conclusion of the table above, both groups improved after they were taught using Quizizz and kahoot, but the most significant increase was the students who were taught using Quizizz.

While in the control class, the classification in the post-test control class was of 23 students. There is 1 student in the very good classification, 17 students in the good classification, 5 students in the fair classification, and none in the bad classification. Despite this fact, there are improvements for both classes. Mean score and standard deviation of pre-test and post-test for experimental class and control class.

3. The students' mean score pre-test and post-test for both classes

   In this section, the researcher presents research data regarding the average score of students in the two groups on two types of tests. Namely, pre-test and post-test.

   Table 4.3 The mean score pre-test and post-test for both classes

		Mean Score	
NO	**Class**	**Pre-Test**	**Post-test**
1	Experimental Class	60,90	81,68
2	Control Class	57,17	77,21

Table 4.3 This shows the average value of the pre-test and post-test for the experimental class and the control class. On the pre-test, the mean score of the students in the experimental class was 60.90, while in the control class it was 57.17. The researcher found some improvement for both classes. The results showed that there was no significant difference in students before being given treatment. This means that both students' vocabulary mastery have the same ability before being given treatment.

After giving the treatment, the researcher found some improvements. The mean score of students in the experimental class was 81.68, while in the control class it was 77.21. This shows that there is a significant difference between the students after being given treatment. In this case, teaching vocabulary using Quizizz as a medium in the experimental class and using Kahoot as a medium in the control class. This means that students' vocabulary mastery are contradictory to each other. However, the experimental class experienced a better improvement than the control class. It can be concluded that Quizizz can improve students' vocabulary mastery significanly.

4. The standard deviation score pre-test and post-test for both classes

   In this section, the researcher presents data on the standard deviation values in two groups, namely pretest and posttest for both classes

Table 4.4 the standard deviation score pre-test and post-test for both classes

		Standard Deviation	
NO	**Class**	**Pre-Test**	**Post-test**
1	Experimental Class	14.94	5.99
2	Control Class	15.51	5.88

Table 4.4 This shows about a standard deviation of the pre-test and post-test for the experimental class and the control class. The standard deviation

achieved by students in the experimental class was 14.94 in the pre-test and 5.99 in the post-test,

while in the control class it was 15.51 in the pre-test and 5.88 in the post-test. However, the standard deviation of the pre-test was higher than the post-test. The pre-test has a higher score because there is still a lot of variance in learning achievement. After being given several treatments, both classes experienced a decrease in scores on the post-test. Although the two classes did not experience a significant decrease, at least the variance of student learning achievement decreased after being given treatment. These results can indicate that the treatment for both classes has not been carried out optimally. However, the results show that the standard deviation value is lower than before being given treatment.

5. T-Test and T-table value in pre-test and post-test

In testing the hypothesis, the researcher applied a t-test formula at the level of significance with = 0.05 and with degree of freedom (df) = 43

Table 4.5 The T-test and T-table value of Pre-Test and Post-Test

Test	df	Level of significant	t-tes value	t-table value
Pre-test	43	0.05	0.86	1.68
Post-test	43	0.05	2.78	1.68

Table 4.5 The previous table shows the t-test values and t-table values. After calculating the t-test to test the hypothesis, by comparing two samples, to find out whether Quizizz media is effective in improving students' vocabulary mastery or not, The researcher found in the pre-test that the t-table value (1.68) was higher than the t-test value (0.86), while in the post-test the t-test value (2.78) was higher than the t-table value. (1.68). Based on this result, it was concluded that there was a significant difference between the students who were given Quizizz as media and those who were taught Kahoot as media.

6. Hypothesis testing

The content of hypothesis testing where if the t-test is higher or equal to the t-table, the null hypothesis (Ho) is accepted and the alternative hypothesis (H1) is rejected. Meanwhile, if the t-test is higher than the t-table, the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. This means that there is a significant difference in the vocabulary the class IX students of UPTD SMP Negeri 6 Parepare who are taught using Quizizz media and those taught using Kahoot. Therefore, the null hypothesis which says the use of Quizizz to improve vocabulary is rejected, in other words the alternative hypothesis is accepted. In this case, the researcher concludes that Quizizz can improve vocabulary .

B. Discussion

Before applying the treatment in the experimental and control classes, the researcher gave a pre-test to determine the students' scores. The mean score in the experimental class was 60.90, while in the control class it was 57,15. The result

obtained is far from the completeness value but this value also shows that students' vocabulary mastery are still low, one of the factors that makes students' scores low is that first they have not studied specifically about vocabulary, secondly the time is not too optimal to use vocabulary, third they lack of practice for vocabulary in the form of interesting media. In this researcher implemented Quizizz is one instered media to make students's vocabualry improving.

In this study the researchers conducted in four meetings, For the first meeting, The researcher invites students to get to know Quizizz first. First, the researcher explained "what is Quizizz?" After that, the researcher helped the students to "create and open a Quiz Page". Then the researcher gave a presentation of the material through Quizizz with the title "congratulations hope and wish"

Secondly, After that, The researcher teaches students the material "Congratulations and complimenting". the researcher distributes material in the form of pictures and explanations related to the congratulatory material that has been presented through shows on quizizz.

And then The third, the researcher gave practice to students by answering 10 questions with all the material in the previous meeting to assess students' vocabulary skills before giving the material at the next meeting. The researcher asked the students to write down all the questions into the student notebooks for students to evaluate themselves after working on the questions on Quizizz.

Then at the last meeting the researcher re-explained the material "congratulating and complimenting" with some differences from the material

which was broadcast through quzizz. The researcher taught the students with material about the difference between formal and non-formal sentences in congratulating and responding to these sentences. The researcher also explained giving compliment and expression of giving complimenting. Then the researcher asked students to write down examples of formal and non-formal sentences as well as examples of everyday words in giving expressions of praise to others.

From the four meetings on my observation, it turns out that there have been positive changes in making students' vocabulary, it can be observed from the four meetings that the researchers conducted Quizizz exercises where their vocabulary mastery were already very good.

After the treatment, the post-test results showed that their mean score was better than the previous pre-test score was 60.90, while the post-test was 81.68. Based on the score on the post test, it shows that there are fundamental changes when it is done with Quizzz. Here it can be seen that vocabulary skills, as studied by Setiawan et al., (2020).

While In control class, the materials were distributed similar with the experimental class. But in control class used kahoot. For the first meeting, The researcher invites students to get to know Kahoot. First, the researcher explained “what is Kahoot?” After that, the researcher helped the students to then the researcher gave a presentation of the material through Kahoot with the title "congratulations hope and wish" Secondly, After that, the researcher teaches students the material "Congratulations and complimenting". the researcher

distributes material in the form of pictures and explanations related to the congratulatory material that has been presented through shows on Kahoot. And then The third, the researcher gave practice to students by answering ten questions with all the material in the previous meeting to assess students' vocabulary skills before giving the material at the next meeting. The researcher asked the students to write down all the questions into the student notebooks for students to evaluate themselves after working on the questions on Kahoot. Then at the last meeting, the researcher re-explained the material "congratulating and complimenting" with some differences from the material which was broadcast through Kahoot. The researcher taught the students with material about the difference between formal and non-formal sentences in congratulating and responding to these sentences. The researcher also explained giving compliment and expression of giving complimenting.

After completing the treatment, the researcher gave post-test in both clasess. This test is given determine the result of student vocabulary improvement after being treated used different media. After tretament, students in both clasess experienced an improving vocabualry matery. Interesting media like Quizizz can be used in learning while kahoot is also good but Quizizz is more interesting. Were the mean score in experimental class 81,68 while 77,21 in control class.

Regardless of the previous and presented research that has been conducted in my research, I used Quizizz media as online learning during a pandemic. For this reason, a digital-based learning media is needed so that it can be used in learning efforts to improve student learning outcomes. in this case there are several

previous studies related to research, one of which is Irwan (2019) research related to this research "Utilization of the Quizizz Application as a Learning Media in the Midst of a Pandemic".

Regardless of the previous and presented research that has been conducted, There are various similarities and variances between researchers. The difference is that there is an image on the backdrop of the question in this research quiz. Colors, avatars, and music in the quiz give students a learning experience. Students are able to simply complete quizzes and submit score data or statistics regarding their performance. Based on Lockyer (2013), "After students answer each question, Quizizz will show pictures with memes to tell whether the answer is right or wrong, and this is a treat for students." Moreover, Mei, Ju, and Adam (2018) assert that Quizizz provides the data and statistics about students' performance.

And than similarities in this research Quizizz provides multiplayer activities, creating more interactive and fun exercises in the classroom, such as answering questions. It can be assume that Quizizz is related also as found by previous researchers Zhao(2019) Quizizz an educational application that has several features, such as memes, avatars, and entertaining music, making it different from other educational applications. My result is also similar with findings of preview the research like (Hidayati,2019; Sumarsih 2017) the difference is only in the research location and different classes being one of the differences. Basically Quizizz is good for interesting online learning.

However, an interesting and fun learning atmosphere in the classroom needs to be realized so that the learning process can run smoothly. In this study, there are differences in learning but with the same goal, namely the important role of success in the teaching and learning process. As this research has several differences, namely this research used the Quizizz media with the material "congratulations" to students' vocabulary mastery. While previous Jannah S et all(2020) state that they studied students evaluating the teaching process. One of the e-learning media that can be used in an English e-learning class is Quizizz.

Based on the above explanation, the researcher concludes that students found Quizizz to be a fun way to study. Furthermore, because the students use mobile phones, they are happier and enjoy the studying process. It is one way to create a pleasant learning environment, but it does not erase or limit students' grasp of the topic, and it may require the use of technology improvements to provide various benefits and the improvement of process skills with Quizizz Game implementation media Efforts to used the Quizizz application.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two sections. The first section conclusion which based on the research findings and discussion. The second section contains some suggestions based on the conclusion.

A. Conclusion

Based on the findings and discussion presented in the previous chapter, the researcher concludes that this study focuses on the use of Quizizz as a medium that can improve students' vocabualry matery. It is proven that the use of Quizizz as a medium in teaching vocabulary mastery of class IX students of UPTD SMP Negeri 6 Parepare has a significant effect on improve students' vocabulary mastery. In applying the t-test formula for students for both groups, it was found that the t-test was not the same as the t-table, meaning that Quizizz as a medium could be used to improve students' vocabulary mastery. These results also show the difference in the average scores of students. From these data, the researcher concludes that Quizizz as a medium can improve students' vocabulary mastery with other media.

B. Suggestion

Based on the analysis, discussion of the data and in terms of the limitations of the study, there are several suggestions from researchers that can be used as further

1. For Students with this research, students are expected to be able to participate in the online learning process effectively. It is also expected to help students in mastering vocabulary.
2. For Teachers, as educators, teachers are expected to be able to participate in the online learning process creatively and interactively through the internet. It is also an additional reference in conducting learning to make it more varied, especially in vocabulary activities. Research on the used Quizizz media in closing activities for online learning for class ninth UPTD SMP Negeri 6 Parepare that has been carried out show positive results. Where Quizizz can be used as a reference for online learning media in closing activities
3. For Parents, in line with this research is expected to be input to the parents in order to assist and guide the children with their learning online
4. For Other Researcher, with this research can be information and did not rule out the possibility to be used as subsequent research, as well as add to the literature related to using the Quizizz application. Researchers futher researchers can also compare the use of Quizizz media with other learning media, so that the information obtained is more and more recent. Media Quizizz compare the results of student achievement using the control class and experimental class. Implementation of the evaluation using the Quizizz application is very good to apply to students, because in addition to adding to

the learning experience, it can also make students not bored in participating in learning.

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