CHAPTER 1

Introduction

1.1 Research background

According to Apoko (2023), in learning English, students need to be supported by the knowledge of vocabulary. Vocabulary is one of the most important aspects of understanding a language, which directly influences pupils' ability to speak, write, understand, and express thoughts successfully (Hassan, 2019). Support by Schmitt (2020) A good vocabulary foundation is necessary for reading comprehension, speaking fluency, and overall language competency. Fortunately, students often struggle with building up their vocabulary because of the repetitive nature of memorizing and a lack of interesting activities, resulting in poor motivation and trouble remembering new terms. According to Guru (2023), common difficulties in vocabulary mastery faced by students at the junior high school level are caused by several factors, such as the limited use of English in daily life, difficulty in understanding vocabulary, ineffective use of dictionaries, and low motivation in learning English.

Based on preliminary observations and interviews conducted in class 81 at SMP Negeri 3 Banjar, several problems were identified in the teaching and learning process of vocabulary. Some students cannot read and write, can not introduce themselves because they do not know the words, low attention when the teacher explains the lesson. They also do not understand when the teacher explains the material in English when the class begins. This hinders the success of English language learning in the classroom. Couse, the results of tests conducted by teachers unsuccess. Not all of the students have achieved the Minimum Passing Criteria (KKM). Of the 25 student about half of them scored below the KKM (70). Their scores ranged from 45 to 65, while half the other students had reached or exceeded the passing score. This shows that there is still a group of students who have difficulty mastering vocabulary. This problem was caused by. Some of them were still talking with friends in class. The lack

of respect for the teacher. Therefore, improvements are needed through more interesting and interactive learning strategies that tailored the needs of students.

Considering these problems, it is necessary to implement an appropriate instructional strategy that can improve both the learning process and students' vocabulary achievement. One alternative solution is the use of a flipped classroom as an interactive approach and Quizizz as a technology-based learning tool that can actively involve students in the learning process.(Safitri, 2024). According to Safitri, (2024) Flipped learning is an instructional approach that reverses the traditional sequence of instruction: students learn new material at home through videos, digital modules, or interactive presentations, while face-to-face time in the classroom is used for active practice, discussion, and application of concepts with teacher guidance. When combined with Quizizz, flipped learning becomes more interactive and engaging. Quizizz provides fun digital quizzes that can test students' vocabulary understanding in real time. By studying vocabulary before class and applying it through Quizizz activities during lessons, students can strengthen retention, understanding, and motivation in learning. Previous research by Putra (2023) shows that the use of Quizizz (Paper-Mode) significantly improves middle school students' vocabulary mastery, with average scores increasing from Cycle I to Cycle II, while also enhancing student motivation and participation. Additionally, this model has been proven to encourage active learning, enhance independence, and provide teachers with more opportunities to offer intensive individual support (Verleger, 2013).

Therefore, the purpose of this study is to investigate how the application of Quizizz in the flipped classroom model can help students at SMPN 3 Banjar improve their vocabulary mastery, with a focus on understanding word meanings, word forms, and contexts of use. Through Classroom Action Research (CAR), the teacher can systematically plan, implement, observe, and reflect on instructional actions to overcome the identified problems. This study is expected to contribute new insights to the literature on English language learning at the middle school level while also providing practical solutions to

the challenges faced by students in the classroom. It is relevant because there are still several students who have difficulty achieving the Minimum Passing Criteria (KKM) on vocabulary tests, so innovative learning strategies are needed to support the improvement of their abilities.

1.2 Problem Identification

Based on the preliminary observation conducted at SMPN 3 Banjar, several real problems were found in the teaching and learning process of vocabulary in the English class. The use of gamification in learning, particularly through Quizizz, has not been fully explored for its potential. Although Quizizz is well-known and has been used by teachers. However, its use is still limited to assessment purposes only. This shows a gap in the learning process because Quizizz's interactive features, such as Live Quiz, Homework Mode, Question Types, Power-ups, and others, can be utilized to create a more interesting and fun vocabulary learning experience. In addition, of the 25 students, half of them, particularly in the classes taught by the resource teacher, still struggle with vocabulary mastery, making this study even more relevant and important. The students also tended to be passive during learning activities. During classroom instruction, only a few students actively participated, while the majority relied heavily on the teacher's explanation. Students rarely practiced using new vocabulary independently, which limited their opportunity to develop a deeper understanding and retention of words. Furthermore, no previous research has been conducted in the school regarding the use of Quizizz to improve vocabulary mastery. This situation highlights the need to explore how Quizizz can be effectively implemented as a gamification tool to support vocabulary mastery and also help students achieve better learning outcomes in the classroom.

1.3 Research Scope

This classroom action research's scope encompasses a thorough analysis of the use of quizzes as a teaching technique to enhance students' vocabulary in a controlled classroom setting. In order to observe the use of interactive digital

quizzes and evaluate their effect on vocabulary acquisition, the research was restricted to the setting of SMPN 3 Banjar. The study looked at how using Quizizz could help students become more proficient and understand vocabulary, including verbs and their forms, adjectives and their synonyms. Planning, execution, observation, and reflection cycles were used in the study to observe how students' vocabulary competence changed and improved over time. Pre-tests and post-tests are utilized for assessing vocabulary knowledge, observations are made to observe how students behave and interact while learning, and questionnaires or interviews are used to get input on how students feel about using Quizizz. In order to find the best techniques and tactics for successfully integrating Quizizz into the teaching-learning process, the study also considered potential obstacles such as various types of technology accessibility, student motivation, and dynamics in the classroom.

1.4 Research Questions

Here are the research questions based on the problem identified on the observation and interview:

a. How can the implementation of Quizizz as a gamification tool improve vocabulary mastery among EFL students at SMPN 3 Banjar?

b. Which aspect of vocabulary mastery improves the most under the implementation of flipped learning by using Quizizz as a learning medium?

1.5 Research Objectives

a. To identify the implementation of the Quizizz as a gamification tool can improve vocabulary mastery among EFL students at SMPN 3 Banjar.

b. To identify the specific aspects of vocabulary mastery that show the most improvement after the implementation of Quizizz in the classroom.

1.6 Research Significances

These research results aim to provide both theoretical and practical significance.

1. Theoretically

Theoretically, it is anticipated that current study will bolster theories regarding the use of Quizizz combined with the Flipped Classroom as a gamification tool that will help students with vocabulary mastery.

2. Practically

Practically speaking, it is anticipated that the new research will benefit the larger community, including young students, English teachers, and other authors.

a) For Students

This study can help student improving their vocabulary mastery, build an enjoyable educational experience, and improve students' motivation in learning English, and also make a new behaviour of use English language in their daily life.

b) For Teachers

The significance of this research for teachers is that they be able to utilise this research's new knowledge to design a learning experience that is more interesting than using a gamification tool, especially quizziz not only for vocabulary lessons but also for other lessons.

c) For Researcher

Other researchers may find this work to be a reliable resource for conducting additional research on various aspects of the same field of research. In addition, this study provides empirical evidence to support the study's findings.