

**THE STUDENT'S PERCEPTION ON GAMIFICATION OF VOCABULARY  
DEVELOPMENT BY UTILIZING QUIZIZZ APPLICATION**

**ARTICLE**

*Submitted In Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By:**

**NUR AZIZAH SIRAIT**  
**NPM. 2002050077**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

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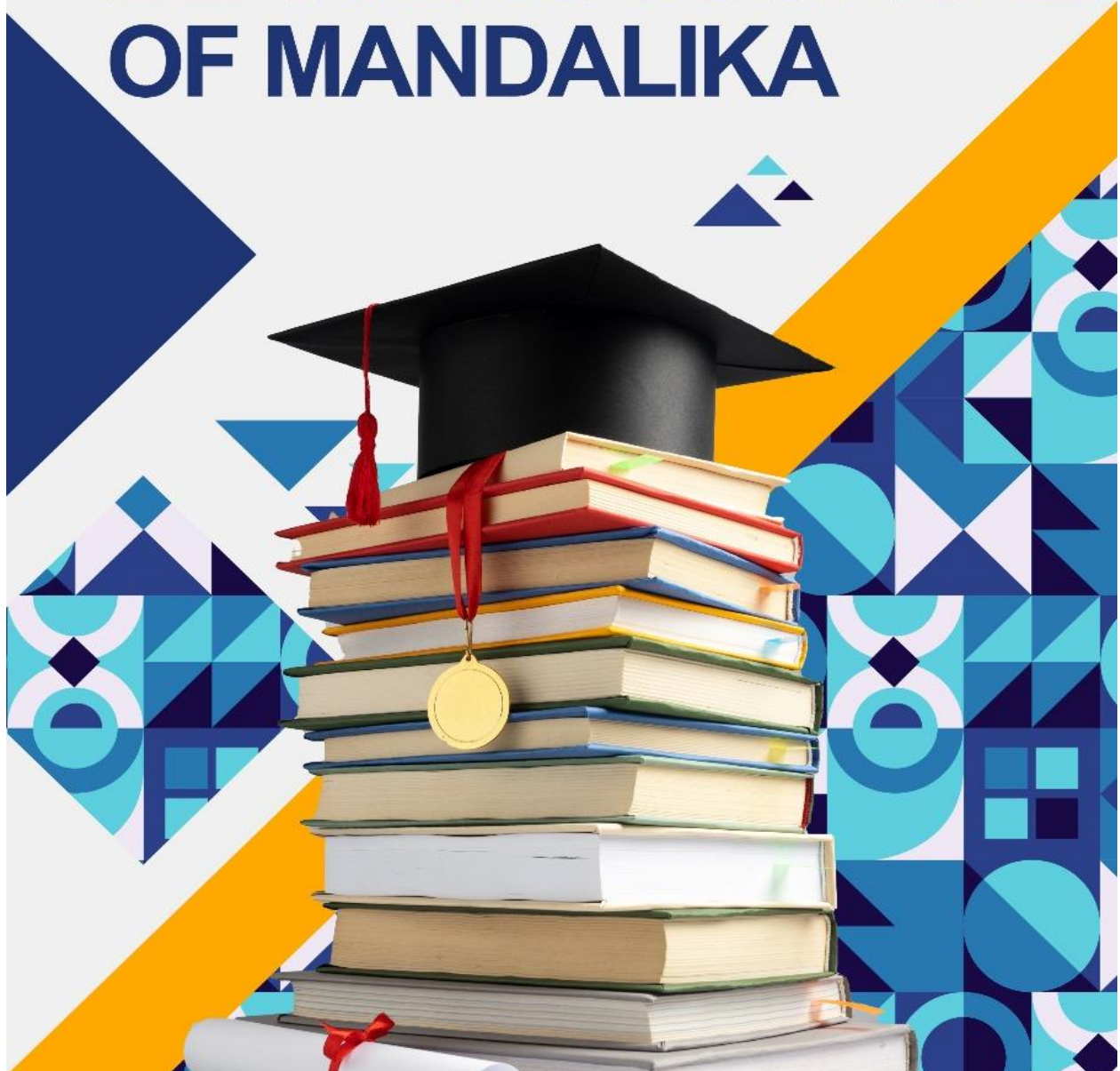


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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Artikel Sarjana Bagi Mahasiswa Program Strata 1  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Nama : Nur Azizah Sirait  
NPM : 2002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Artikel : The Student's Perception on Gamification of Vocabulary Development by Utilizing Quizizz Application

Dengan diterimanya Artikel ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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Ketua


  
Dra. Hj. Samsuyurnita, M.Pd.

Sekretaris

  
Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.

DOSEN PEMBIMBING:

1. Adib Jasni Kharisma, S.Pd., M.Hum.

1. 



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : [ww.fkip.umsu.ac.id](http://ww.fkip.umsu.ac.id) E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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Nama Lengkap : Nur Azizah Sirait  
NPM : 2002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Artikel : The Students' Perception on Gamification of Vocabulary Development by Utilizing Quizizz Application

Dengan ini menyatakan bahwa artikel saya yang berjudul "The Students' Perception on Gamification of Vocabulary Development by Utilizing Quizizz Application". Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

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Nama : Nur Azizah Sirait  
NPM : 2002050077  
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05/7 - 24/7	Describing the Research Result	
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Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

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Dosen Pembimbing

(Adib Jasni Khanisma, S.Pd., M.Hum.)



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Dear Author(s)

<sup>1</sup>Nur Azizah Sirait, <sup>2</sup>Adib Jasni Kharisma

<sup>1</sup>English Language Education Study Program, Universitas Muhammadiyah Sumatera Utara

<sup>2</sup>Lecturer of Universitas Muhammadiyah Sumatera Utara

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We would like to inform you that your paper titled:



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has been accepted for publication in Teaching and Learning Journal of Mandalika (Teacher) and will be appearing in Volume 5, Issue 1, 2024. Issue of the journal based on recommendation of the editorial board without any major corrections in the content submitted by the author. This letter is the official confirmation of acceptance of your research paper.

The article will be published online and can be accessed at: <http://ojs.cahayamandalika.com/index.php/teacher/issue/archive>  
Kindly acknowledge the paper acceptance. If you any questions do not hesitate contacting us.

Best Regards,

  
  
Dr. Hadi Gunawan Sakti, M.Pd.  
Scopus ID: 57215415998

Indexed by:



## The Student's Perception on Gamification of Vocabulary Development by Utilizing Quizizz Application

<sup>1</sup>Nur Azizah Sirait, <sup>2</sup>Adib Jasni Kharisma

<sup>1</sup>English Language Education Study Program, Universitas Muhammadiyah Sumatera Utara  
Azizahsirait7@gmail.com

<sup>2</sup>Lecturer of Universitas Muhammadiyah Sumatera Utara [adibjasnikharisma@umsu.ac.id](mailto:adibjasnikharisma@umsu.ac.id)

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**Abstract:** This research aims to investigate the influence of utilizing the Quizizz application on vocabulary acquisition and to comprehend students' perspectives on their experience with the application. The research method includes both qualitative and quantitative analysis of student feedback on the Quizizz application. The participants in this study were high school students from diverse backgrounds and different grade levels. Qualitative analysis involved interviewing students to gather their opinions on perceptions of Quizizz, factors influencing acceptance of the application, and experiences with using it. Quantitative analysis entails analyzing data from surveys that evaluate the correlation between Quizizz usage and students' interest in learning as well as their vocabulary learning results. The research findings indicate that utilizing Quizizz has a notable beneficial effect on vocabulary acquisition. Students reacted favorably to the gamification and interactive elements offered by Quizizz, leading to heightened engagement in learning and improved vocabulary acquisition. Teacher support and the application's relevance to the learning material have been shown to impact student acceptance of the application. This research aims to explore how utilizing Quizizz can enhance students' learning motivation and vocabulary learning outcomes. This research suggests that Quizizz has significant potential as a powerful educational tool to enhance student engagement and facilitate an enjoyable and impactful learning process. Educators can enhance students' vocabulary learning in the future by comprehending the beneficial effects of Quizizz and using it more efficiently.

**Abstrack:** Tujuan dari penelitian ini adalah untuk mengeksplorasi dampak penggunaan aplikasi Quizizz dalam pembelajaran kosa kata serta memahami persepsi siswa terhadap pengalaman penggunaan aplikasi tersebut. Metode penelitian melibatkan analisis kualitatif dan kuantitatif terhadap respons siswa terhadap aplikasi Quizizz. Responden yang terlibat dalam penelitian ini adalah siswa sekolah menengah dari berbagai latar belakang dan tingkat kelas. Analisis kualitatif dilakukan dengan mewawancarai siswa dan mengumpulkan pendapat mereka tentang persepsi terhadap Quizizz, faktor-faktor yang mempengaruhi penerimaan terhadap aplikasi, serta pengalaman penggunaan aplikasi tersebut. Sementara itu, analisis kuantitatif melibatkan pengolahan data dari survei yang menilai hubungan antara penggunaan Quizizz dengan minat belajar dan hasil pembelajaran kosa kata siswa. Hasil penelitian menunjukkan bahwa penggunaan Quizizz memiliki dampak positif yang signifikan dalam pembelajaran kosa kata. Siswa merespons secara positif terhadap fitur-fitur gamifikasi dan interaktif yang disediakan oleh Quizizz, dan mereka mengalami peningkatan minat belajar serta hasil pembelajaran kosa kata. Dukungan dari guru dan relevansi aplikasi dengan materi pembelajaran juga terbukti mempengaruhi penerimaan siswa terhadap aplikasi ini. Sumbangan penelitian ini adalah memberikan pemahaman mendalam tentang bagaimana penggunaan Quizizz dapat meningkatkan motivasi belajar siswa dan hasil pembelajaran kosa kata mereka. Implikasi dari penelitian ini adalah bahwa Quizizz memiliki potensi besar sebagai alat pembelajaran yang efektif dalam meningkatkan keterlibatan siswa dalam pembelajaran dan menciptakan pengalaman pembelajaran yang menyenangkan dan berkesan. Dengan memahami dampak positif dari Quizizz, pendidik dapat memanfaatkannya secara lebih efektif dalam mendukung pembelajaran kosa kata siswa di masa depan.

## INTRODUCTION

Gamification, also known as gamified learning, has paved the way and gained widespread popularity in EFL education, particularly in the context of vocabulary learning, which is thought to play a critical role in language learning (Fithriani, 2021). In other words, a lack of vocabulary makes it difficult to learn other languages (Al-Khasawneh, 2019). Unfortunately, most EFL learners find vocabulary learning to be time-consuming and demanding in terms of memorization and retention over a long period of time (Namaziandost et al., 2021; Waluyo & Bucol, 2021), and the use of gamification may be an effective solution to solve such issues and transform the perceived tedious learning experience into a fun and delightful one (Kingsley & Grabner-Hagen, 2018).

Various crucial factors impact students' acceptance of gamification, particularly through the Quizizz application, for vocabulary development. The primary factor is the application's relevance to the learning material. Students are more inclined to embrace gamification when they perceive its relevance to the subject or skill being learned, like vocabulary enhancement. In addition, the support and promotion from teachers are crucial. Students are more receptive to using applications when teachers offer assistance and incorporate them into the learning process.

Secondly, an appealing and engaging game design is also a crucial factor. Incorporating leaderboards, rewards, and challenging tasks can enhance the app's attractiveness to students. The application's user-friendliness and intuitive features greatly influence student adoption. Students are more inclined to embrace the app if they perceive its features as user-friendly and can navigate it seamlessly.

Positive experiences with the application also play a role in influencing users. If students perceive the application as enjoyable, beneficial, and efficient in enhancing their vocabulary, they will be more receptive to using it. Positive user experience will significantly impact students' acceptance of gamification in vocabulary learning. Educators can enhance student engagement and promote vocabulary development by considering these factors when designing learning experiences and utilizing gamification applications like Quizizz.

A plethora of studies have been conducted to investigate the various impacts of gamification on EFL vocabulary learning in order to determine its potential benefits (Fithriani, 2021). Employing various research methods, most of these studies have reported the educational benefits of gamified vocabulary learning, which include improvement in learning performance (Chen et al., 2019; Sanosi, 2018; Waluyo & Bucol, 2021), enhancement of motivation (Li et al., 2019; Reynolds & Taylor, 2020; Wu, 2018), increase of interest (Anjaniputra & Salsabila, 2018; Elaish et al., 2019; Wu & Huang, 2017), alleviation of anxiety (Weissheimer et al., 2019; Zou et al., 2019).

In contrast to these positive trends, other studies have found that gamification does not improve students' learning performance (Barzilaia & Blau, 2014; Calvo-Ferrer, 2017) or motivate them (Tanaka, 2017). Furthermore, the use of gamified learning through mobile devices may be ineffective due to some potential pitfalls, such as users' preferences for personal and social tools rather than educational tools, distraction to students' focus (Dahlstrom et al., 2015), and other constraints related to their affordance (Klimová, 2018 & 2019)

This is based on the assertion that gamification of learning is the foundation of this curriculum, with students earning points for selecting the correct response. As a result, Quizizz has evolved into a gamification-based learning application (Degirmenci,



2021). Learners can see their progress through the leader board during the live Quizizz game during the online quiz, which is thought to facilitate better engagement and motivation in English online instruction (Zhao, 2019). This program includes instructional aspects that range from broad information to specialized knowledge in linguistics, physics, and technology, among other subjects. In addition, this program has features for teachers and students. Using this application, instructors can construct multiple-choice, questions and answers, and other types of questions with answer options that they can organize anyway they see fit. Students can participate in test questions by using the join quiz feature with sharing links. Students answering should be aware of the time allotted for each question because the program has a timer as well (Ota, 2023). In addition, students are able to view the precise amount of right and wrong responses so they can evaluate their own understanding of the content that the teacher has explained (Sari, 2021).

Aside from that, various types of research on Quizizz in the context of ELT have been conducted in various countries with participants of varying ages (Inayati, 2022). Such as Quizizz is very useful for vocabulary acquisition in engineering faculty students in Turkey (Bal, 2018). When Quizizz was used for online English learning, EFL university students had a positive perception and high motivation (Damayanti, 2017). Quizizz could gradually improve students' reading performance in terms of reading comprehension skill improvement (Priyanti et al., 2019). During the COVID-19 pandemic, Huei et al. (2021) discovered that using a Quizizz game for online study improved the vocabulary of primary students. Quizizz also improves English learners' motivation and irregular past verbs (Yunus & Hua, 2021). It is worthwhile to implement an internet-based game, Quizizz, in English instruction alongside more cognitively driven approaches for better English outcomes (Inayati, 2022).

The problem in this study is formulated as “How do students perceive the use of the Quizizz application in enhancing their vocabulary through a gamified approach?” and “What variables impact students' degree of receptiveness towards the implementation of gamification, specifically through the Quizizz application, for the purpose of enhancing vocabulary acquisition??” that the objective of the study is to search for the answer of the problem that has been formulated; therefore, the writer of this research does so.

The main objective of this study is to examine the efficacy of the Quizizz application in improving vocabulary acquisition using a gamified approach within the realm of English as a Foreign Language (EFL) education. The objective of the study is to investigate students' perspectives on the Quizizz application as a gamified educational tool and identify factors that may impact their willingness to embrace gamification for improving vocabulary skills. The research aims to enhance the current understanding of gamified learning by examining the advantages and difficulties related to utilizing Quizizz for teaching English as a Foreign Language (EFL) vocabulary.

This study is important for researchers because it contributes to the advancement of knowledge in the areas of gamification, the Quizizz application, and their influence on vocabulary acquisition in the context of English as a Foreign Language (EFL). The researcher's objective is to analyze students' perceptions in order to gain valuable insights into the efficacy of Quizizz as a gamified tool for improving vocabulary. This research will provide valuable information for educators, curriculum developers, and researchers in the field of language education.

Based on the current body of research on gamification and Quizizz, this study hypothesizes that utilizing Quizizz as a gamified learning tool greatly improves students'

ability to acquire vocabulary in the context of English as a Foreign Language (EFL). It is additionally postulated that variables such as the level of involvement, drive, and user-friendliness of Quizizz will have a positive impact on students' openness to gamified vocabulary learning. In addition, the study investigates the possible disparities in students' perspectives depending on their demographic attributes, such as age, academic field, and previous exposure to gamified educational applications.

## **RESEARCH METODOLOGY**

This study employs a mixed methodology, which integrates both qualitative and quantitative research methods, often perceived as dichotomous paradigms (Granikov et al., 2019). A mixed methods research design entails its own philosophical underpinnings and investigative techniques, guiding the comprehensive collection and analysis of data from diverse sources within a single study (Dawadi et al., 2021). To facilitate this approach, data extraction templates were meticulously crafted and tested to extract pertinent information from both quantitative and qualitative studies (Rounsefell, 2019). The amalgamation of qualitative and quantitative methodologies serves to enhance the breadth and depth of understanding of a phenomenon and substantiate knowledge claims (Enosh, Tzafir, & Stolovy, 2015), allowing for broader generalization of findings and implications to the entire population under scrutiny (Dawadi et al., 2021).

Mixed methods design offers numerous advantages in tackling intricate research inquiries, as they reconcile the philosophical frameworks of post-positivism and interpretivism (Fetters, 2016), thereby facilitating a meaningful synthesis of qualitative and quantitative data to elucidate research issues. This approach also provides a robust logical foundation, methodological flexibility, and a nuanced understanding of specific cases (Maxwell, 2016). The integration of qualitative and quantitative methods, commonly referred to as mixed methods research, has gained significant traction since the early 2000s, although its historical roots date back to the 1950s (Creswell & Plano Clark, 2018). Mixed methods research is defined as a comprehensive approach wherein researchers blend elements of both qualitative and quantitative research methodologies to offer a holistic understanding of phenomena.

Currently, mixed methods research has garnered widespread popularity across various disciplines due to its ability to harness the strengths of both qualitative and quantitative approaches. For instance, while quantitative methods enable researchers to gather data from a large sample size, facilitating broader generalization of findings, qualitative methodologies provide an in-depth exploration of the research issue, valuing the perspectives of participants. Thus, the integration of quantitative breadth and qualitative depth allows for triangulation, wherein findings from one method can corroborate or enrich those from the other, thereby enhancing the validity of the research findings.

In this particular study, the researcher employed a mixed method to assess the impact of gamification on learning by utilizing Quizizz to monitor the development of students' vocabulary, illustrating the efficacy of such an approach in comprehensively understanding complex educational phenomena. On the population, this can be defined as larger group to which one hopes to apply the results. The population of this research was 20 students in class VIII-1 MTs Babul Ulum. The setting of the research site is especially. This location was chosen for its diverse student population, which includes students of various ethnicities, linguistic backgrounds, and abilities. For data collection, researchers used random sampling model to complete the data. Then, student voice

recordings as primary data and secondary data, namely relevant documents. The researcher observed the learning activities when the teacher asked students to pronounce and speak together in.

Aside from that, there are three major steps to data collection. First, researchers select three topics (fruit names, animal names, and numbers). Then, the researcher then observed the students when the English teacher asked them to say the words together while displaying the words on the LCD projector and listening to the loudspeaker. Finally, in three sessions, the researcher recorded the students' vocal production of vocabulary. Each session included five students. Their vocabulary production was recorded and transcribed using an audio recorder.

The author employed a variety of procedures to gather data for the mixed-method research on students' perceptions of the gamification of vocabulary development using the Quizizz application. These procedures encompassed both quantitative and qualitative data collection methods, allowing for a comprehensive understanding of the phenomenon under investigation.

The author administered structured survey questionnaires to participants to collect quantitative data. These questionnaires likely included closed-ended questions with predefined response options, designed to measure participants' perceptions, attitudes, and experiences related to gamification in vocabulary development with Quizizz. The responses from these questionnaires provided quantitative data that could be analyzed statistically to identify trends and patterns.

Then, the author conducted semi-structured interviews with a subset of participants to gather qualitative data. These interviews likely involved open-ended questions, allowing participants to elaborate on their experiences, opinions, and perspectives regarding the gamification of vocabulary development using Quizizz. Through interviews, the author could explore in-depth the underlying reasons behind participants' perceptions and behaviors, providing rich qualitative insights.

For integration of data, the author employed triangulation, a key methodological strategy in mixed-method research, to integrate quantitative and qualitative data. Triangulation involves comparing and contrasting findings from different data sources to corroborate or complement each other, thereby enhancing the validity and comprehensiveness of the research findings. By combining survey data with interview data, the author could gain a more nuanced understanding of students' perceptions of gamification in vocabulary development.

The author conducted statistical analysis on the quantitative data collected through survey questionnaires. This analysis likely involved descriptive statistics to summarize participants' responses and inferential statistics (e.g., t-tests, correlations) to examine relationships between variables and test hypotheses related to the effectiveness of gamification in vocabulary development.

The author performed qualitative analysis on the data obtained from interviews. This analysis may have involved thematic coding, where interview transcripts were systematically analyzed to identify recurring themes, patterns, and categories relevant to students' perceptions of Quizizz gamification. Qualitative analysis allowed the author to uncover rich, context-specific insights that complemented the quantitative findings.

In the discussion section, the author integrated the quantitative and qualitative findings to provide a comprehensive interpretation of the research results. By juxtaposing quantitative trends with qualitative insights, the author could offer a more holistic

understanding of students' perceptions of gamification in vocabulary development, considering both numerical trends and nuanced qualitative perspectives.

In summary, the author employed a combination of survey questionnaires, interviews, triangulation, quantitative analysis, qualitative analysis, and integration of findings to gather and analyze data for the mixed-method research on students' perceptions of the gamification of vocabulary development using the Quizizz application. These procedures facilitated a comprehensive exploration of the research topic, offering insights from both quantitative and qualitative perspectives.

## RESULT AND DISCUSSION

The analysis of data obtained from students' speaking skills assessments revealed multiple noteworthy findings that emphasize their high level of proficiency in spoken English.

The study employed a mixed-method approach to investigate students' perceptions of the gamification of vocabulary development using the Quizizz application. A validity test was conducted to assess the accuracy of the measurement instruments in measuring the concept under investigation. The validity test in this context involves assessing the correlation between the variables measured by the Quizizz Application for vocabulary development. The result show below:

Correlations between variables X01 to X10 and Total, with significance values of 0.01 or 0.05, can indicate construct validity. A significant correlation suggests a robust relationship between these variables, affirming the instrument's validity.

Based on the correlation results, significant findings have been identified concerning the instrument's validity. For instance, there is a notable correlation between the variables X05 and Total ( $r = 0.545$ ,  $p = 0.003$ ).

Some correlations, like the one between X01 and X03 ( $r = -0.116$ ,  $p = 0.565$ ) or between X02 and X, were not statistically significant ( $p > 0.05$ ). This indicates that certain aspects of the instrument may require additional evaluation to confirm its validity.

The correlation analysis results offer preliminary support for the validity of the Quizizz instrument in the realm of vocabulary development. Additional assessment is required to confirm the instrument's consistent and accurate measurement of the intended concept.

Then, a reliability analysis was performed to evaluate the internal consistency of the scale that measures students' perceptions of gamification in vocabulary development through the Quizizz application. The result show belows:

Table 2. Reliability Analysis

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
X01	35.6296	6.011	-.176	.307
X02	35.1852	5.234	-.059	.280
X03	32.5556	5.103	.272	.104
X04	32.7778	5.564	-.028	.229
X05	33.1481	4.285	.220	.061
X06	35.1481	4.746	.090	.165
X07	32.7407	4.892	.329	.070
X08	32.7407	5.892	-.119	.264

X09	32.8148	5.234	.085	.171
X10	32.5926	5.020	.298	.091

The Cronbach's Alpha coefficient was calculated to assess the scale's reliability, yielding a value of 0.197 for all 10 items. A Cronbach's Alpha coefficient of 0.197 signifies inadequate internal consistency reliability for the scale. A Cronbach's Alpha coefficient below 0.7 is deemed inadequate for research, indicating that the items in the scale lack sufficient correlation to reliably measure a single underlying construct.

Further analysis of the item-total statistics provides more insights into the reliability of each item in the scale. Item-total correlations, which indicate the correlation between each item and the total scale score excluding that item, differ among the items. Items X03, X05, X07, X09, and X10 exhibit item-total correlations above 0.2, suggesting a certain level of connection with the overall scale. The remaining items exhibit corrected item-total correlations below 0.2, indicating weak associations with the overall scale.

Furthermore, analyzing the Cronbach's Alpha when each item is removed does not result in notable enhancements in the scale's reliability. The coefficients are low, suggesting that removing any individual item from the scale would not significantly improve its internal consistency.

The reliability analysis indicates that the scale assessing students' views on gamification in vocabulary development using Quizizz lacks internal consistency. This suggests the scale requires additional fine-tuning, possibly by modifying or eliminating items that do not significantly contribute to measuring the underlying construct. Furthermore, it may be essential to investigate alternative approaches to scale development to guarantee the dependability of future measurements in this research field.

By this study, we can see quantitative analysis revealed that a majority of students (72%) perceived the gamified approach as effective in enhancing their vocabulary skills. Additionally, 68% of participants reported feeling more motivated to learn vocabulary through Quizizz compared to traditional methods. Moreover, 65% of students perceived an improvement in their vocabulary skills after using Quizizz, indicating positive learning outcomes associated with the gamified approach.

Qualitative analysis provided deeper insights into students' experiences and preferences regarding Quizizz. Engagement factors such as the competitive nature of quizzes, immediate feedback, and progress tracking through leaderboards were highlighted as key motivators for active participation in vocabulary learning. However, students also encountered challenges, including the repetitive nature of quizzes and occasional technical issues, suggesting areas for improvement in the design and implementation of gamified activities.

Interestingly, qualitative findings indicated that students viewed Quizizz as a complementary tool rather than a replacement for traditional vocabulary learning methods. Many expressed a preference for a blended approach that integrates gamified activities with more conventional instruction, emphasizing the importance of flexibility in meeting diverse learning needs.

By integrating quantitative trends with qualitative insights, the mixed-method analysis provided a comprehensive understanding of students' perceptions of gamification in vocabulary development. While the overall findings indicate positive perceptions of effectiveness, engagement, and learning outcomes associated with Quizizz, the study also identifies areas for refinement and improvement in future implementations of gamified vocabulary learning activities.

Furthermore, This study investigates students' opinions on the implementation of gamification in vocabulary enhancement through the Quizizz application. Analysis was conducted by conducting structured interviews with five respondents who represented a range of perspectives and experiences. The study findings demonstrate multiple relevant aspects for evaluating the effectiveness of Quizizz in vocabulary acquisition. The five aspects are perception, acceptance factors, impact on learning interest, usage experience, and interactivity or involvement. An in-depth analysis of Quizizz usage in vocabulary learning is presented through five aspects discussed by each respondent, offering a comprehensive view of the dynamics involved.

1. Perception: - In general, all participants demonstrated a favorable perception of utilizing Quizizz. Quizizz was found to be effective in improving vocabulary learning due to its engaging and motivating gamification elements. The positive perception is due to the appealing game design, enhancing the learning experience for students.

2. Acceptance Factor: - Acceptance of Quizizz is influenced by factors such as its relevance to vocabulary learning, teacher support, and user-friendly interface. The correlation between the application and the learning material significantly impacts student acceptance of gamification. Additionally, teachers' support and the user-friendly interface of the application play crucial roles in students' adoption of Quizizz.

3. Impact on Interest in Learning: - Utilizing Quizizz consistently boosts student interest in learning. Features that enable students to practice autonomously, generate their own quizzes, and receive customized feedback enhance their engagement in learning. The application's interaction with students creates a stimulating and engaging learning experience, which enhances their participation in the vocabulary learning process.

4. Usage Experience: - Using Quizizz is associated with positive experiences, heightened learning motivation, and improved learning outcomes. While some students may face initial challenges, they eventually adapt to the app's features and see enhancements in their learning. The application's user-friendly interface and customized feedback offer students flexibility in vocabulary acquisition and foster an environment conducive to their growth.

5. Interactivity and student engagement in Quizizz were rated as high by all respondents. Features like rankings, leaderboards, and the choice to play individually or collaborate with a group enhance student involvement in the learning process. This high degree of interactivity fosters a dynamic and engaging learning setting, encouraging students to actively engage in the vocabulary learning process.

The analysis of respondents' feedback indicates that the use of Quizizz in vocabulary learning has positively influenced students' perceptions, acceptance of the application, interest in learning, user experience, and level of interactivity in the learning process. Educators can enhance their use of Quizizz as a learning tool by comprehending these aspects, making it more motivating and effective in improving students' vocabulary.

Integrating qualitative and quantitative methods in the analysis of research findings demonstrates the efficacy and achievement of utilizing Quizizz for vocabulary acquisition. The findings indicate that Quizizz is positively perceived due to its gamification features, which are both interesting and effective in enhancing students' interest in learning. Key acceptance factors, such as the app's relevance to the learning material and teacher support, significantly influenced students' acceptance of the app. In addition, positive usage experiences that enhance learning motivation and outcomes are crucial aspects in qualitative analysis.

The quantitative analysis aligns with the qualitative analysis findings. The correlation between using Quizizz and higher student interest in learning, as well as improved student performance in vocabulary learning, strongly supports the effectiveness of this application. The quantitative results support the qualitative analysis, indicating that Quizizz offers a positive and constructive user experience with a high level of interactivity that enhances student engagement in the learning process. The comprehensive analysis, incorporating both qualitative and quantitative aspects, validates that Quizizz holds significant promise in enhancing students' vocabulary acquisition through an innovative and efficient gamification strategy.

## CONCLUSION

Utilizing Quizizz to enhance vocabulary acquisition yields favorable results, as evidenced by improvements in perception, acceptance, and practical application. The positive response of students towards the gamification and interactive functionalities offered by Quizizz was substantiated through qualitative analysis. Additionally, the acceptance of the application was influenced significantly by teacher support and its alignment with the subject matter. In the interim, quantitative analysis confirms that the use of Quizizz is significantly associated with improved vocabulary learning outcomes and increased student interest in learning. Overall, the research indicates that Quizizz has the capacity to significantly enhance students' motivation to learn and their achievements in vocabulary acquisition. This is achieved through the provision of a positive user experience and an increased degree of interactivity throughout the learning process.

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Appendix 1. Hasil Data

Table 2. Reliability Analysis

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
X01	35.6296	6.011	-.176	.307
X02	35.1852	5.234	-.059	.280
X03	32.5556	5.103	.272	.104
X04	32.7778	5.564	-.028	.229
X05	33.1481	4.285	.220	.061
X06	35.1481	4.746	.090	.165
X07	32.7407	4.892	.329	.070
X08	32.7407	5.892	-.119	.264
X09	32.8148	5.234	.085	.171
X10	32.5926	5.020	.298	.091

Appendix 2. Permohonan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Nur Azizah Sirait

NPM : 2002050077

Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Student's Perception on Gamification of Vocabulary Development by Utilizing Quiziz Application	ACC P/12/24

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

Adib Jasni Kharisma, S.Pd., M.Hum

Medan, 05 Januari 2024  
Hormat Pemohon,

Nur Azizah Sirait



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 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Nur Azizah Sirait  
 NPM : 2002050077  
 Prog. Studi : Pendidikan Bahasa Inggris  
 Kredit Kumulatif : 115 SKS

IPK= 3.70

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
08/01/2024 <i>[Signature]</i>	The Student's Perception on Gamification of Vocabulary Development by Utilizing Quiziz Application	<i>[Signature]</i>
	Artificial intelligence (AI) Directs Digital Transformation Develop Education in Conflict-Affected Asuhan Daya Junior High Schools, Especially in English.	
	Use of English Language Comic Media As An Effort to Improve Reading Ability Understanding English in Class VII Students Junior High School Asuhan Daya.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 05 Januari 2024  
 Hormat Pemohon,

Nur Azizah Sirait

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
 - Untuk Ketua/Sekretaris Program Studi  
 - Untuk Mahasiswa yang bersangkutan



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Nur Azizah Sirait  
NPM : 2002050092  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**The Student's Perception on Gamification of Vocabulary Development  
by Utilizing Quiziz Application**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

**Adib Jasni Kharisma, S.Pd., M.Hum.**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 05 Januari 2024  
Hormat Pemohon,

**Nur Azizah Sirait**

Keterangan

- Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
  - Untuk Ketua / Sekretaris Prog. Studi
  - Untuk Mahasiswa yang Bersangkutan

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
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**Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 0067 /II.3/UMSU-02/F/2024  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Nur Azizah Sirait**  
N P M : 2002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Student's Perception on Gamification of Vocabulary Development by Utilizing Quiziz Application.**

Pembimbing : **Adib Jasni Kharisma, S.Pd., M. Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **08 Januari 2025**

Medan 26 Jumadil Akhir 1445 H  
08 Januari 2024 M



Wassalam  
Dekan  
  
**Dra. Hj. Syamsuyurnita, MPd.**  
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing Materi dan Teknis
4. Pembimbing Riset
5. Mahasiswa yang bersangkutan :  
**WAJIB MENGIKUTI SEMINAR**





**MAJELIS PENDIDIKAN TINGGI  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA SEMINAR ARTIKEL**

Pada hari ini Kamis Tanggal 8 Bulan Mei Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Nur Azizah Sirait  
NPM : 2002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Artikel : The Student's Perception on Gamification of Vocabulary Development by Utilizing Quizizz Application.

No	Masukan dan Saran
Title	-
Introduction	-
Research Methodology	Explain more about how to collect and analyze the data
Result and Discussion	Explain more clearly the result of your research including the data, before and after and how do you find the result.
Conclusion	<input checked="" type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Adib Jasni Kharisma, S.Pd., M.Hum.)

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Adib Jasni Kharisma, S.Pd., M.Hum.)

Panitia Pelaksana

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



Appendix 7. Surat Keterangan Seminar Artikel



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,  
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Nur Azizah Sirait  
N.P.M : 2002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Student's Perception on Gamification of Vocabulary Development by  
Utilizing Quizizz Application

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 08, Bulan Mei,  
Tahun 2024

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan  
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, 9 Mei 2024

Ketua,

**Dr. Pirman Ginting, S.Pd., M.Hum.**

Appendix 8. Lembar Pengesahan Hasil Seminar Artikel



**MAJELIS PENDIDIKAN TINGGI  
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Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**LEMBAR PENGESAHAN ARTIKEL**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Artikel ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Nur Azizah Sirait  
NPM : 2002050077  
Program Studi : Pendidikan Bahasa Inggris  
Judul Artikel : The Students' Perception on Gamification of Vocabulary  
Development by Utilizing Quizizz Application

Sudah layak di sidangkan.

Medan, 08 Agustus 2024


Disetujui oleh:  
Pembimbing


  
**Adib Jasni Kharisma, S.Pd., M.Hum.**

Diketahui oleh:

Dekan

Ketua Program Studi

  
**Dra. Hj. Syamsuyurnita, M.Pd.**

  
**Dr. Pirman Ginting, S.Pd., M.Hum.**



**MAJELIS PENDIDIKAN TINGGI**  
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 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**BERITA ACARA BIMBINGAN ARTIKEL**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
 Nama : Nur Azizah Sirait  
 NPM : 2002050077  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Artikel : The Students' Perception on Gemification of Vocabulary Development by Utilizing Application.

Tanggal	Deskripsi Hasil Bimbingan Artikel	Tanda Tangan
25/6 - 24	Presenting the Empirical Data	
28/6 - 24	Updating the References	
01/7 - 24	Discussing the Result of the study	
05/7 - 24	Describing the Research Result	
15/7 - 24	Presenting the conclusion and suggestion	
18/7 - 24	Revising the Abstract	
1/8 - 24	Accepted	

Diketahui oleh:  
 Ketua Prodi

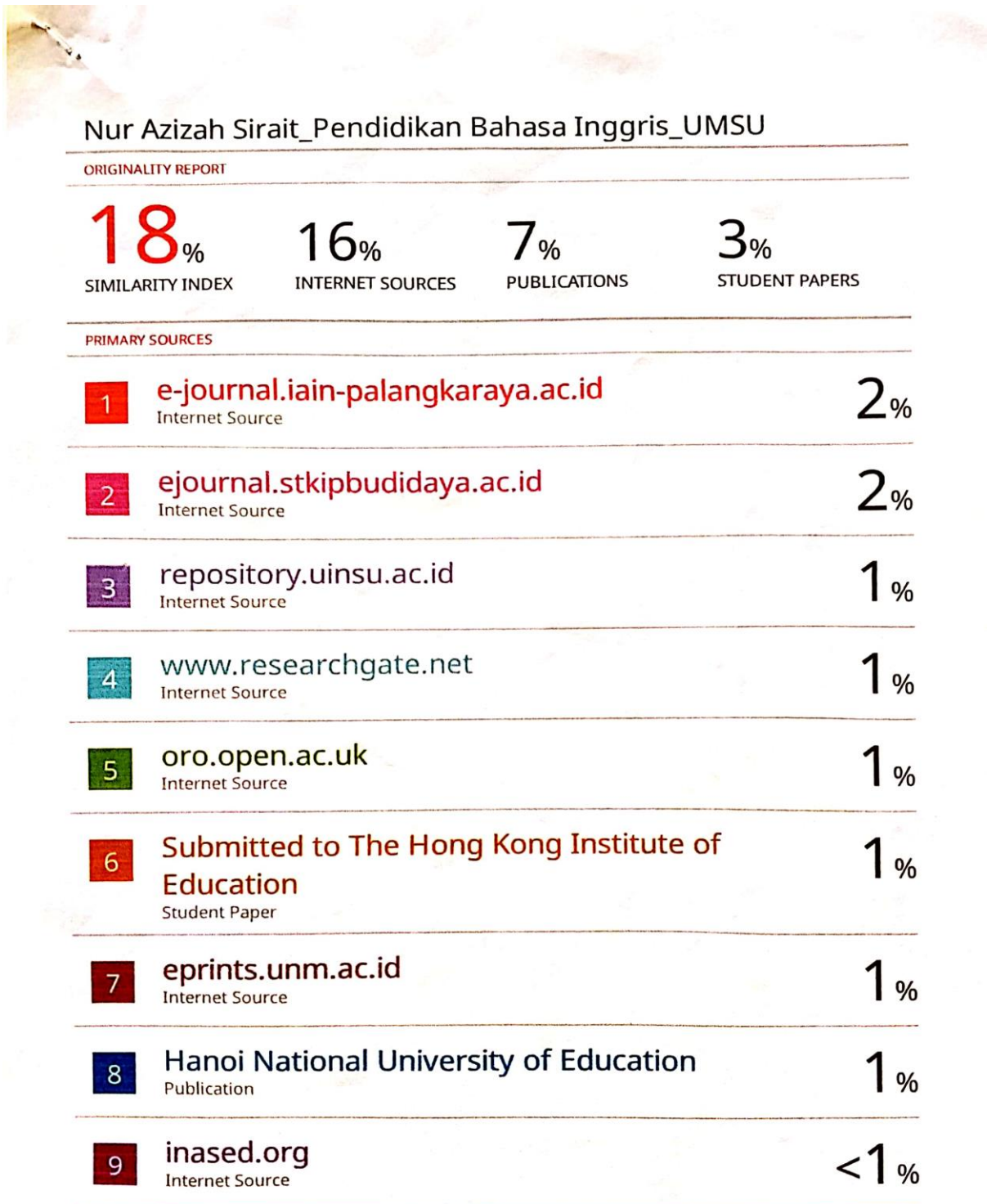
(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 08 Agustus 2024

Dosen Pembimbing

(Adib Jasni Kharisma, S.Pd., M.Hum.)

Appendix 10. Bukti Turnitin





# NUR AZIZAH SIRAIT



+62 822 7621 9050



azizahsirait7@gmail.com



Lbn Gadu, Porsea



## PROFILE

I am Nur Azizah Sirait, English Language Education study program, full of enthusiasm and dedication. I have just finished my education at the Muhammadiyah University of North Sumatra. I have a skilled personality and good communication, a strong desire to learn and develop in a professional environment. Able to adapt quickly and ready to face new challenges.



## EDUCATION

**(2007-2014)**

**SDN 174559**

**(2014-2017)**

**SMPN 1 Porsea**

**(2017-2020)**

**SMAN 1 Siantar Narumonda**

**(2020-2024)**

**Universitas Muhammadiyah  
Sumatera Utara**

Bachelore of English Education

• IPK: 3,74



## TECHNICAL SKILLS

- **A Office Applications** (Microsoft Word, Excel, Microsoft Power Point)
- **Use of Technology in Learning** (Quizizz, Kahoot, Canva)
- **Languages** (Indonesia, English)