



The Implementation of Quizizz Paper Mode to Improve Vocabulary Mastery at SD Negeri 52 Pinrang

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ABSTRACT

This study examines the implementation of Quizizz Paper Mode as a digital-based learning tool aimed at improving vocabulary mastery among fourth-grade students at SD Negeri 52 Pinrang. The study was motivated by the lack of student interest and performance in vocabulary learning due to traditional and monotonous teaching methods. A pre-experimental design was used involving a single group of 25 students who completed a pre-test, participated in four treatment sessions using Quizizz Paper Mode, and took a post-test. The study focused on two aspects of vocabulary: word meaning and word use. The results showed a substantial improvement in students' vocabulary mastery. In word meaning, the percentage of students in the "Poor" category dropped from 80% to 32%, while those achieving "Very Good" increased from 4% to 20%. In word use, the "Poor" category decreased from 96% to 12%, and 36% of students reached "Very Good." These findings indicate that Quizizz Paper Mode is an effective and engaging method for vocabulary instruction, especially in low-tech classrooms. The integration of game-based elements and real-time feedback made the learning process more interactive and enjoyable. Therefore, it can be concluded that the use of Quizizz Paper Mode not only significantly improves students' vocabulary mastery but also increases their motivation and active participation in learning. This method is a promising and innovative alternative for English instruction in primary schools, particularly in low-tech learning environments.

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INTRODUCTION

Vocabulary is the foundation of English proficiency, playing a crucial role in the development of reading, writing, listening, and speaking skills. According to Endarto and Subekti (2020), mastery of vocabulary is essential before other English skills can be acquired. Despite this, vocabulary is often undervalued in the classroom, especially in contexts where English is a foreign language (EFL). This has led to persistent challenges in teaching English vocabulary in Indonesia, particularly in elementary schools.

A preliminary study at SD Negeri 52 Pinrang revealed that fourth-grade students had low motivation to study English and limited vocabulary skills. Observations indicated that traditional teaching methods, such as rote memorization without context, failed to engage students. As a result, their vocabulary retention was poor, which affected their ability to understand texts, express ideas, and participate in English communication. Studies by Wright & Cervetti, (2017), Nation, (2013), and Brooks R. (2024) support these findings, emphasizing the need for effective vocabulary instruction that supports both comprehension and usage.

To address these challenges, this study explored the use of Quizizz Paper Mode, an offline version of the popular game-based learning platform. Quizizz Paper Mode allows students to engage with printed Q-cards while receiving real-time feedback through a teacher's device. This method is especially beneficial in

schools with limited digital infrastructure. The approach also aligns with the theories of Groening & Binnewies (2019), who argue that gamification enhances student motivation, and Zhao (2019), who highlights the engaging features of Quizizz.

Unlike previous studies that focused on online environments or older students, this research examines the use of Quizizz Paper Mode in an offline, low-tech setting with young learners. In addition, Quizizz Paper Mode was utilized—not merely as a tool for formative assessment during classroom activities, as done in previous studies, but as a core teaching method integrated into the instructional process. This approach highlights its potential not only for evaluation but also for delivering material and engaging students in active learning. It seeks to answer the following questions: (1) How is Quizizz Paper Mode implemented in vocabulary learning? (2) Does it improve students' vocabulary mastery in terms of word meaning and word use? This study contributes to the growing body of research on innovative learning strategies for EFL students at the elementary level.

Theory Overview

Vocabulary knowledge is central to language learning and is vital for both comprehension and expression. Vocabulary as the total number of words needed to communicate ideas and express meaning. Alqahtani emphasizes that without a sufficient vocabulary, students struggle to convey their thoughts accurately and effectively, Alqahtani, M. in 2015. This definition underscores the foundational role vocabulary plays in language learning and communication. Vocabulary is central to language and critical to the typical language learners. Lack of vocabulary knowledge will result in a lack of meaningful communication, Alizadeh in 2016. Vocabulary learning is crucially essential for foreign language transferability, Fitriani Halimah & Lidiyatul Izzah in 2020. This means that without establishing a solid vocabulary base, comprehension and use of a language will not be achieved.

Quizizz is a digital-based digital-game exercise and online presentation that helps educators or teachers to distribute teaching materials to be more easily understood by learners. Also it can add interest and spirit learning for certain materials when utilizing this digital learning media, Ulhusna et al, in 2021. Quizizz is an educational app-based game, which brings multiplayer activities to the classroom and makes classroom practice more interactive and fun. This perspective can be explained through the viewpoint of Zhao in 2019, stating that Quizizz is an interactive and fun learning media because it has game characters such as avatars, themes, memes, and music that are entertaining in the process of taking quizzes.

Quizizz Paper Mode is a Quizizz session mode that supports blended learning and classrooms without personal devices for students. All you need is one mobile phone, Quizizz application, and a printer to print personalized QR codes for students. The students should show and rotate the Q-cards, and then the teacher will scan all response cards to display the real-time answer and score, Rizal Wahid in 2023. The primary objective of this mode is to foster interactive and inclusive learning experiences while circumventing technological constraints, Dian Fadhilawati, et al in 2024.

One of the main advantages of using Quizizz Paper Mode compared to the regular version of Quizizz is that students do not need to use their mobile phones to complete quizzes or exercises. In this mode, students are given a sheet of paper containing a QR code, while the questions and answer choices are displayed on the classroom's LCD screen. The teacher or researcher then scans the students' answer sheets using a device to collect the results. This feature is particularly helpful in minimizing distractions that often occur when students use mobile devices during lessons.

Unlike the regular version of Quizizz, which requires students to access questions via their phones and stay connected to the internet, Quizizz Paper Mode offers a more controlled and focused learning experience. Without the interference of electronic devices and internet issues, students are more likely to concentrate on the learning material. This makes Quizizz Paper Mode an effective solution to enhance student engagement and learning outcomes, especially in elementary school settings.

METHODOLOGY

This study employed a pre-experimental quantitative design with a one-group pre-test and post-test model. The aim was to measure the effect of Quizizz Paper Mode on students' vocabulary mastery without a control group. The independent variable was the use of Quizizz Paper Mode, while the dependent variable was students' vocabulary mastery.

The research was conducted at SD Negeri 52 Pinrang in the 2024/2025 academic year. The participants were 25 fourth-grade students, selected through purposive sampling based on their low initial vocabulary achievement. The data were collected through vocabulary tests administered before and after the treatment.

The instruments consisted of two sets of multiple-choice vocabulary tests, each containing 20 items. These were designed to assess two specific aspects: word meaning and word use. The teaching intervention consisted of four sessions where students were introduced to and engaged with Quizizz Paper Mode. During the sessions, students received printed Q-cards to answer questions projected on the screen. Their answers

were scanned using the Quizizz mobile app, allowing for real-time analysis and feedback.

After the four sessions, a post-test was conducted. The collected scores were analyzed quantitatively using descriptive statistics to determine the improvement in vocabulary mastery based on a standard score classification from the Ministry of Education (Kemendikbud, 2017).

FINDING AND DISCUSSION

The focus of this research was to examine the implementation of Quizizz Paper Mode in improving vocabulary mastery particularly word meaning and word use among fourth-grade students at SD Negeri 52 Pinrang. The study addressed students' low motivation and limited vocabulary knowledge by introducing an interactive, game-based learning tool that does not require individual devices, making it suitable for low-tech classrooms. To obtain the results, the researcher used a pre-experimental design involving a pre-test to assess baseline vocabulary skills, followed by four treatment sessions using Quizizz Paper Mode, and concluded with a post-test. Based on the result research data analysis, the score of vocabulary mastery of the students pre-test and post-test can be seen in the following table:

Table 1 Frequency and Percentage of the Score in Pre-test and Post-test

No.	Classifications	Range	Pre-test		Post-test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	0	0	4	16
2.	Good	84-92	2	8	10	40
3.	Average	75-83	0	0	8	32
4.	Poor	<75	23	92	3	12
Total			25	100	25	100

The data in the table shows a significant improvement in students' vocabulary mastery after the implementation of Quizizz Paper Mode. In the pre-test, the majority of students (92%) were in the "Poor" category, with none reaching "Very Good" or "Average" levels. However, after the treatment, only 12% remained in the "Poor" category, while 16% achieved "Very Good," 40% reached "Good," and 32% scored in the "Average" category. This shift clearly indicates that Quizizz Paper Mode effectively enhanced students' vocabulary performance and helped move them from lower to higher achievement levels.

Table 2 Frequency and Percentage of the Students' Scores of Words Meaning

No.	Classifications	Range	Pre-test		Post-test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	1	4	5	20
2.	Good	84-92	2	8	6	24
3.	Average	75-83	2	8	6	24
4.	Poor	<75	20	80	8	32
Total			25	100	25	100

The data in the table shows a clear improvement in students' understanding of word meaning after the use of Quizizz Paper Mode. In the pre-test, 80% of students were in the "Poor" category, with only 1 student (4%) achieving "Very Good." After the treatment, the percentage of students in the "Poor" category dropped to 32%, while those in "Very Good" rose to 20%, "Good" to 24%, and "Average" to 24%. This progression indicates that Quizizz Paper Mode significantly enhanced students' ability to understand the meanings of words in English.

Table 3 Frequency and Percentage of the Students' Scores of Word Use

No.	Classifications	Range	Pre-test		Post-test	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	93-100	0	0	9	36
2.	Good	84-92	0	0	7	28
3.	Average	75-83	1	4	6	24
4.	Poor	<75	24	96	3	12
Total			25	100	25	100

The data in the table shows a significant improvement in students' ability in word use after the implementation of Quizizz Paper Mode. In the pre-test, 96% of students were in the "Poor" category, and none achieved "Good" or "Very Good" levels. After the treatment, only 12% remained in the "Poor" category, while 36% reached "Very Good," 28% achieved "Good," and 24% were in the "Average" range. This improvement demonstrates that Quizizz Paper Mode effectively helped students apply vocabulary correctly in context.

The implementation of Quizizz Paper Mode in the fourth-grade classroom at SDN 52 Pinrang led to a remarkable increase in students' motivation and engagement in learning English vocabulary. Prior to the intervention, students showed low enthusiasm and often questioned the importance of studying English. However, after being introduced to relatable vocabulary materials and the interactive, game-based format of Quizizz Paper Mode, students became more active, curious, and involved. This aligns with Harmer (2007), who explains that motivation is one of the most critical factors in

language learning success, especially for young learners. When students feel emotionally and mentally connected to the learning process, they are more likely to engage and retain what they learn.

The learning process consisted of a pre-test, four treatment sessions, and a post-test, all focusing on vocabulary aspects such as word meaning and word use. Students participated using printed QR-coded answer cards, which were scanned in real time to generate instant feedback. This offline method proved effective in low-resource settings while still maintaining a high level of interaction and student-centered learning. According to Prensky (2001), game-based learning helps foster motivation and attention through competition, feedback, and fun—a dynamic clearly observed in this classroom. The students' positive shift in behavior and performance reflects the benefits of integrating gamification into vocabulary instruction.

Supporting this finding, Dr. Siti Handayani, M.Pd., along with her colleagues Dr. Muhammad Arqam, M.Pd., Prof. Dr. H. Tamsil Tjalla, M.A., Dr. Sunubi, M.Pd., and Mujahidah, M.Pd., emphasize that integrating educational technology into language teaching creates a more engaging and effective learning experience. Their research shows that tools like Quizizz, when adapted for younger learners, not only increase vocabulary retention but also encourage independent learning and collaborative behavior in the classroom. The consistent improvement across vocabulary mastery, word meaning, and word use in this study demonstrates that Quizizz Paper Mode is a powerful, practical solution for promoting active learning and vocabulary development in primary education settings.

CONCLUSION

Significant Improvement: The use of Quizizz Paper Mode led to a significant improvement in vocabulary mastery among fourth-grade students at SDN 52 Pinrang. **Aspects of Vocabulary:** The improvement covered both key aspects—word meaning and word use, as shown by the positive shift in score classifications from pre-test to post-test. **Increased Motivation:** Students showed higher motivation and engagement in learning English after the implementation, compared to traditional methods. **Effective in Low-Tech Classrooms:** Quizizz Paper Mode proved effective even in offline environments with limited technology, making it suitable for schools with low digital access. **Gamified Learning Benefit:** The gamified, interactive nature of Quizizz made vocabulary learning more enjoyable and meaningful, aligning with the principles of student-centered learning. **Support from Experts:** These findings are supported by prior studies and expert opinions that emphasize the importance of integrating educational technology in language learning. **Recommendation:** Teachers, especially in elementary EFL contexts, are encouraged to adopt Quizizz Paper Mode to enhance vocabulary instruction and improve learning outcomes.

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