THE EFFECT OF *QUIZIZZ* MEDIA ON VOCABULARY MASTERY AT VII GRADE STUDENTS OF SMP NEGERI 11 PADANGSIDIMPUAN

THESIS

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement
of the Graduate Degree of Education (S.Pd) in English

Written By:
WAHYUNI SAPRIANI HUTASUHUT
Reg. No. 18 203 00034

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI HASAN
AHMAD ADDARY PADANGSIDIMPUAN
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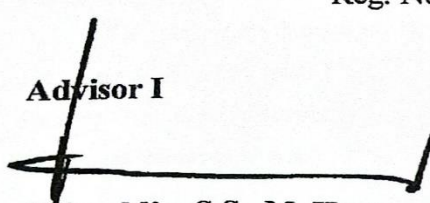
A THESIS

*Submitted to the English Educational Department of State
Islamic University Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a Partial Fulfillment of the Requirement for
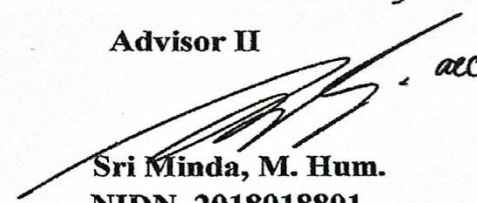the Graduate Degree of Education (S.Pd) in Teaching*

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ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
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PADANGSIDIMPUAN
2024

LETTER OF AGREEMENT

Term : Munaqasyah

Item : 7 (seven) examplars

Padangsidimpuan, 09 Januari 2024

a.n. **Wahyuni Sapriani Hutasuhut**

To: **Dean**

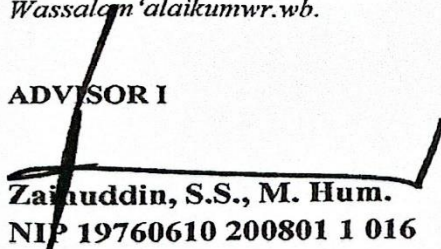**Tarbiyah and Teacher Training Faculty**

In-

Padangsidimpuan

Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Wahyuni Sapriani Hutasuhut**, entitled **"The Effect of *Quizizz* Media on Vocabulary Mastery at VII Grade Students of SMP Negeri 11 Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
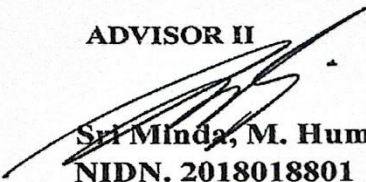
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikumwr.wb.

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DECLARATION OF SELF THESIS COMPLETION

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I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of UIN SYAHADA Padangsidimpuan in article 12 verses 2.

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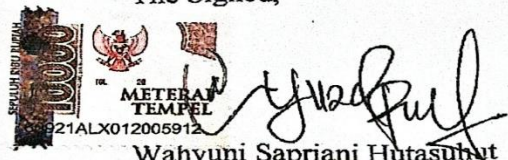
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The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

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Tittle of Thesis   : The Effect of *Quizizz* Media on Vocabulary Mastery at VII

Grade Students of SMP Negeri 11 Padangsidimpuan

ABSTRACT

The purposes of this research were to know how was vocabulary mastery before and after using *quizizz* media, and to know what was the effect of *quizizz* media on vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan. This research used quantitative approach by using experimental method with true experimental design. The population were all the VII grade students of SMP Negeri 11 Padangsidimpuan. The grade VII-I as experimental group consisted of 21 students and VII-2 as control group consisted of 22 students. The data were collected through pre-test and post-test in multiple choice of vocabulary mastery and analyzed by using independent sample T-test using SPSS. The result of this research showed that the mean score of students' vocabulary mastery before learning by using *quizizz* media at experimental class in pre test is 69.71, where the mean score of control class in pre test is 65.09. Meanwhile, the mean score of students' vocabulary mastery after learning by using *quizizz* media at experimental class in post-test is 81.33, where the mean score of control class in post- test is 68.47. It means that, the mean score of experimental research was higher than the mean score of control group after using *quizizz* media. It can be concluded that *quizizz* media is very useful on vocabulary mastery. In addition, $t_{count} > t_{table}$ (2.084>1.725). So, *quizizz* media significantly affects on vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan. The implications of the research were by using this media would help students be easier in mastering, memorizing, adding, and having vocabulary.

Key Words : Quizizz Media, Vocabulary

Nama	: Wahyuni Sapriani Hutasuhut
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Judul	: The Effect of *Quizizz* Media on Vocabulary Mastery at VII Grade Students of SMP Negeri 11 Padangsidimpuan.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui bagaimana penguasaan kosa kata sebelum menggunakan media *quizizz*, untuk mengetahui bagaimana penguasaan kosa kata setelah menggunakan media kuisis, dan untuk mengetahui apakah ada pengaruh yang signifikan dari media *quizizz* terhadap penguasaan kosa kata. Siswa mempunyai permasalahan dalam penguasaan kosakata seperti kurangnya makna kata, mereka lebih memilih bermain daripada belajar, beberapa siswa mengalami kesulitan dalam menghafal kosakata bahasa Inggris, beberapa siswa mengalami kesulitan dalam mengeja dalam bahasa Inggris. Penelitian ini menggunakan metode kuantitatif eksperimental dengan menggunakan rancangan eksperimen sungguhan. Populasinya adalah seluruh kelas VII SMP Negeri 11 Padangsidimpuan. Sampelnya adalah VII-1 sebagai kelompok eksperimen terdiri dari 21 siswa dan VII-II sebagai kelas kontrol terdiri dari 22 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk multiple choice dan dianalisis menggunakan rumus independent sample T-test. Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelompok eksperimen lebih tinggi daripada kelompok kontrol setelah menggunakan media *quizizz*. Oleh karena itu, $t_{count} > t_{table}$ (2.084>1.725). Sehingga, dapat disimpulkan bahwa media *quizizz* berpengaruh secara signifikan terhadap penguasaan kosakata siswa kelas VII SMP Negeri 11 Padangsidimpuan.

Kata Kunci : Media Quizizz, Kosakata.

ملخص البحث

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رقم التسجيل	:	١٨٢٠٣٠٠٠٣٤
عنوان البحث	:	تأثير وسائط الكويزيز على إتقان المفردات لدى طلاب الصف السابع الإعدادي ١١ بادانجسيديمبوان

تهدف هذه الدراسة إلى معرفة مدى إتقان المفردات قبل استخدام وسائط الاختبار، ومعرفة مدى إتقان المفردات بعد استخدام وسائط الاختبار، ومعرفة ما إذاكان هناك تأثير كبير لوسائط الاختبار على إتقان المفردات. يعاني الطلاب من مشاكل في إتقان المفردات مثل عدم إتقان معنى الكلمة، ويفضلون اللعب على التعلم، ويواجه بعض الطلاب صعوبة في حفظ المفردات الإنجليزية، ويواجه بعض الطلاب صعوبة في التهجئة باللغة الإنجليزية. استخدمت هذه الدراسة طريقة كمية تجريبية باستخدام تصميم تجريبي حقيقي. كان مجتمع الدراسة هو الصف السابع بأكمله في المدرسة الثانوية ١١ بادانجسيديمبوان. كانت العينات هي ٧-٢ كمجموعة تجريبية تتكون من ٢١ طالبًا و ٧-٢ كمجموعة ضابطة تتكون من ٢٢ طالبًا. جُمعت البيانات من خلال الاختبار القبلي والبعدي في شكل اختيار من متعدد وتم تحليلها باستخدام صيغة جدول اختبار العينة المستقلة. أظهرت النتائج أن متوسط درجات المجموعة التجريبية كان أعلى من المجموعة الضابطة بعد استخدام وسائط الاختبار. لذلك، كانت القيمة التي تم الحصول عليها ٢,٠٨٤>١,٧٢٥. وبالتالي، يمكن استنتاج أن وسائط كويزيز لها تأثير كبير على إتقان المفردات لدى طلاب الصف السابع في المدرسة الثانوية ١١ بادانغسيديمبوان.

كلمات مفتاحية: كويزيز ميديا، مفردات

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First and foremost, praises and thanks to the almighty, for his shower of blessings, well as the strength, peace of mind, and good health that he bestowed upon my bachelor's degree, allowing me to successfully complete the research of work. Then, sholawat and salam be upon to the prophet Muhammad SAW that has brought human from the darkness era into the brightness era.

I would like to express the sincere gratitude to all lectures, family and friends who have contributed in different ways. Therefore, in this chance I would like to express the deepest gratitude to the following people :

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Learning a new language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write.[1] It means that learning a language cannot be separated from learning its vocabulary. Vocabulary mastery has significant role in achieving four language skills. Before acquiring four language skill, it is important to understand vocabulary first.

When they have to learn English, students need to master English vocabulary. If they do not have proportional English vocabulary, they will have difficulty in using English both written and oral. According to Soedjito et al., when studying a language, a person's vocabulary refers to the number of words that they must know. In learning a language, of course, it cannot be separated from learning vocabulary mastery, which is very important to do, because it aims to make it easier for us to communicate between languages.[2] Therefore, vocabulary is language learning which can help someone in communicating with each other.

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[1] Renandya, W.A.,& Richards, J.C. (2002). *Methodology in Language Teaching*. New York : Cambridge University Press.

[2] Affini and Ira, "The use of quizziz to facilitate students' vocabulary learning", *Journal of English and Education,* Vol. 3, No. 2, 2018, P. 42. http://eprints.upgris.ac.id/1403/

As mentioned above, it shows how important vocabulary in learning language, without knowing vocabulary, we cannot express our feeling and it would be impossible to understand something and communication among people would never be reached. So, vocabulary is one of the important thing in English learning.

Based on the results of interviews with English subject teachers at SMP Negeri 11 Padangsidimpuan, she said that there are some problems faced by students in school can be caused by several factors, such as health factors, social conditions, family or social conditions, and technology where teachers who are not creative. The students' vocabulary mastery is still low. Students have the problems in vocabulary mastery such ast hey are lack of words meaning, they prefer playing than studying, some students had difficulty memorizing vocabulary English, some students have difficulty spelling in English.[3]

Next, based on the information from the students, they are less interested in teaching learning process. It may be caused by the teachers' material which is not appropriate and attractive. The materials used in teaching learning process only from books and students worksheet. There are no materials from other sources like internet, magazine. Teaching learning process is still teacher centre not students centre so the students get bored easily. There was no variation of teaching that was done by the

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[3]Misriani, "Private Interview to Teacher of SMP Negeri 11 Padangsidimpuan" (Padangsidimpuan: SMP Negeri 11, June 20th, 2023)."

teachers, the teachers often used conventional strategy in teaching. [4] It means, the teacher is still lack of various method in teaching and learning process.

There are so many methods that can be used online to generate enthusiasm and interest in students in English and will make it easier for students to memorize and understand vocabulary, which is one method that can be used by using *Quizizz*. A quiz is an educational application that can allow teachers and students to do in the learning process[5]. It means that if students are motivated in learning, the material may be easier to comprehend for the students. *Quizizz* is also encourages students to study by allowing them to compete with one another. Students take the quiz in class at the same time and track their progress on the leaderboard. Teacher can keep track of the process and, once the quiz is completed, teacher can download the report to assess students' performance.[6] So, that is why media *quiziz* is one of factors affecting vocabulary mastery.

Actually, there are some previous researchers that prove that using *Quizizz* media is extremely valuable and effective in learning process. The first research related to this study from Nirmala and Pavita who found a result that *quizizz* can be one of the learning media that can make the students more enjoyable in learning English especially vocabulary since the

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[4] Diana, "Private Interview to Students of SMP Negeri 11 Padangsidimpuan" (Padangsidimpuan: SMP Negeri 11, June 20th, 2023).

[5] Affini and Ira, "The use of quizziz to facilitate students' vocabulary learning", *Journal of English and Education,* Vol. 3, No. 2, 2018, P. 43., http://eprints.upgris.ac.id/1403/h

[6] Hamel. (2016). *Interactive quizizz cheatsheet.* https:// hosted. learnquebec.ca/ eslcommunity/wp-content/uploads/sites/20/2016/05/Interactive-Quizzes-Cheatsheet.pdf.

students can memorize and get new vocabulary much easier.[7] The second research related to this study conducted by Radiana, et al., who found that there are significant after using the *quizizz* media in learning vocabulary mastery. The study aims to examine the effect of using *quizizz* media on students vocabulary mastery. The result showed that the application of *quizizz* was effective to be used in improving students' vocabulary mastery. It has been explained that the use of the *quizizz* media is very influential on the success of the learning process.[8] It means that, *quizizz* media is one of the good ways in mastering students' vocabulary.

Based on the explanation previously, it can be concluded that one of students' problem in English is vocabulary. So, the researcher tries to attract the students' interests by using media. The media *quizizz* was chosen by the researcher because, according to some experts, it can improve students' vocabulary mastery. Media *quizizz* help students learn how to spell, expand their vocabulary, and use English correctly. That is why the researcher would like to do research whether the *quizizz* media is effective or not on students' vocabulary mastery.

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[7] Nirmala, déwi and Pavita Maria Dimitrij Angie, Using Quizizz Game Based Learning to Improve Students' Vocabulary Mastery. *Journal of Linguistics, Literature and Language Teaching* Volume 5, Number 1, pp: 221-227, June.https://jurnal.uisu.ac.id/index.php/languageliteracy/article/view/3842.

[8] Radiana, et al., (2023). Get Ahead with Quizizz: Advancing Junior High School Students' Vocabulary Mastery in Online Learning. Elsya : *Journal of English Language Studies*. ISSN: 2337-6740 (Print) ISSN: 2337-6880 (Electronic). https://journal.unilak.ac.id/index.php/elsya/article/view/10275

B. Identification of the Problem

Based on the background of the problem describe above, the students at Grade VII SMP Negeri 11 Padangsidimpuan still got some difficulties in vocabulary mastery. Some of the factors that influenced students' vocabulary mastery as follows:

a) Health factors, social conditions, family or social conditions, and technology where teachers who are not creative.

b) Teaching learning process is still teacher centre not students centre. The method, technique or the material is not only fun but should also contain the appropriate topic to be discussed.

c) The students had low achievement in vocabulary mastery.

d) The students get bored easily.

e) There was no variation of teaching that was done by the teachers, the teachers often used conventional strategy in teaching.

C. Limitation of the Problem

Based on the identification of the problem above, there are many problems that should be solved by the researcher in vocabulary mastery. It is impossible for the researcher to research the whole about it, so the researcher should limit the scope of the research because of the limitation of time, references, fund and skill of the researcher. Actually, there are many factors that affect the students has low ability in vocabulary mastery. So, the researcher limited and focus the problems only on students' vocabulary especially from Chapter IV " This is My World" that the topic

about Public Building, Things in The Bedroom and, Animal in The Garden by using *quizizz* media at grade VII SMP Negeri 11 Padangsidimpuan".

D. Definition of Operational variables

In this study, the following main variables need to be clarified as follow:

1. *Quizizz* Media (Variable X)

    Quizziz is an educational application download that contains an online quiz and can be used in multiplayer. According to Purba in Radiana et al., *quizizz* is a game-based educational application that brings multi-game activities to the classroom and makes classroom practice interactive and fun. *Quizizz* provides data and statistics about students' performance and can improve students' learning behavior and motivation.[9]

2. Vocabulary Mastery (Variable Y)

    According to Henry and Pongrantz, points out that "mastering a language means being able to comprehend the vocabulary and its phonological system both in speech and in writing". It means that learner who learns English as the second language must comprehend the meaning of the words and is able to apply them in sentences.[10]

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[9] Radiana, et al., 2023. Get Ahead with Quizizz: Advancing Junior High School Students' Vocabulary Mastery in Online Learning**.** Elsya : *Journal of English Language Studies*. ISSN: 2337-6740 (Print) ISSN: 2337-6880 (Electronic). https://journal.unilak.ac.id/index.php/elsya/article/view/10275.

[10] Henry and pongrantz. 2006. *Some Effects of the Nature and Frequency ofVocabulary Instruction on the Knowledge and Use of Words*. ReadingResearch Quarterly, 20, 522-535.

E. Formulations of the Problem

According to the background, there are two formulations of the problem that weres talked in this research, they are:

1. How is students' vocabulary mastery before learning by using *quizizz* media of the VII grade students of SMP Negeri 11 Padangsidimpuan?

2. How is students' vocabulary mastery after learning by using *quizizz* media of the VII grade students of SMP Negeri 11 Padangsidimpuan?

3. What is the effect of *quizizz* media on vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan?

F. Purpose of the Problem

It was deduced that the research had three aims based on the way it was put together above.

1. To describe vocabulary mastery before using *quizizz* media of the VII grade students of SMP Negeri 11 Padangsidimpuan.

2. To describe vocabulary mastery after using *quizizz* media of the VII grade students of SMP Negeri 11 Padangsidimpuan.

3. To explore whether there is an effect of *quizizz* media on vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan or not.

G. Significances of Research

The researcher expects this research may significant as follow:

1. Students

    It is hoped that students can improve their English vocabulary mastery by using online applications and they will not feel depressed again to learn English because of using *quizizz* media.

2. Teachers

    Teachers can apply the *quizizz* media and improve students' vocabulary mastery and make students more interested and easy to master English vocabulary and students know the benefits of web applications.

3. Readers

    Hoping this research can open readers minded that online learning is fun. Readers can also know this media and use this platform in their homes or playing with their friends.

4. Other Researchers

    It is hoped that they can provide some additional knowledge related to online media that can be used in the teaching andlearning process of English.

H. Outline of the Thesis

Chapter I discusses introduction that consist of background, identification, and limitation of the problem, definition operational variable, formulation, objective, and significance of the research.

Chapter II contains about literature review that consist of theoretical description with some sub theory about audio visual media and pronunciation, related findings, conceptual framework and hypothesis.

Chapter III is about the research methodology that is used the research methodology explain about place and time of the research, the research design, population and sample, instrument of the data collection, validity of instrument, procedure of data collection, and technique of data analysis.

Chapter IV consist of the result of the research, this chapter is talking about data analysis, description of the data and threats of research.

Chapter V deals with conclusions and suggestions. There are several conclusions that can be drawn from the results of this study. Therefore, researchers have some suggestions for students and teach.

CHAPTER II
LITERATURE REVIEW

A. **Theoritical Description**

1. **Vocabulary Mastery**

   a) **Definitions of Vocabulary Mastery**

   Vocabulary mastery plays important rules to develop language skills. Having vocabulary understanding covers the words which can assist the learners to deliver the overall meaning in the conversation. One of the most important aspects of obtaining all four language skills is vocabulary.[1] Having vocabulary students more easily to express his/her feeling and ideas in every condition. Someone cannot speak, write, listen and read if she/ he does not have vocabulary.

   In curriculum K13 "vocabulary is a collection of alphabetsarranged in a dictionary consisting of one word or more than one words that has meaning".[2] Vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. It means vocabulary grow and development and share effective instructional strategies that middle school teachers can use to teach vocabulary across the content.

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[1] Staehr, L. S. (2008). Vocabulary size and the skills of listening, reading and writing. The Language Learning. *Journal* 2, 38 (2), 139–152). *https://www.tandfonline.com/doi/full/10.1080/09571730802389975.*

[2] Siti Wachidah and Asep Gunawan, When English Ring's Bell Kelas VIII, (Jakarta: Kementrian Pendidikan Dan Kebudayaan, 2013).

This approach ensures that students not only memorize vocabulary but also apply it effectively in real communication. This, the book provides a strong foundation for students to enrich their English vocabulary through contextual and interactive learning. In conclusion, vocabulary mastery is essential for effective communication with the other have the part of words that should be up grade and developed by learning especially in practice.

b) Purpose of Vocabulary

The purpose of vocabulary ensures that the key concepts and ideas are communicated without confusion, thus avoiding misinterpretation. Making it easier for readers to relate the research to existing knowledge. According to Richards and Renandya, vocabulary is essential for communication as it represents the building blocks of a language. Without an extensive vocabulary, the ability to use the structures and functions of language is limited.[3]

In conclusion, the purpose of vocabulary is to support comprehension and production in both spoken and written forms of language. It enables learners to understand and convey meaning effectively.

c) Kind of Vocabulary

According to Hiebert And Michael, there are some types of vocabularies namely:

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[3] Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice.* Cambridge: Cambridge University Press.

a) Speaking vocabulary is interpreted as collection of words that we know the meanings when it is spoken or read orally.

b) Writing vocabulary is consisting of words that the meaning can be known when it is written or read in silent.

c) Productive vocabulary is collection of words that can be used in writing or speaking is called a productive vocabulary. The term can be common, well-known, and used frequently.

d) Receptive, or recognition, vocabulary is collection of words that someone assigns meaning while reading or listening. A word in receptive vocabulary is one that students can understand and use in context but cannot produce.[4] It means that, students know this vocabulary when they encounter it in written text but do not use it in writing or speaking.

Based on explanation above, it can be concluded that vocabulary is divided into four types of vocabulary that must be known, they are: speaking vocabulary, writing vocabulary, productive vocabulary and receptive vocabulary.

Haycraft, quoted by Hatch and Brown, indicate two kinds of vocabulary.[5]

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[4]Elfrieda H,Hiebert And Michael L. Kamil, "*Teaching And Learning Vocabulary, (*London: Lawrence Erlbaum Associates Publisher, 2005) *http://z-lib.org p..3.*

[5] Hatch, E. & Brown, C. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.

a) **Receptive Vocabulary**

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing.[6] It means that, receptive vocabulary refers to the words that a person can recognize and understand when they hear or read them.

b) **Productive Vocabulary**

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.[7]

Based on explanation above, it can be concluded that receptive vocabulary and productive vocabulary are also called as types of vocabularies. Receptive vocabulary knowledge means the capability to comprehend a word when the learner hear or see it, while productive knowledge means the knowledge to produce a word when the learner can use it in their writing or speech.

According to Nation in Djiwandono distinguishes vocabulary into

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[6] Stuart, Web. 2008. *Receptive and productive vocabulary size of L2 learners*, Studies in Second Language Acquisition / Volume 30 / Issue 01 / March, pp 79 – 95.
[7] Stuart, W., 2008. *Receptive and productive vocabulary size of L2 learners,* Studies in Second Language Acquisition */* Volume 30 / Issue 01 / March, pp 79 - 95.

four levels as follows:

1) High frequency word

High frequency words of the language are the most important group of words. These words accur very frequently in all kinds of uses of the everyday language. They are needed formal and informal use of the language, in speech and in writing and in novels, conversation, newspapers and academic texts. Most of words are quite short and included as function words.

2) Academic words

High frequency words of the language are the most important group of words. These words accur very frequently in all kinds of uses of the everyday language. They are needed formal and informal use of the language, in speech and in writing and in novels, conversation, newspapers and academic texts. Most of words are quite short and included as function words.

These words are frequent and widely used whitin specialized area. For example, the vocabulary of newspaper, children"s books, or very informal conversation. The most well researched special purposes area for vocabulary in academic writing. Academic writing includes academic textbooks like economics or geography text, academic articles such as articles from journals, and laboratory manuals. Academic words do not occur so often in other kinds of language use. The words in the academics word list are very

important for learners who will use English for academic study either in Senior High School or universities or technical institute.

1) Technical words

Most technical words occur only in one specialized area, but some technical words can occur in other areas, some with the same meaning and some with different meanings. For example, by-pass and neck occur very frequently in medicine and technical words in that area.

2) Low frequency words

They include (1) word that are not quite frequent or wide range enough to be high frequency words (abort, absorb, accelerate, accent, accusation, acid, acre), (2) technical words from other areas technical vocabulary in another person low frequensy vocabulary), and (3) words that just occur rarely. [8]

Based on explanation above, it can be concluded that there are four types ofvocabulary that mentiod by Nation in Djiwandono, namely: high frequency word, academic words, technical words and low frequency words.

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[8] Patrius Istiarto Djiwandono. 2009. *Strategi Belajar Bahasa Inggris*. Jakarta: Indeks. p. 14-15.

d) Teaching Vocabulary Mastery

Teaching vocabulary as defined in terms of educational objectives is the process of delivering material from teachers to students, and as a result, there will be changing habits in the student's behavior. Teaching vocabulary is clearly more than just presenting a new word. In teaching vocabulary, the teachers hope to have some technique in order to make students familiar with the vocabulary so that they understand new words easily. The techniques function not only to help the students grasp the meaning of new words quite easily but also to vary the teaching activity in order to avoid boredom on the part of students.

More importantly, the use of appropriate method used by the teacher can help students enjoy in learning. Regarding vocabulary mastery, the use of suitable method could help students become easier to acquire new words. There are many methods or techniques in teaching learning process, one kind of the method is using *Quizizz* media.

According to Brown[9] there are five essential steps in teaching vocabulary based on research into students, there are:

1. Having sources for encountering new words.

2. Getting a clear image, whether visual or auditory or both, for the forms of the new words.

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[9] Brown, Principle of Language Learning and Teaching.

3. Learning the meaning of the words.

4. Making a strong memory connection between the forms and meaning of the words.

5. Using the words

Based on the explanation above, it can be said that there are many ways of teaching vocabulary that most English teachers use, such as translation, games, pictures, etc. The teacher knows that in presenting the new vocabulary, but in this research the researcher only focuses on using media to teach vocabulary, namely *quizizz* media.

e) **Assessing Vocabulary Mastery**

Vocabulary assessment is an important component of language education, providing teachers with valuable insights into students' understanding and use of words. In curriculum the junior high school there are several aspects of vocabulary assessment including "identifying, spelling, and meaning".

1) Identifying : Students identify the names of people and numbers of animals, objects that are close to students' daily lives through pictures and videos independently.

2) Spelling : Students spell the words and use the punctuation correctly.

3) Meaning : Students know the meaning of spoken vocabulary through pictures and videos independently.

4) Memorizing : Students remember the name of animal,objects that are close to students daily activities through pictures and videos.[10]

This research not discuss about all of the aspects in assessing vocabulary in teaching and learning process. The researcher will focus on two aspects, they are identifying and memorizing. These aspects become a reference in achieving the target to determine the progress of students' vocabulary mastery. Brown states. test is a method that measuring a person ability and knowledge.[11] The test should be related to students' material lesson. The words to be tested can be chosen to create the test. Therefore, the vocabulary test need to be connected to the students' course material. Teaching language in a Junior High School need to be center on the surrounding environment.

Vocabulary assessment seems straightforward in the sense the word list are ready to provide a basis for selecting a set of word to be testes.

There are some tests that used for vocabulary testing, they are:

1. Multiple Choice (choose the correct one)

Although the multiple-choice format is one of the most widely used methods of vocabulary assessment, both for native speaker

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[10]Wachidah and Gunawan, When English Ring's Bell Kelas VII

[11]H Douglas Brown, Language Assessment Principles and Classroom Practices (San Fransisco: Longman, 2001).

and for the second language learners, it is limitation have also recognized for long time.

2. Completion (write or fill the missing word)

Completion format is an item that researcher used sentence or sentences that have a missing word and then, the students have to complete or fill the missing one.

3. Translation (translate the underlined word to another language, such as Indonesian language)

This item is the easy one, because the students only need to translate the underlined word to another language that the researcher divided.

4. Matching (match each word with it meaning) In this item, the format will written used the column A and B, then the students will match them. In this research, the researcher will ask the students to matching the word with synonyms and antonyms.[12]

These test that illustrated above will be written and used in this research to assess students' vocabulary and to diagnose the students' weakness in mastering vocabulary. So, in this research can be concluded assessing for students vocabulary used multiple choicy only giving test to the students, researcher can clearly find out their knowledge in vocabulary.

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[12]Read, John, "Assessing Vocabulary", (Cambridge: The Press Syndicate Of Cambridge, 2000), p. 2.

f) Material of Teaching Vocabulary

Nowadays, students of grade VII SMP N 11 Padangsidimpuan use 2013 curriculum or named K'13. It means in k'13 curriculum students more active than teacher. The students textbook mastery 8 topics, but for this research only use one that is topic 4 with the title "This is My World",[13] because this topic is suitable with the research.

Figure I.1
The Material of Teaching Vocabulary

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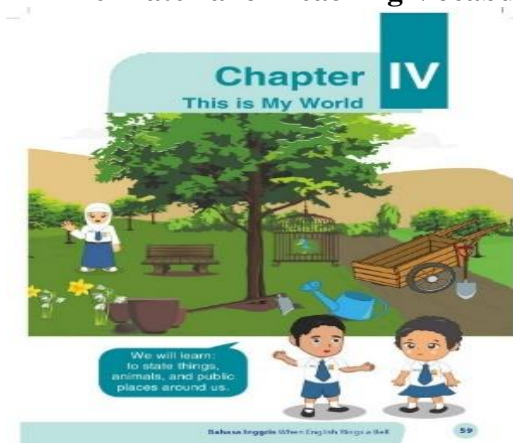
[13] Siti Wachidah et al., Bahasa Inggris When English Rings a Bell p. 59

1. Public Buildings.
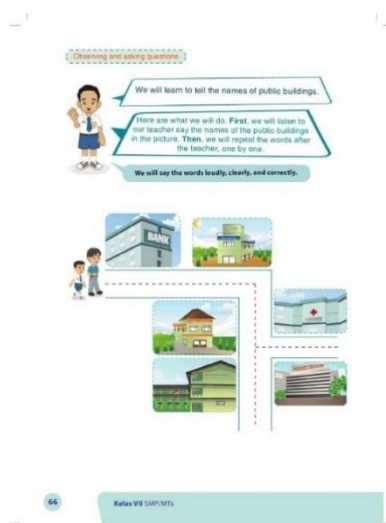
From the picture above, one example of vocabulary material in class is vocabulary about what the public building. Students are required to master vocabulary about what kind of public building .

Figure I.2
The Material of Teaching Vocabulary about Public Building

2. Things in the bedroom

From the picture above, one example of vocabulary material in class is vocabulary about what the things in the bedroom. Students are required to master vocabulary about what kind of things in the bedroom.

Figure I.3
The Material of Teaching Vocabulary about Things in the bedroom

3. Animals in the garden
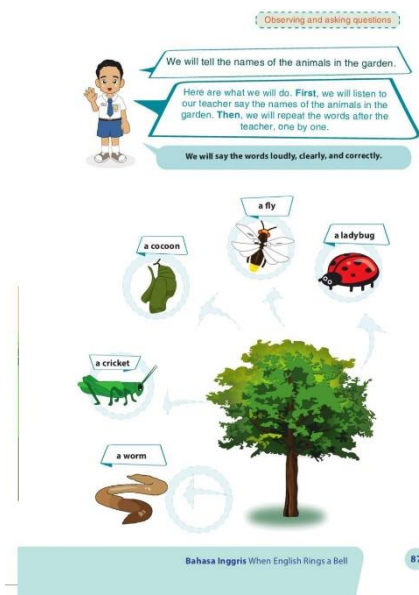
From the picture above, one example of vocabulary material in class is vocabulary about what the animals in the garden. Students are required to master vocabulary about what kind of animals in the garden.

Figure I.3
The Material of Teaching Vocabulary about Animals in the garden

2. Quizizz **Media**

a. **Definition of** *Quizizz* **Media**

One of the methods is by using a media is *Quizizz.* According to Hammel, "Quizizz also encourages students to study by allowing them to compete with one another. Students take the quiz in class at the same time and track their progress on the leaderboard. Teacher can keep track of the process and, once the quiz is completed, teacher can download the report to assess students' performance." [14] That is why Quizizz is one of the most frequently used application used by the teacher. In addition, *quizizz*

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[14]   Hamel.   (2016).   Interactive   quizizz   cheatsheet. https://hosted.learnquebec.ca/eslcommunity/wp-content/uploads/sites/20/2016/05/Interactive-Quizzes-Cheatsheet.pdf.."

can be used as a good and fun learning strategy without losing the essence of ongoing learning.

In conlusion, *quizizz* is a web tool for creating interactive quiz games used in classroom learning. By using *quizizz,* students can do exercises in class using their electronic device

b. Purpose of *Quizizz* Media

Learning media is a way or effort in conveying information using the help of tools to give messages to recipients effectively. The purpose of quiz media in education is to engage learners through interactive and game-like formats, enhancing their motivation and interest in the learning process.[15]

In conclusion, the purpose of *Quizizz* media is to facilitate active participation from students, enabling them to assess their knowledge and understanding while making learning more enjoyable.

c. Procedures of *Quizizz* Media

In using quizizz media has some procedures so that the media coudbe able run well. The use of the Quizizz application is just make the quiz and the students will do it using their Smartphones. The students will be enthusiastic because this method used smartphones which is no longer taboo in this era that technology is growing, as well as in learning.

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[15] Prensky, M. (2001). *Digital Game-Based Learning.* New York: McGraw-Hill.

Figure II.1
How to make question in *Quizizz*

a) Click open *Quizizz* creator

   1.Enter the name of the quiz to be created. For example "Vocabulary

    Quiz".

   2.Choose the language used in the *quiz* that we will take for.

   3.Enter a picture for the *quiz*. This image may or may not be filled.

   4.When finished, clicksave.

b) Click create new question to start creating question.

Figure II.2
How to make question in *Quizizz*
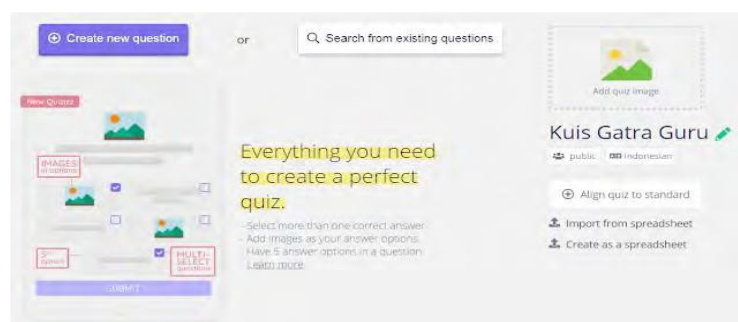
c) We will be taken to a page like the one below. Please fill in

   according to the descriptionunder!

Figure II.3
How to make question in *Quizizz*

Information :

(1) Single answer is a question with one answercorrect.

(2) Multi select, is a question with more than one correct answer.

(3) To make question

(4) For choice 1

(5) For choice 2

(6) For choice 3

(7) For choice 4

(8) To delete the selection, just press the trash can icon. For the correct

answer, please click the check mark on the left until it is coloredgreen.

(9) To add options answer

(10) To set the answer time can be selected 5, 10, 15, 20, etc. (time in

second).

(11) When all is done, clicksave.

d) Please continue for questionas much which desired.If finished, please

click finish quiz then fill in grade and choose relevance subjectc.

Grade: For what grade students

Choose relevance subjectc : please choose what our *quiz* is about.

e) How to give *quizizz* questions to students

Figure II.4
How to make question in *Quizizz*
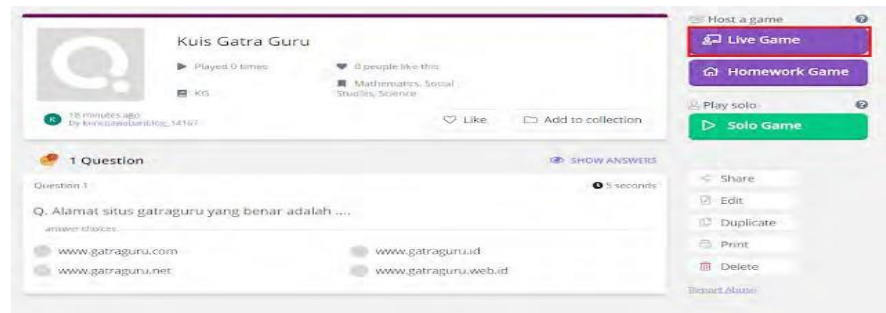
(1). Click live games

(2). Please make Settings

Figure II.5
How to make question in *Quizizz*

(3). Information

If it is green, the question will be randomized (forgreen color). If it is green, the answer will be randomized (make it green). If it is green, after finishing students will be shown the correct answer. (make it green).

Make it black.

Make it black.

Let it be green

Let it be green

(4). If it's finished, please press precede, then the quizalready ready to be given to students. Ask students to type their namejoin.quizizz.com in their smartphone, tablet or laptop browser.

Figure II.6
How to join online in *Quizizz*
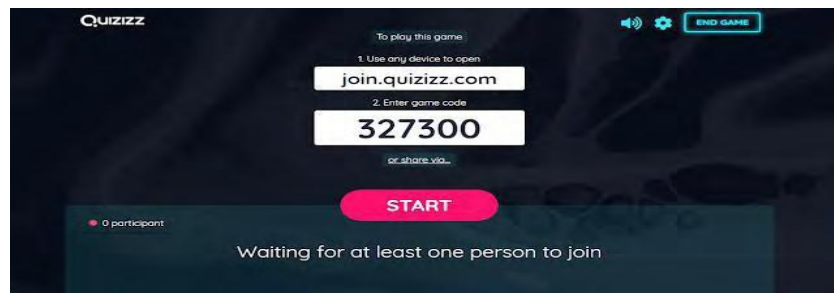
(5) How to join the online quiz.

Figure II.7
How to join online in *Quizizz*
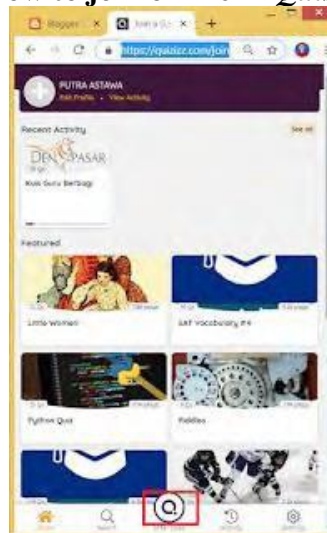
Sign in to join *Quizizz*.com, then click join. Ask students to enter the game code, then enter their name. Students who have

joined will be visible on the teacher's laptop screen . Quiz can be started after all students join the quiz. Teachers just click start.[16] In addition, *quizziz* media can be used as a game-based learning platform offering multiple tools to make a classroom fun, interactive, and engaging in learning vocabulary.

d. Advantages and Disadvantages of *Quizizz* Media

Each media used in learning has various advantages and disadvantages. The *Quizizz* app also has various advantages. Purba stated that the advantages of using *quizizz* media include:

a) The features displayed are numerous, such as providing data and statistics about student performance, knowing which students scored highest.

b) *Quizizz* can be used in the classroom directly or outside the classroom (homework).

c) Can display results in excel form so it is easy to analyze.

d) Each question can be set in duration.

e) A more engaging view of learning.

f) Attractive clear combined view using code.

g) Very easy exam configuration.

h) Questions can be shared with fellow *quizizz* accounts.

The disadvantages of using *quizizz* media include:

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[16] Winingsih Yusi. (2022). The Use of Quizizz Application on Students' English Vocabulary Mastery At Junior High School It Al-Fityah Pekanbaru. *Thesis.* Uin Suska Riau. *http://repository.uin-suska. ac. Id / 64672/2/ %20yusi% .pdf*

a) Requires internet access.

b) Requires Pc or Smartphone device.

c) Can't choose an easy question first to do.[17]

Based on explanation above, it can be concluded that quizizz can increase student engagement by providing opportunities for active learning, competition, and social interaction and quizizz can promote such purposes. It is designed to be an entertaining and interactive learning experience that can capture students' attention and make learning more enjoyable.

e. Procedures of Teaching Vocabulary by Using *Quizizz* Media

In teaching, there are three procedures of teaching that must be completely. They are pre-teaching, during, and after teaching. Pre-teaching is a method that prepares students for a lesson by teaching them concepts, skills, or vocabulary in advance. The core of teaching and learningp is while-teaching, in which the instructor explains the material in depth through a series of steps. Meanwhile, after teaching the material the teacher and the students will do the feedback.

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[17] Purba, L. S. L. Increasing Student Learning Concentration through the Use of Quizizz Learning Evaluation in Physical Chemistry Courses I. *Jurnal Dinamika Pendidikan*, *12*(1), 29–39. *https://doi.org/10.33541/jdp.v12i1.1028. Tahun 2019. p. 23.*

Table II. 1
Teaching Vocabulary by Using *Quizizz* Media

Teacher Activity	Procedures	Students' activity
A. Pre-Teaching 1. The teacher welcomes everyone to class and instructs them to pray before learning.		1. Students pay attention to the instructor. 2. Before learning, students welcome the teacher and say a prayer.
2. The students attendance list is checked by teacher.		1. Students pay attention to the instructor. 2. Students state the attendance by saying present.
Teacher Activity	**Procedures**	**Students' activity**
1. The last material is asked by teacher and relate it with the new material.		1. Students respond to the teacher's inquiries.
2. The new material is told by teacher.		1. Students pay close attention when the teacher speaks. 2. Students include some teacher-written notes.
B. While-teaching 1. The teacher introduces the topic about public building, the thing in the bedroom and animal in the garden to the students.	1. Introduce the selected topic to the students.	1. The class listens to the instructor. 2. Students remind the topic of the material.
2. The teacher asks the question related to topic.	2. Ask students to brainstorm about the text.	3. Students think about the answer and respond to the teacher's question.
3. The teacher asks the students to open *quizizz* web through	3. Make sure the whole	4. Students join to the application *quizizz* media.

Teacher Activity	Procedures	Students' activity
google chrome and explains how to play, how the rules.	students join to the web.	
4. The teacher starts to use *quizizz* media.		5. Students listen to procedures of the *quizizz.*
5. The teacher asks the students to enter the code in *quizizz* application and write each names.		6. Students click open *Quizizz* creator 7. Students click create new question to start creating question 8. Students click live games
6. The teacher sks the studets to answer the questions in *quizizz* application and teacher cliks starts in *quizizz.*	4. The students are given time to answer the *quizizz.*	9. The students answer the question.
Teacher Activity	**Procedures**	**Students' activity**
7. The teacher informs the students of the ranking they have achieved after the students have completed all the questions in the *quizizz*		10. The students ask the definition or clues if they need.
C. Post-Teaching 1. The students are asked teacher about their understanding about the material.		11. The teacher's question is anwered by students and they tell their problem.
2. The lesson might be concluded by teacher or together with the students.		12. Observe what the instructor is saying. As the instructor wraps up the lesson, the students create a summary.
3. The teaching-learning activity is closed by teacher.		13. Students give the greeting to the teacher.

B. Review of the Related Findings

The researcher has discovered several related studies about the media *quizizz*. The following are some research titles that are appropriate or similar to research titles raised by research from many of the same titles.

The first is the research from Yusi, this study is intended to find out whether *Quizizz* Application can be benefits on Students' English Vocabulary Mastery. The result shows that that there was a significant difference of students' vocabulary mastery between students taught by using *quizizz* and witdout using *quizizz* at SMP IT Al-Fityah Pekanbaru. In conclusion, alternative hypothesis (Ha) was accepted and null hypothesis (Ho) rejected.[18] It means that there was significant effect of the use *quizizz* application on students' English vocabulary mastery.

The second is from Permana, this study investigates how to improve students' vocabulary through paper-mode *quizizz*. The result shows that the use of Paper-Mode *Quizizz* profoundly improved the eighth-grade students' vocabulary mastery. In addition, the students were more enjoyed, actively participated, highly motivated, and engaged with the use of Paper-Mode *Quizizz* in learning new vocabularies. In short, the implementation of Paper-Mode *Quizizz* profoundly improved the students' vocabulary mastery at eighth-

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[18] Winingsih Yusi. (2022). The Use of Quizizz Application on Students' English Vocabulary Mastery At Junior High School It Al-Fityah Pekanbaru. *Thesis.* Uin Suska Riau. *http://repository.uin-suska. ac. Id / 64672/2/ %20yusi% .pdf*

grade students in learning English.[19] This means that this research runs successfully based on the enthusiasm of students to learn using *quizizz* media.

The third is from Agustin, the aim of this research is to know how the effect of the *Quizizz* application on students' vocabulary mastery at 7th grade of SMPN 6 Bekasi. This research method uses an experimental design. The sample is all students of VII-G and VII-H 7th grade of SMPN 6 Bekasi. This data was obtained by conducting a post-test on the students. The results of the attached t-test table, it is known that the value of Sig. (2-tailed) < 0.5. By equating the score of the experimental class with the score of the control class, the experimental class is greater than the score of the control class.

Based on the analysis of information, it's known that students in grades VII-G who use *Quizizz* to increase their learning motivation in English vocabulary mastery have a higher level of total English vocabulary knowledge. This shows that the t-test value has a significance level. In other words, *Quizizz* has an effect on increasing vocabulary mastery and motivation for students.[20] So *quizizz* media can help the student to improve theirs vocabulary.

The fourth is from Radiana et all, the study aims to address the problem of low scores in English vocabulary among Junior High School students and

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[19] Putra, Rizal Wahid Permana. (2022). Improving Students' Vocabulary Through Paper-Mode Quizizz. *Journal of Language Academy*, Vol. 4, No. 1 February 2023, P-ISSN: 2723 7400 E-ISSN: 2723 - 7419. 2055-0839(Online). *https://ejournal.umm.ac.id/index.php/englie/article/view/24832*

[20] Natasya Tania Agustin, "The Effect of Using The Quizizz Application on Students' Vocabulary Mastery," *Dialectical Literature and Education Journal, Volume 7, Issue 2, December 2022 p-ISSN 2548-6926, e-ISSN 2714-996X. https://dlejpancasakti.ac.id/index.php/dlejpancasakti.*

investigates whether the use of *Quizizz* as an interesting and interactive media can improve their vocabulary mastery. The study found that the use of *Quizizz* significantly improved students' vocabulary mastery, as evidenced by the higher mean score of the experimental group (81.68) compared to the control group (77.21). The findings suggest that incorporating interactive and engaging online learning tools such as *Quizizz* can be a promising approach to addressing the problem of low scores in English vocabulary among Junior High School students.[21]

The fifth is from Sugihartini, This research aimed at investigating the effect of MALL strategy through Quizizz application towards the students' grammar mastery in higher education level. The design of this research was a quasi-experimental research with post-test only control group design. This research population was the 4th semester which consists of 246 students in English Language Education UNDIKSHA. This result was also supported by the calculation result of effect size which was 0.92 that belongs to the largest effect. The large result of the effect size proven that the use of MALL strategy through *Quizizz* Aplication was appropriate for teaching grammar especially in higher education level.[22]

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[21] Radiana, et al., (2023). Get Ahead with Quizizz: Advancing Junior High School Students' Vocabulary Mastery in Online Learning. Elsya : *Journal of English Language Studies*. ISSN: 2337-6740 (Print) ISSN: 2337-6880 (Electronic). https://journal.unilak.ac.id/index. php/elsya/ article/view/10275

[22] Sugihartini. Quizizz Effect On Students' Grammar Mastery In Higher Efl Classroom Based Mobile Assisted Language Learning (Mall). *Education Journal.* **LEJU**, Vol. 3 No. 1, April 2020 ISSN: 2613-9529

Based on the above research that has been successful, researchers became interested in conducting research "The effect of *quizizz* media on students' vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan ". The researcher would like to look or find the differences or even the similarity from the students but in the different location, different students and different indicators.

C. Conceptual Framework

In teaching vocabulary, teacher should be to teach with appropriate techniques. Teacher can create an activity which can be applied in the classroom. Method can become an alternative way can help teacher in teaching vocabulary for students. One method that can be used by teachers in mastering vocabulary is media *quizizz.* The *Quizizz* application has advantages that can be easily used in addition to learning media, as well as learning evaluation materials, giving a new color to teacher evaluation and fun learning patterns for students. This learning will be more interesting and able to make it easier for students to understand the material presented. To test the hypothesis, the researcher need some steps. First, the researcher will give a pretest to students to know their knowledge. Then, do the treatment by teaching them bu using media *quizizz.* After giving a treatment, the students will be given a postest to compare students' vocabulary mastery by using media *quizizz* and without media *quizizz.* The conceptual framework that was done is as below:

```
┌─────────────────────────────────────────────────────┐
│        Students' vocabulary mastery is still low      │
└─────────────────────────────────────────────────────┘
                          │
            ┌─────────────────────────┐
            │         Pre test        │
            └─────────────────────────┘
```

Experiment class with	Control class with

Treatment	Conventional strategy
Using Media *Quizizz*	Teachers' media

```
            ┌─────────────────────────┐
            │        Post test        │
            └─────────────────────────┘
            ┌─────────────────────────┐
            │        Hypothesis       │
            └─────────────────────────┘
```

H1	H0
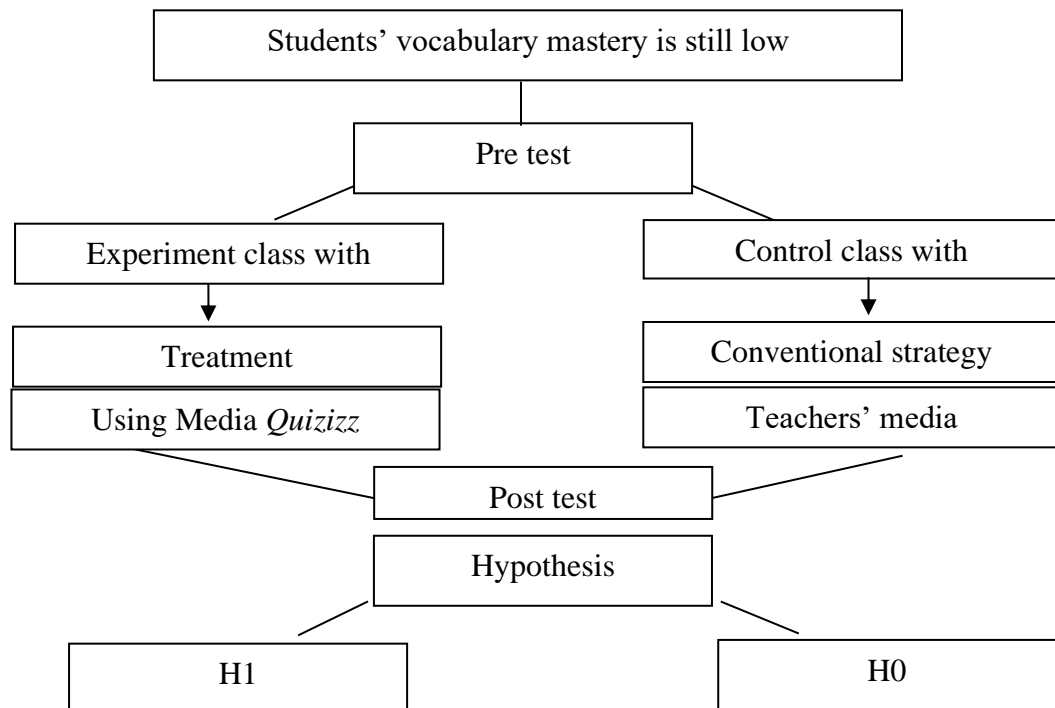
Figure II. 8
Conceptual Framework

D. Hypothesis

The researcher formulates the hypothesis of the research is, "there is a significant effect of using media *quizizz* to students' vocabulary at VII grade students of SMP Negeri 11 Padangsidimpuan"

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The research place conducted at SMP Negeri 11 Padangsidimpuan. The location on Jl.sm. Raja Gg. Air Bersih Southeast Padangsidimpuan, province of North Sumatera. It will start on September 2022 to October 2023.

B. Research Design

One of the most important things in conducting a research is research design. The researcher used quantitative research. It means that quantitative research is the research that analyzed the data by using statistic. The study will be intended to find out the effect of *Quizziz* Media to their vocabulary ability scores. The researcher chose experimental method because this method is very suitable to find out the cause-effect relationship between two factors.

Based on the above, the researcher applied experimental method with pretest-post test control group design. Both classes conducted pre-test and post-test and only the experimental class was given treatment. It can be illustrated in the table below:

Tabel III.1
Pretest-Posttest Control Group Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
Control Class	√	×	√

(Source : Sugiyono, Metode Penelitian Kuantitatif, da R&D)

C. Population and Sample

1) Population

The research did in the seventh grade students of SMP Negeri 11 Padangsidimpuan. There are 2 classes the seventh grade students of SMP Negeri 11 Padangsidimpuan as population. Let us look at the table below:

Table III. 2
The Population of the Seventh Grade
Students of SMP Negeri 11 Padangsidimpuan

No	Class	Total Students
1.	VII - 1	21
2.	VII - 2	22
Total		43

2) Sample

Sample is unit used as representative of some research populations. "Sample is the part of population".[1] Sampling is a sampling technique that is done by taking the vice from a very part in a population. The researcher will use total sampling technique in this research. Total sampling is a sampling technique where the number of samples is equal to the population. The reason for taking total sampling is because the total population is less than 100, the entire population is used as a research sample. The samples taken from this study were 43 people.[2] In this research, the researcher took the sample VII-1 as experiment class, it consisted of 21 students and VII-2 as control class, it consisted of 22 students. So, in this research the sample

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[1] Suranto. *Metode Penelitian Dalam Pendidikan Dengan Program SPSS,* (Semarang: Ghyyas Putra, 2009). P.15.

[2] Sugiyono. *Metodelogi Penelitian Kuantitatif dan Kualitatif Dan R&D, (*Bandung: Alfabeta, 2011).

of the research are 43 students.

D. Instrument of the Collecting Data

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In this research, the main instrument of this research is test. The researcher gives the test to know students' vocabulary mastery. To get the data from the students, the researcher will collect the data by multiple choice test a set of vocabulary about identify is name of animals, identify of things, and identify of public places. To measure students' vocabulary mastery uses the indicator, as follows:

Table III. 3
Instrument of Vocabulary Mastery

No	Topic	Indicators	Number of Item	Total item	Score	Total Score
1	Public Buildings	1.Identifiy meaning	1,2,3,4	4	4	16
		2. Memorize the word	5,6,7,8	4	4	16
2	Things in the Bedroom	1.Identifiy meaning	9,10,11,12,13	5	4	20
		2. Memorize the word	14, 15,16,17	4	4	16
3	The Animals in the Garden	1.Identifiy meaning	18,19,20,21,22	5	4	20
		2. Memorize the word	23,24,25	3	4	12
	Total			25		100

$$S = \frac{B}{N} \times 100 = \frac{1}{25} \times 100 = 4$$

B = Number of correct answers

N = Number of questions.[3]

If all question are answered true thie score 100. Therefore, to achievie the completeness each student must be able to answer at least 20 questions out of 25 questions.

To know the criteria of score, it can be seen from the table below:

Table 3.4
The Score of Vocabulary Mastery

Interval	Predicate
80 – 100	Very good
70 – 79	Good
60 – 69	Enough
50 – 59	Bad
0 – 49	Fail[4]

(Source : Surapranata, *Panduan Penulisan Tes Tertulis Implementasi Kurikulum*)

E. Validity and Realibility Instrument

1) Validity Instrument

Validity means accuracy, accuracy and legality of research data used, in its implementation for academic purposes in completing final assignments, especially in quantitative research. In determining the validity of data used in research there are provisions that must be fulfilled. If the data used in research does not meet the validity requirements then the research data can be said to be irrelevant in describing the actual situation or has a low level of validity. In determining whether the data is correct, accurate or valid in research, the data used can be determined through the Pearson Product test. The result of the

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[3] Surapranata, Sumarna. 2004. *Panduan Penulisan Tes Tertulis Implementasi Kurikulum*. Jakarta: Rosda. 2009. p.177.

[4] Syah, Muhibbin. 2011. *Psikologi Belajar*. Jakarta: Rajawali Pers. p.151.,

calculation of correlation of correlation coefficient, the question can be declared valid if $r_{xy} > r_{table,}$ with a significant level of 5%.

1) If rcount > r_{table} is tested with 2 significant sides of 0.1 then the instrument or statement items have a significant correlation with the total score then it is declared valid.

2) If rcount < r_{table} is tested with 2 significant sides of 0.1 then the instrument or statement items do not correlate significantly with the total score then it is declared valid.

2) Realibility Instrument

Reliability refers to the consistency of scores, that is, an instrument"s ability to produce approximately the same score for an individual over repeated testing or across different raters. In the other words realiability refers to the consistency. It means the score of the test are similar when it takes in another time.

Realibility instrument is tested by using *Cronbach's Alpha*, it was because the result of the calculation was more accurate and can approach the actual result. According to Sugiyono an instrument is declared reliable if the reliability coefficient is at least 0.6.[5] Testing the realibility of test devices in the form of multiple choice. To see wheter the test was realibele or not the researcher uses Cronbach Alpa technique by using SPSS 24.0 version. If it has a Cronbach's

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[5] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2018), p. 220.

Alpha value < 0.60 then the instrument used in this research can be said to be unreliable.

F. Procedures of the Research

To get the data from the students, it was given the test and treatment to see the effect of the technique is given. Procedures of the research are:

1. Pre-test

Pre-test is a test that will conduct before doing the treatment. Pre-test is given to the sample class. Pre-test means to see the students basic knowledge before applying the *quizizz* media. The researcher will take some procedures for pre-test. The steps can be see below:

a) Some questions are created that consisted of vocabulary about public buildings, things in the bedroom and animals in the garden.

b) Then, the paper of the test and answer sheets are shared to the sample class.

c) Next, Explaining the way to answer the test.

d) After that, the students will be given time to answer.

e) The students' answer are colected.

f) The last, the answer sheets are checked and the students score will be counted.

2. Treatment

Treatment is where the researcher did the technique. the researcher gave material to students about vocabulary. The ways to teach the class sample by using *quizizz* media.

a) The teacher demonstrated or presented material according to the competencies to be achieved.

b) The teacher asked the students to open the *quizizz* web via google chrome.

c) The teacher asked students to enter the game code and wrote their names.

d) The teacher asksed the students to answer the questions in the *quizizz* and the teacher clicksed start in the *quizizz*.

e) The teacher told the students the rankings that have been achieved after the students have completed all the questions in the quizz.

3. Post-test

  Post-test is a test that was given after giving the treatment. The test given to the class sample. Post-test is the last test in this research. It means to see whether there is a significant effect or not. In this test, the researcher used a lot of steps. They are:

a) First preparing a test about vocabulary.

b) Second, the paper of the test and answer sheets were given to the sample.

c) Then, explained the tips to answer.

G. Technique of the Data Analysis

  After doing tests, data were collected. To analyze the data, independent sample t-test is used. There are two tests that had been done before analyzing the data. They are normality test and homogeneity test.

1. Normality Test

   A normality test can determine whether research data are normal or not. Test of normality in this research used SPSS v.24 using the *Shapiro-Wilk* test with a significant level of 5% or 0.05 with criteria. If the value is significant (sig)> 0.05, the students' pre- test and post-test are normally distributed. If the significant value (sig)< 0.05, the students' pretest and post- test are not normally distributed.

2. Homogeneity Test

   Homogeneity test is used to see the data from two classes was same or different in variant case. Homogeneity test means to know whether the sample class have same variant or not. The researcher used SPSS V. 24 to calculate the data.

   The test Criteria are:

   b) If the significance value (sig) > 0.05, the the data variance of the two classes is homogeneous (accept H_0).

   c) If the significance value (sig) < 0.05, the data varience of the two classes is not homogeneous (accept H_a)

3. Hypothesis Test

   T-test is used to examine the hypothesis. The researcher used Independent Sample T-test by using SPSS v.24. The result can be seen from the mean of score. The mean score score would show whether there is the difference between mean score of pretest and posttest. The researcher

made the hyphothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table}.

The test Criteria are:

a. H0 : $\mu_{1 =} \mu_2$ (null hyphothesis was accepted if $t_{count} < t_{table}$ or Sig.(2-*tailed*) > 0.05), it means there is no significant effect of *quizizz* media on vocabulary mastery at VII grade students of SMP Negeri 11 Padangsidimpuan

b. Ha : $\mu_1 \neq \mu_2$ (alternative hyphothesis was accepted if $t_{count} > t_{table}$ or Sig.(2-*tailed*) < 0.05), it means there is a significant effect of *quizizz* media on vocabulary mastery at VII grade students of SMP Negeri 11 Padangsidimpuan.

CHAPTER IV
RESULT OF RESEARCH

This chapter is presenting the research result. It is talking about the effect of *quizizz* media on vocabulary mastery. The data using pre-test and post-test had been calculated. Quantitative research was used in this research and to test the hyphothesis used the formulation of t-test.

A. **Description of Data**

1. **Data Description of Students' Vocabulary Mastery in Pre-test Experimental Class**

   Class VII grade students was as experimental class in this research. Based on the students' performance in pre-test, The students' score has been calculated as the table below:

Table IV.1
The score of Experimental Class in Pre-test

Description	Pre-Test
Total Score	1464
Highest score	80
Lowest score	52
Mean	69.71
Median	72.00
Modus	72
Range	28
Interval	6
Standard deviation	7.107
Variant	50.514

Total score is the total of points that is got by students, more than 1464 total of score in pre-test experimental class. The reseacrher also got the highest score, the highest score is the largest value in the data.

The highest score in this experimental pre-test was about 80. While

the lowest score, the smallest value in a data sequence. For the lowest score was under 52. Next, mean can be said to be representative of the data set. Mean in this data was about 69.71.

Then, median is the middle of value after all the data is sorted, the researcher got 72.00 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 72. Range is the differences between the minimum and maximum in the data, in this data it was 28. Distance between classes is understanding of interval, it was 6 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was near to 7. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 50

For frequency distribution of experimental class in pre-test can be seen in the table below.

Table IV.2
Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Mid Point	Frequency	Percentages
1	52 - 57	52	2	10.5%
2	58 - 63	60	4	17.8%
3	64 - 69	69	6	28.6%
4	70 - 75	74	5	25.3 %
5	76 - 81	80	4	17.8%
	$i=6$		21	100%

From the table, the students score in class interval between 52-57 was 2 students (10.5%), class interval between 58-63 was 4 student

(17.8%), class interval between 64-69 was 6 students (28.6%), class interval

between 70-75 was 5 students (25.3%) and class interval between 76-81 was

4 students (17.8%). The research presents the histogram on the following

figure :

III. 1 Histogram of Experimental Class in Pre-test

2. Data Description of Students' Vocabulary Mastery in Pre-test Control Class

In the control class's pre-test, the researcher calculated the students'

scores, which are shown in the table below.

Table IV.3
The score of Control Class in Pre-test

Description	Pre-Test
Total Score	1432
Highest score	76
Lowest score	52
Mean	65.09
Median	64.00
Modus	60

Range	24
Interval	5
Standard deviation	7.425
Variant	55.134

Total score is the total of points that is got by students was 1432 as the total of score in pre-test control class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this control pre-test was about 76. While the lowest score, the smallest value in a data sequence. For the lowest score was under 52.

Next, mean can be said to be representative of the data set. Mean in this data was 65.09. Then, median is the middle of value after all the data is sorted, the researcher got 64 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this pre-test was 60. Range is the differences between the minimum and maximum in the data, in this data it was 22. Distance between classes is understanding of interval,it was 5 in this data.

Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was near to 7. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 55. For frequency distribution of control class in pre-test can be seen in the table below.

Table IV.4
Frequency Distribution of Control Class in Pre-test

No	Interval Class	Mid Point	Frequency	Percentages
1	52 – 56	54	4	18.2%
2	57 – 61	60	5	22.7%
3	62 – 66	65	3	13.6%
4	67 – 71	70	4	18.2%
5	72 – 76	75	6	27.3%
	i=5		22	100%

From the table, the students score in class interval between 52-56 was 4 students (18.2%), class interval between 57-61 was 5 student (22.7%), class interval between 62-66 was 3 students (13.6%), class interval between 67-71 was 4 students (18.2%) and class interval between 72-76 was 6 students (27.3 %). The research presents the histogram on the following figure :
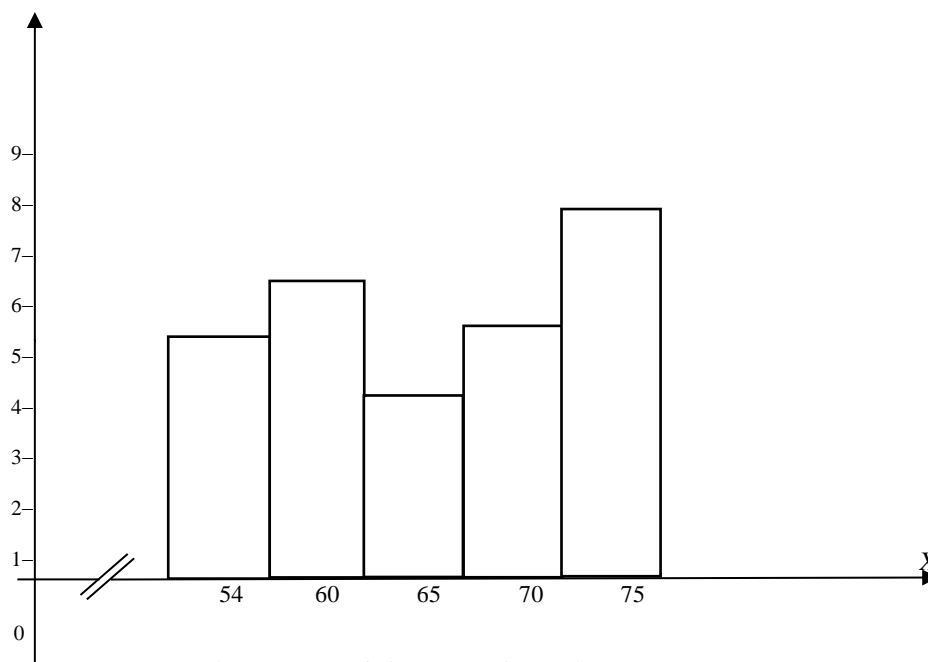
III. 2 Histogram of Control Class in Pre-test

3. **Data Description of Students' Vocabulary Mastery in Post-test Experimental Class**

    The calculation of the result that had been gotten by the students in doing the test after the researcher did the treatment by spelling bee game. It can be seen in table 4.5.

Table IV.5
The score of Experimental Class in Post-test

Description	Pre-Test
Total Score	1708
Highest score	96
Lowest score	60
Mean	81.33
Median	80.00
Modus	80
Range	36
Interval	7
Standard deviation	10.066
Variant	101.333

    Total score is the total of points that is got by students was 1708 as the total of score in post-test experimental class. The researcher also got the highest score, the highest score is the largest value in the data. The highest score in this experimental post-test was about 96.

    While the lowest score, the smallest value in a data sequence. For the lowest score was 60. Next, mean can be said to be representative of the data set. Mean in this data was 81.33. Then, median is the middle of value after all the data is sorted, the researcher got 80.00 of median after calculating using SPSS v.24.

    Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 80. Range is the differences between the

minimum and maximum in the data, in this data it was 36. Distance between classes is understanding of interval,it was 7 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was near to 10. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 10. For frequency distribution of experimental class in post-test can be seen in the table below.

Table IV.6
Frequency Distribution of Experimental Class in Post-test

No	Interval Class	Mid Point	Frequency	Percentages
1	60 - 66	65	3	14.29%
2	67 -73	70	4	19.05%
3	74 - 80	80	7	33.32%
4	81 - 87	85	4	19.05%
5	88 - 96	90	3	14.29%
	i=7		21	100%

From the table, the students score in class interval between 60-66 was 3 students (14.29%), class interval between 67-73 was 4 student (19.05%), class interval between 74-80 was 7 students (33.32%), class interval between 81-87 was 4 students (19.05%) and class interval between 88-96 was 3 students (14.29 %). The research presents the histogram on the following figure :
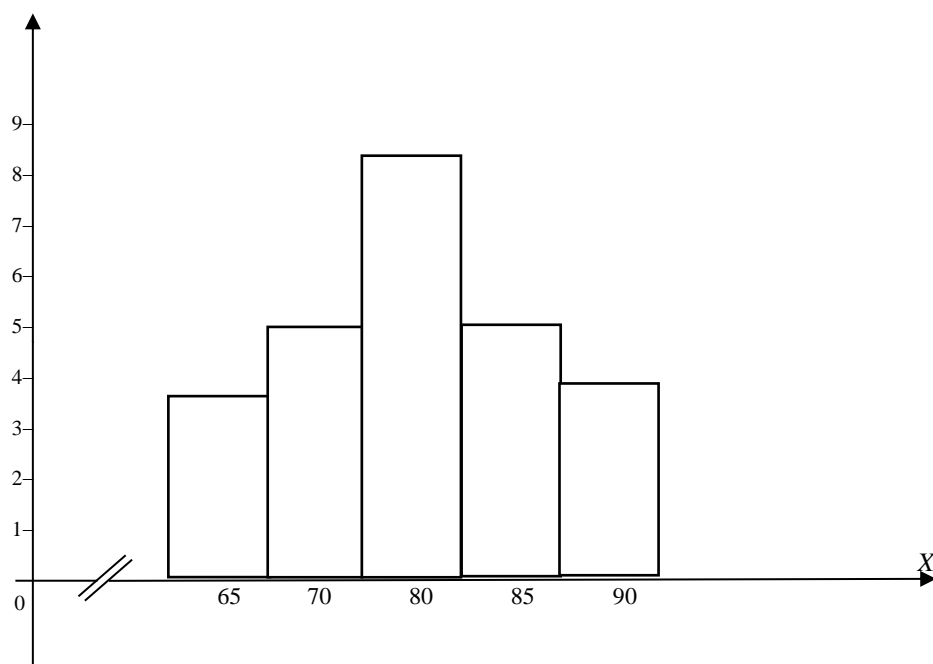
III. 3 Histogram of Experiment Class in Post-Test

4. Data Description of Students' Vocabulary Mastery in Post-test in Control Class

The calculated results from the control class's tests with students who had been taught vocabulary using traditional methods can be seen as below:

Table IV.7
The score of Control Class in Post-test

Description	Post-Test
Total Score	1656
Highest score	96
Lowest score	56
Mean	68.47
Median	67.00
Modus	65
Range	40
Interval	8
Standard deviation	10.806
Variant	116.779

Total score is the total of points that is got by students wa 1656 as the total of score in post-test control class. The researcher also got the highest score, the highest score is the largest value in the data. The highest

score in this control post-test was about 96. While the lowest score, the smallest value in a data sequence. For the lowest score was under 56. Next, mean can be said to be representative of the data set. Mean in this data was near to 68.47.

Then, median is the middle of value after all the data is sorted, the researcher got 67.00 of median after calculating using SPSS v.24. Next, modus is the value that appears most often in a statistical data, the modus in this post-test was 65. Range is the differences between the minimum and maximum in the data, in this data it was 40. Distance between classes is understanding of interval,it was 8 in this data. Next, standard deviation is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value, it was near to 10. Last, variant is the sum of the squares of all deviations of individual values to the group mean, it was about 116. For frequency distribution of control class in post-test can be seen in the table below:

Table IV.8
Frequency Distribution of Control Class in Post-test

No	Interval Class	Mid Point	Frequency	Percentages
1	56 - 63	63	3	13.64%
2	64 - 71	70	4	18.18%
3	72 - 79	79	8	36.36%
4	80 - 87	86	4	18.18%
5	88 - 96	95	3	13.64%
	$i=8$		22	100%

From the table, the students score in class interval between 56-63

was 3 students (13.64%), class interval between 64-71 was 4 student (18.18%), class interval between 72-79 was 8 students (36.36%), class interval between 80-87 was 4 students (18.18%) and class interval between 88-96 was 3 students (13.64%). The research presents the histogram on the following figure :

III. 4 Histogram of Controll Class in Post-Test
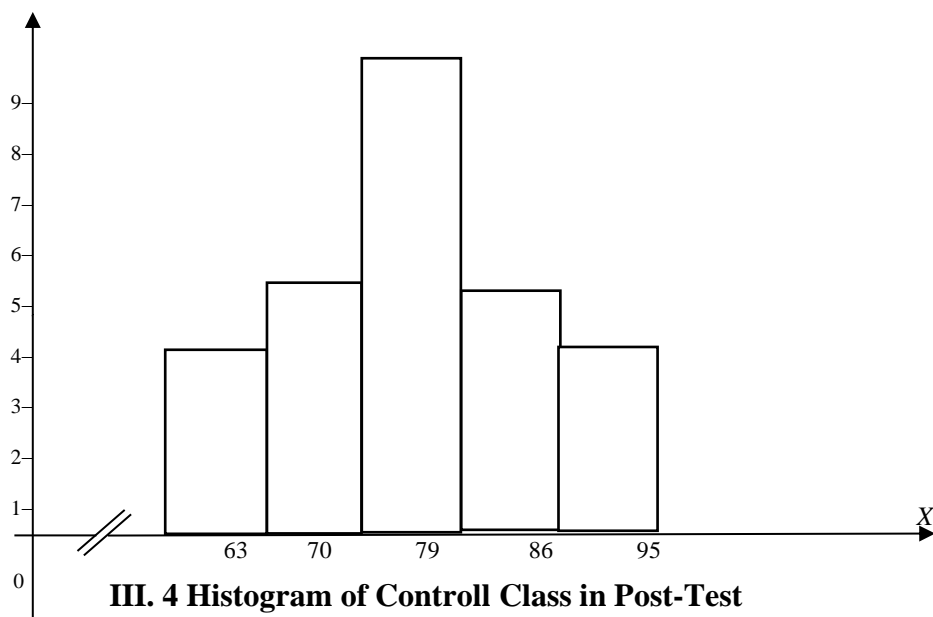
B. Data Analysis

1. Requirement Test

The purpose of a requirement test is to determine the average score of the data and to determine whether the data is homogeneous and normal.To see the normality testand homogeinet test, it can be seen in the following discussion:

a. **Pre- Test**

1) **Normality Test**

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hyphothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk<0.05.

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24 it was obtained that the experimental class was 0.011 and the controll class was 0.126. In other word, 0.011>0.05 in experimental class and 0.126> 0.05 in control class.

Table IV.9
Normality in Pre-test

Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Kelas Eksperimen	.257	21	.101	.609	21	.011
Pretest Kelas Kontrol	.163	22	.135	.931	22	.126

a Lilliefors Significance Correction

From the calculation it was found that *Shapiro Wilk* > 0.05. So it can be concluded that pre-test data in experimental class and controll class were normally distributed.

2) **Homogeneity Test**

The homogeneity of variance test aims to determine whether the iniatial value (pre-test) of the sample has a homogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation (Appendix 18), obtained a sinificance value (sig) was 0.009. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on mean>0.05 or 0.009>0.05 it means the pre-test value of the sample has a homogeneous variance.

Table IV.10
Homogeneity in Pre-test

Pretest Kelas Eksperimen

Levene Statistic	df1	df2	Sig.
4.724	5	15	.009

b. **Post- Test**

1) **Normality Test**

Data normality of the two groups was calculated using SPSS

v.24 using *Shapiro Wilk* test because the number of samples in

the study was less than 100 students, the significance level of test

was 5% or 0.05. The hyphothesis that will be tested in normality

test as follows :

H_0 : The students are not distributed normally. H_0 is accepted

when the shapiro-wilk<0.05.

H_a : The students are distributed normally. H_a is accepted

when the shapiro-wilk > 0.05.

Based on the analysis of normality of the pre-test data with

Shapiro Wilk test using SPSS v.24 (appendix 21) it was obtained

that the experimental class was 0.06 and the controll class was

0.817. In other word, 0.06>0.05 in experimental class and 0.817>

0.05 in control class.

Table IV.11
Normality in Post-Test

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest Kelas Eksperimen	.223	21	.006	.691	21	.006
Posttest Kelas kontrol	.124	22	.200(*)	.975	22	.817

* This is a lower bound of the true significance.
a Lilliefors Significance Correction

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk* > 0.05 so it can be concluded that post-test in experimental class and controll class were normally distributed.

2) **Homogeneity Test**

The homogeneity of variance test aims to determine whether the iniatial value (post-test) of the sample has a homogeneous variance.

$Ho : \sigma_1^2 = \sigma_2^2$ (Homogeneous variance)

$Ha : \sigma_2^2 \neq \sigma_2^2$ (Heterogeneous Variance)

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.24 calculation (Appendix 22), obtained a sinificance value (sig) was 0.313. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on mean>0.05, or 0.313>0.05 it means the post-test value of the sample has a homogeneous variance.

Table IV.12
Homogeneity of Post-test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
30.276	6	11	.313

C. Hyphothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hyphothesis using Independent Sample T-test using SPSS v.24. The hyphothesis that was tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of *quizizz* media on vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan.

If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of *quizizz* media on vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan.

Based on the calculation in pre-test by using Independent Sample T-test, it was found t_{count} 2.084 with t_{table} 1.725 or Sig.(2-*tailed*) > 0.05 (The calculation in Appendix 23). It means $t_{count} > t_{table}$ (2.084 > 1.725) or Sig.(2-*tailed*)>0.05 (2.084>1.725). It can be concluded that that hypothesis H_a was accepted and H_0 was rejected. So, in pre-test, two classes were same. There is no difference in the both class. Furthermore, in Post-test, it was found that $t_{count} > t_{table}$ or 1.889>1.725 or looking at Sig.(2-*tailed*)<0.05 (The calculation in Appendix 23). Based on the test criteria, H_0 is rejected and H_a is accepted. It means that the average of students vocabulary in experimental class using quizizz media increased than average of students' vocabulary in controll class. So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that "*quizizz* media

significantly affects on vocabulary mastery at the VII grade stu dents of SMP Negeri 11 Padangsidimpuan. The result of T-test is as below:

Table IV.13
The result of Post T-test from Average

Post-test	
t_{count}	t_{table}
1.889	1.725

In addition, it was gotten the mean score of experimental class in pre-test was 69.71 and in post-test was 81.33. Then the mean score of control class in pre-test was 65.09 and in post-test was 68.47. The gain score in experimental class was 0.38 and in the control class was 0.29. It can be seen as below :

Table IV.14
Gain Score Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Percentage
Experimental	69.71	81.33	11.62	14.28%
Control	65.09	68.47	3.38	4.93%

D. Discussion

The result of this research found that *quizizz* media gave the significant effect for students in VII grade. It can be seen from the calculation of the data and test hyphothesis using T-test formula.

Researcher proved that Agustin's opinion which using *Quizizz* media for teaching vocabulary was a good strategy to increase students' vocabulary mastery. It was proved by hyphothesis that showed t_{count} =2.084, significance value (sig) $\alpha = 0,05$ and dk $= n_1 + n_2 - 2 = 41$ with t_{tabel} =1,725. it means

$t_{count}>t_{table}$. It was also sharpen by looking at Sig.(2-*tailed*)<0.05 (0.01<0.05). So, it can be concluded that *quizizz* media is significantly affects on vocabulary mastery at VII grade students of SMP Negeri 11 Padangsidimpuan.

The researcher also provided the similar cases with this research. The first researcher was conducted by Agustin examining the effect of using *quizizz* application on students' vocabulary mastery.[1] The findings of her study indicated that teaching vocabulary through *quizizz* media could increase their learning motivation in English vocabulary mastery have a higher level of total English vocabulary knowledge. This shows that the t-test value has a significance level. In other words, *Quizizz* has an effect on increasing vocabulary mastery and motivation for students.

The second researcher was about talking the improving students' vocabulary through paper-mode *quizizz*: a classroom action research in indonesian efl setting.[2] The findings of the research was the result of the use of Paper-Mode *Quizizz* profoundly improved the eighth-grade students' vocabulary mastery. In addition, the students were more enjoyed, actively participated, highly motivated, and engaged with the use of Paper-Mode *Quizizz* in learning new vocabularies. In short, the implementation of Paper-Mode *Quizizz* profoundly improved the students' vocabulary mastery at eighth-grade students in learning English.

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[1]Natasya Tania Agustin, The Effect Of Using Quizizz Application On Students' Vocabulary Mastery, *Dialectical Literature and Education Journal* (English Language Department Universitas Panca Sakti Bekasi, 2022. *https://dlejpancasakti.ac.id/index.php/dlejpancasakti.*

[2]Rizal Wahid Permana Putra, "Improving Students' Vocabulary Through Paper-Mode Quizizz: A Classroom Action Research in Indonesian EFL setting", *English Learning Innovation Journal,* Vol. 4, No. 1 February 2023.

The differentiates my research from other research. The first, it can be seen from the educational media used, the use of *Quizizz* as a learning medium may not have been widely explored, especially in the context of teaching vocabulary. The second, it can be seen from target population, such as the study may be unique in terms of the population studied, for example if it focuses on students with a specific cultural or geographic background, a specific level of education, or a specific age group. The third, it can be seen from research methodology, such as the methodological approach used, such as the type of research design (quantitative, qualitative, or mixed), the method of data collection, or data analysis techniques. The last, it can be seen from learned aspects of vocabulary, suchas focus on specific types of vocabulary (e.g., academic, colloquial, technical, etc.) or ways of measuring vocabulary progress can provide new contributions.

In conclusion *quizizz* media gave a significant effect on vocabulary mastery. This media can be used in increasing students' vocabulary mastery, it was supported from discussion above that tells that *quizizz* media is suitable and good media for teaching vocabulary.

E. Threats of the Research

During the course of this study, the researcher came to the realization that the research presented a number of risks, beginning with the title and continuing through the method for analyzing the data and the arrangement of the proposal to the completion of the thesis. As a result, the research recognized that the thesis was far from being of high quality.

The researcher found the threats of this research as follow:

1. Quizizz media was rarely used by English teachers in the classroom.

2. The students did not take the learning process seriously.

4. The students look enthusiastic when the researcher applied quizizz media in learning especially about vocabularies. Normality Test

A normality test can determine whether research data are normal or not. Test of normality in this research used SPSS v.24 using the *Shapiro-Wilk* test with a significant level of 5% or 0.05 with criteria. If the value is significant (sig)> 0.05, the students' pre- test and post-test are normally distributed. If the significant value (sig)< 0.05, the students' pretest and post- test are not normally distributed.

5. Homogeneity Test

Homogeneity test is used to see the data from two classes was same or different in variant case. Homogeneity test means to know whether the sample class have same variant or not. The researcher used SPSS V. 24 to calculate the data.

The test Criteria are:

d) If the significance value (sig) > 0.05, the the data variance of the two classes is homogeneous (accept H_0).

e) If the significance value (sig) < 0.05, the data varience of the two classes is not homogeneous (accept H_a

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on quantitative research result with experimental method, the researcher took some points as below:

1. The students' vocabulary mastery before learning by using *quizizz* media at experimental class were into enough category, It can be seen from the score of mean score of experimental class in pre test is 69.71.

2. The students' vocabulary mastery after learning by using *quizizz* media at experimental class were categorized into good category, It can be seen from the score of mean score of experimental class in post-test is 81.33.

3. The effect of *quizizz* media on vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan is significant, it is performing T-test which shows that t_{count} =1.889 , significance value (sig) $\alpha = 0,05$ and dk = $n_1 + n_2 - 2 = 41$ with t_{tabel} =1,725 or 1.889 > 1.725. It means that is accepted and H0 is rejected. It is classified that media *quizizz* media significantly affects on vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan.

B. Suggestions

Based on the conclusion above, the researcher gives some suggestions :

1. To English teachers, especially an English teacher in SMP Negeri 11 Padangsidimpuan are hoped to use *quizizz* media in teaching vocabulary to increase the students' mastery and the teacher must give stimulation

or support for the students who difficulties in mastering vocabulary so that students are easy to master the subject matter delivered by the teacher.

2. To students, hoped to be more active in learning process. It was important for them to always practice and add their vocabulary so that they could mastery vocabulary.

3. To head master, to pay attention to the facilities needed by educators, to guide, and to develop the ability of teachers to improve the quality of education towards a better direction.

4. To next researchers, to conduct more in depth research by studying different theories, populations or other English competencies and also this result as reference to other researches with different skills or subject.

C. Implication

Based on the result of data analysis that has been done was known alternative hypothesis (Ha) is accepted the truth, that means media *quizizz* media significantly affects on vocabulary mastery at the VII grade students of SMP Negeri 11 Padangsidimpuan. The researcher gives the implications of the research in order to master the students' vocabulary that there was several strategies or method that could be used by teacher in teaching students' vocabulary mastery. But, the teacher must be able to apply the various, suitable strategy and media such as quizizz in order to motivate students in mastering the lesson especially in vocabulary.

As the researcher showed in result of the research, the using of quizizz media was suitable on students' vocabulary mastery. By using this media would help students be easier in mastering, memorizing, adding, and having vocabulary. This model also help the students be easier to master and to identify the part of vocabulary include: noun, adjective, verb, synonym and antonym. Besides that, it helps teacher in solving problem that was faced by the students in mastering the vocabulary.

The using of quizizz media gives the positive contribution for teachers in teaching vocabulary mastery and for the students to be able to master vocabulary based on curriculum expectation.

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LESSON PLAN

(CONTROL CLASS)

Sekolah   : **SMP Negeri 11 Padangsidimpuan**

Mata Pelajaran   : **Bahasa Inggris**

Alokasi Waktu   : **2*45 Menit**

Materi   : **Vocabulary**

Sub Matery   : **Public Building, Things in the Bedroom and**

Animals in the Garden

A. Kompetensi Inti :

KI 1 dan KI-2: Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong- royong, kerjasama, toleran, damai), bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga
, sekolah, masyarakat dan lingkungan alam sekitar, bangga, negara, kawasan regional, dan kawasan internasional.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ramah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar :

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi traksaksional lisain dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah tempat, benda dan hewan yang dekat dengan kehidupan siswa sehari-hari sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah tempat, benda dan hewan yang dekat dengan kehidupan siswa sehari-hari.

C.Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
1. Siswa mampu mengidentifikasikan sebuah nama benda sesuai dengan gambar
2. Siswa diharapkan mampu mendeskripskan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan.
3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat dengan kosakata yang telah dipelajari.

D. Materi Pembelajaran
Public Building, Things in the Bedroom and Animals in the Garden

E.Metode Pembelajaran
Ceramah

F.Media
Laptop, spidol, papan tulis

G. Sumber
English Book dan Suara Guru

H. Langkah – langkah Akitivitas Pembelajaran

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
Pre-Teaching	1. Guru memberikan salam 2. Guru menyapa para siswa 3. Guru mengajak siswa untuk berdoa. 4. Memeriksa kehadiran siswa	1. Siswa menjawab salam dari guru 2. Siswa menjawab sapaan dari guru 3. Siswa melakukan doa bersama 4. Siswa memberikan kehadiran

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
While Teaching	1. Guru bertanya kepada siswa apakah mereka pernah belajar vocabulary. 2. Guru memberikan pelajaran yaitu tentang vocabulary dan contohnya. 3. Guru menanyakan apakah siswa tersebut sudah paham dan guru memberikan soal kepada siswa.	1. Siswa menjawab pertanyaan dari guru 2. Siswa mendengarkan dan menulis materi dari guru. 3. Siswa menjawab pertanyaan dari guru dan mengerjakan soal dari guru.
Post-Teaching	1. Memberikan panduan untuk menyimpulkan hasil pembelajaran 2. Guru meminta siswa mengakhiri pelajaran dengan doa 3. Salam	1. Menyimpulkan hasil pembelajaran 2. Melaksanakan instruksi yang diberikan oleh guru 3. Salam

APPENDIX 2

<div align="center">

LESSON PLAN

(EXPERIMENT CLASS)

</div>

Sekolah	: **SMP Negeri 11 Padangsidimpuan**
Mata Pelajaran	: **Bahasa Inggris**
Alokasi Waktu	: **2*45 Menit**
Materi	: **Vocabulary**
Sub Matery	: **Public Building, Things in the Bedroom and**
	Animals in the Garden

A. Kompetensi Inti :

1. Menghayati dan mengamalkan ajaran agama yang dianutya.
2. Menghargai dang menghayati perilau jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam interaksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaanya.
3. Memahami, menerapkan, menganalisis pengetahuan factual, konseptual berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusian, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menyaji, dan menalar dalam ranah konkret dan ramah abstrak terkait dengan pengembangan diri yang diperlajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai dengan kaidah keilmuan.

B. Kompetensi Dasar :
Mampu mempelajari teks yang sedang dipelajari dengan benar.

C.Indikator :
Siswa terampil memahami teks narrative berbentuk legend dengan sederhana. Menggunakan ungkapan dengan struktur teks yang runtut sesuai dengan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran
Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
1. Siswa mampu mengidentifikasikan sebuah nama benda sesuai dengan gambar
2. Siswa diharapkan mampu mendeskripskan sebuah gambar dengan menggunakan kata-kata yang telah ditentukan.
3. Melalui media yang digunakan, peserta didik dapat mengerti dan mampu membuat kalimat dengan kosakata yang telah dipelajari

E. Materi Pembelajaran
Public Building, Things in the Bedroom and Animals in the Garden

F. Metode Pembelajaran
Quizizz Media

G. Media
Laptop, spidol, papan tulis

H. Sumber
English Book dan Suara Guru

I. Langkah – langkah Akitivitas Pembelajaran

Aktivitas mengajar	Aktivitas Guru	Aktivitas Murid
Pre-Teaching	1. Guru memberikan salam 2. Guru menyapa para siswa 3. Mengajak mengajak sswa berdoa 4. Memeriksa kehadiran siswa	1. Siswa menjawab salam 2. Siswa menjawab sapaan guru 3. Berdoa bersama guru 4. Menyatakan kehadiran
While Teaching	1. Guru menjelaskan beberapa vocabulary tentang Public Building, Things in the Bedroom and Animals in the Garden. 2. Guru meminta siswa menghapal atau mengingat tentang materi yang di berikan oleh guru 3. Guru melakukan tanya jawab seputar materi yang diberikan 4. Guru menjelaskan	1. Siswa mendengarkan penjelasan dari guru 2. Siswa mengingat topik yang di diberikan guru 3. Siswa mendengarkan intruksi dan arahan dari guru 4. Siswa memikiran jawaban dan melakukan respon antar tanya jawab yang dilakukan guru 5. Siswa mendengarkan arahan dari guru mengenai bagaimana cara

		bagaimana cara bergabung di *Quiziz* media melalui handphone dan bagaimana cara menggunakan nya.	menggunakan *quizizz* serta cara untuk bergabung ke kelas *quizizz*
		5. Selesai menjelaskan, guru meminta siswa untuk bergabung di *Quizizz* dengan memasukkan kode yang di berikan oleh guru	6. Siswa bergabung ke kelas *quizizz* dengan kode yang di berikan oleh guru
		6. Guru meminta siswa untuk menjawab pertanyaan yang ada di *Quizizz* media.	7. Siswa menjawab soal soal yang add di *quizizz*
		7. Guru menginformas ikan jika diakhir quiz akan terlihat berapa skor setiap siswa.	8. Siswa dapat melihat skor serta peringkat dari kawan kawannya

Post-Teaching	1. Siswa Memberikan Panduan serta menyimpulkan hasil pembelajaran 2. Guru meminta siswa mengakhiri pelajaran dengan berdoa 3. Salam	1. Siswa menyimpulkan hasil pembalajaran 2. Siswa mengikuti arahan yang diberikan guru dengan berdoa 3. Salam

Appendix 3

<div align="center">

INSTRUMENT VOCABULARY PRE-TEST
</div>

Petunjuk Umum :
1. Bacalah doa sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Dahulukan menjawab soal-soal yang Anda anggap mudah!
5. Beri tanda (X) pada pilihan yang anda anggap benar!

Name :

Class :

Answer the question below by giviis ng cross (X) in the correct answer.

1. Ridwan have favorite animal is CAT, what the meaning of the underline word?
   a. Cicak   c. Ikan
   b. Kuda   d. Kucing

2. Hewan yang memiliki capit yaitu CRAB, what the meaning of the underline word?
   a. Kepiting   c. Udang
   b. Ikan   d. Kuda

3. A……….says "moo"
   a. Cow   c. Horse
   b. Pig   d. Tiger

4. Which animal has a long trunk and big ears?
   a. Zebra   c. Lion
   b. Elephant   d. Tiger
   /
5. What animal lives in the water and swims?
   a. Monkey   c. Fish
   b. Tiger   d. Lion

6. What kind of animals has a long, flexible body and no legs?
   a. Crocodile   c. Snake
   b. Lizard   d. Fish

7. Which animal has black and white fur, eats bamboo and can be found in China?
   a. Zebra   c. Leopard
   b. Panda   d. Starfish

8. The……. Is a large, herbivorous mammal that has a long neck and spots on its coat
   a. Giraffe   c. Rhino
   b. Moose   d. Dolphin

9. The…… is a marsupial that is native to Australia and has a pouch for carrying its young.
   a. Koala
   c. Platypus

   b. Kangaroo
   d. Gorillas

10. You can buy fish and fruits at this place. It is….
    a. Butcher
    c. Restourant
    b. Market
    d. Book Store

11. It is a place where the students can study. Teachers works here. What is it?
    a. Post Office
    c. Playground
    b. School
    d. Hospital

12. The moslem pray at this place. It is..
    a. Temple
    c. Chruch
    b. Airport
    d. Mosque

13. We can watch movie at the…
    a. Cinema
    c. Zoo
    b. Beach
    d. Bank

14. Bank is a place where…
    a. Spend Holiday
    c. Buy Book
    b. Save Money
    d. Buy Vegetable

15. Andi can borrow books in the …
    a. Books Store
    c. Library
    b. Traditional Market
    d. Police Station

16. We can buy petrol at the..
    a. Post Office
    c. Gasoline Station
    b. Temple
    b. Library

17. Jack get a hair cut in the..
    a. Florish Shop
    c. Buthcer
    b. Baber Shop
    d. Church

18. People catch the bus in the..
    a. Airport
    c.Bus Station
    b. Train Station
    d. Gasoline Station

19. The tourist can stay in the…
    a. Playground
    c. House
    b. Hotel
    d. Field

20. I with my brother watch the horor movie at the …
    a. Museum
    c. Drug Store
    b. Park
    d. Cinema

21.

What name is it ?
 a. Blanket   c. Pillow
 b. Hanger   d. Chair

22.

We can see the time with…
a. Blanket   c. Clock
b. Lamp   d. Bed

23.

This is a…. using for hair
a. Tissue   c. Paper
b. Comb   d. Bag

24.

There is a big….in my room
a. Window   c. Table
b. Mirror   d. Tissue

25.

What is it ?
a. Pillow   c. Blanket
b. Lamp   d. Bed

Appendix 4

INSTRUMENT VOCABULARY POST-TEST

Petunjuk Umum :
1. Bacalah doa sebelum mengerjakan soal!
2. Tulis nama dan kelas pada lembar jawaban!
3. Periksa dan bacalah perintah soal-soal dengan teliti sebelum menjawab!
4. Dahulukan menjawab soal-soal yang Anda anggap mudah!
5. Beri tanda (X) pada pilihan yang anda anggap benar!

Name :
Class   :

Answer the question below by giviis ng cross (X) in the correct answer.

1.   The…..used to close the windows.
   a. Curtain   b. Hanger
   c. Wardrobe   c. Blanket

2.   I turn off the… before going to sleep.
   a. Fan   c. Lamp
   b. Blanket   d. Hanger

3.   Where do you usually sleep at night ?
   a. Bed   c. Table
   b. Chair   d. Desk

4.   In my bedroom there is a..
   a. Pillow   c. Doll
   b. Blanket   d. Block

5.   The…. Can use when the weather is cold.
   a. Blanket   c. Bed
   b. Lamp   d. Pillow

6. Turn on the…..in hot weather
   a. Lamp   c. Tv
   b. Fan   d. Clock

7. We keep on the clothes on….
   a. Wardrobe   c. Bookstore
   b. Desk   d. Bed

8. I open the … every morning
   a. Door   c. Chair
   b. Window   d. Pillow

9. What animals has stripes?
   a. Giraffe   c. Bear
   b. Zebra   d. Dog

10. What kind of animal lay eggs?
    a. Cat   c. Dog
    b. Bird   d. Zebra

11. What kind of animal syas "ribbit" and jumps ?
    a. Fish   c. Frog
    b. Rabbit   d. Mouse

12. Which animals says "meeeaoww" and likes to cuddle?
    a. Cat   c. Mouse
    b. Dog   d. Horse

13. Which animal has a shell and comes out of it?
    a. Fish   c. Bird
    b. Snail   d. Crab

14. Which animal gives milk?
    a. Shark   c. Duck
    b. Cow   d. Chicken

15. Bears likes to eat..
    a. Plant   c. Honey
    b. Banana   d. Carrot

16. This animals usually awake at night. This animals is.
    a. Owl   c. Penguin
    b. Bee   d. Butterfly

17. I can fly and I live in trees. I am..
    a. Bird   c. Fish
    b. Frog   d. Butterfly

18. Marry is on holiday, she stays in the….for a couple of day.
    a. Jail   c. Hotel
    b. Office   d. Beach

19. Mom goes shopping in the…
    a. Market   c. Park
    b. Sport Centre   d. Post Office

20. It is place where ypu play. You can have fun time with your friends or your family here.
    What is it?
    a. Hospital   c. Park
    b. Market   d. Bank

21. We buy medicine in the…
    a. Park   c. Post Office
    b. Bank   d. Drugstore

22. In the … we can ger fresh air
    a. Zoo   c. Mountain
    b. Park   d. School

23. In this place there are many kind of animals this place is..?
    a. Park   c. Zoo

    b. Mountain   d. School

24. Where can I get the bread?
    a. Museum   c. Bakery
    b. Bus Station   d. Reustaurant

25. Dina is a doctor. She works in the..?
    a. Hospital   c. Bank
    b. Museum   d. School

Validity of Experimental Class in Pretest

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total
Q1	Pearson Correlation	1	.626(**)	.596(**)	.626(**)	.192	.708(**)	.369	.372	.708(**)	.234	.311	.234	.252	.270	.311	.277	.482(*)	.369	.369	.482(*)	.596(**)	.369	.618(**)	.414	.285	.772(**)
	Sig. (2-tailed)		.002	.004	.002	.404	.000	.100	.097	.000	.308	.169	.308	.270	.235	.169	.224	.027	.100	.100	.027	.002	.100	.003	.062	.210	.000
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q2	Pearson Correlation	.626(**)	1	.626(**)	.626(**)	.872	.716(**)	.266	.244	.560(**)	.266	.560(**)	.266	.509(*)	.583(**)	.315	.429	.583(**)	.382	.382	.298	.119	.691(**)	.074	.669(**)	.461(*)	.699(**)
	Sig. (2-tailed)	.002		.002	.002	.037	.000	.244	.244	.008	.244	.008	.244	.019	.006	.164	.052	.006	.087	.087	.189	.608	.001	.751	.001	.035	.000
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q3	Pearson Correlation	.596(**)	.626(**)	1	.430	.192	.510(*)	.244	.155	.311	.053	.138	.053	.241	.389	.304	.052	.636(**)	.230	.230	.389	.155	.230	.230	.094	.354	.510(*)
	Sig. (2-tailed)	.004	.002			.192	.018	.100	.502		.053		.053			.304	.447(*)										.018
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q4	Pearson Correlation	.626(**)	.427	.430	1	.404	.523(*)	.266	.097	.169	.427	.625	.427	.427	.362	.625	.337	.139	.266	.266	.139	.430	.266	.266	.340	.306	.575(**)
	Sig. (2-tailed)	.004								.169																	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q5	Pearson Correlation	.192	.037	.192	.234	1	.311	.100	.372	.113	.052	.625	.308	.308	.482(*)	.113	.224	.482(*)	.119	.100	.192	.100	.244	.608	.062	.285	.488(*)
	Sig. (2-tailed)				.308		.311	.369		.144					.027			.027									
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q6	Pearson Correlation	.708(**)	.716(**)	.510(*)	.523(*)	.169	1	.315	.694	.611(**)	.330	.330	.330	.308	.058	.417	.408	.194	.315	.315	.194	.000	.315	.315	.375	.258	.742(**)
	Sig. (2-tailed)	.000	.000	.018	.015	.169			.001	.003	.144	.060	.144	.015		.060						.000(**)					
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q7	Pearson Correlation	.369	.266	.369	.266	.369	.315	1	.499(*)	.560(**)	.266	.560(**)	.266	.509(*)	.583(**)	.315	.429	.583(**)	.382	.382	.298	.608	.691(**)	.074	.669(**)	.461(*)	.699(**)
	Sig. (2-tailed)	.100	.244	.100	.244	.100	.164		.021	.008	.244	.008	.244	.019	.006	.164	.052	.006	.087	.087	.189	.608	.001	.074	.001	.035	.000
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q8	Pearson Correlation	.372	.897	.155	.292	.372	.091	.499(*)	1	.304	.030	.304	.030	.241	.389	.304	.042	.002	.230	.230	.389	.155	.230	.230	.017	.116	.018
	Sig. (2-tailed)	.097	.030	.155	.241	.372	.091	.021		.180	.897	.180	.897	.292	.389	.304											
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21

		Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
Q9	Pearson Correlation	.708(**)	.523(*)	.311	.330	.113	.611(**)	.560(**)	.304	1	
	Sig. (2-tailed)	.000	.015	.169	.144	.625	.003	.008	.180		
	N	21	21	21	21	21	21	21	21	21	
Q10	Pearson Correlation	.234	.427	.430	.236	.430	.266	.030	.055	1	
	Sig. (2-tailed)	.308	.053	.052	.302	.052	.244	.897	.813		
	N	21	21	21	21	21	21	21	21	21	
Q11	Pearson Correlation	.234	.552	.552	.552	.625	.144	.560(**)	.333	.222	
	Sig. (2-tailed)	.308	.138	.113	.138	.113	.244	.008	.138	.333	
	N	21	21	21	21	21	21	21	21	21	
Q12	Pearson Correlation	.169	.138	.113	.138	.113	.330	.897	.222	.138	
	Sig. (2-tailed)	.311	.552	.625	.552	.625	.266	.030	.813	.552	
	N	21	21	21	21	21	21	21	21	21	
Q13	Pearson Correlation	.308	.427	.234	.427	.308	.523(*)	.144	.552	.427	
	Sig. (2-tailed)	.430	.234	.236	.234	.015	.509(*)	.244	.053	.427	
	N	21	21	21	21	21	21	21	21	21	
Q14	Pearson Correlation	.270	.362	.252	.139	.420	.523(*)	.586(**)	.420	.523(*)	
	Sig. (2-tailed)	.166	.053	.252	.549	.058	.019	.005	.081	.045	
	N	21	21	21	21	21	21	21	21	21	
Q15	Pearson Correlation	.311	.330	.113	.523(*)	.482(*)	.583(**)	.636(**)	.447(*)		
	Sig. (2-tailed)	.169	.144	.625	.015	.027	.006	.002			
	N	21	21	21	21	21	21	21	21	21	
Q16	Pearson Correlation	.277	.337	.277	.337	.408	.429	.642(**)	.204	.375	
	Sig. (2-tailed)	.224	.135	.224	.135	.066	.052		.135		
	N	21	21	21	21	21	21	21	21	21	
Q17	Pearson Correlation	.482(*)	.139	.252	.139	.194	.583(**)	.420	.475(*)	.553(**)	.816(**)
	Sig. (2-tailed)	.027	.549	.270	.549	.406	.006	.058	.030	.009	.000
	N	21	21	21	21	21	21	21	21	21	21
Q18	Pearson Correlation	.369	.509(*)	.119	.266	.315	.382	.230	.315	.266	.315
	Sig. (2-tailed)	.100	.019	.608	.244	.164	.087	.316	.164	.244	.164
	N	21	21	21	21	21	21	21	21	21	21

The table below is an SPSS Pearson correlation matrix (rotated 90°). Row labels (read downward) are:

- Q19 — Pearson Correlation / Sig. (2-tailed) / N
- Q20 — Pearson Correlation / Sig. (2-tailed) / N
- Q21 — Pearson Correlation / Sig. (2-tailed) / N
- Q22 — Pearson Correlation / Sig. (2-tailed) / N
- Q23 — Pearson Correlation / Sig. (2-tailed) / N
- Q24 — Pearson Correlation / Sig. (2-tailed) / N
- Q25 — Pearson Correlation / Sig. (2-tailed) / N
- Total — Pearson Correlation / Sig. (2-tailed) / N

(N = 21 for all cells.)

Appendix 6

Validity of Control Class in Pretest

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total
Q1	Pearson Correlation	1	.836 (**)	.669 (**)	.399	.583	.431 (*)	.206	.224	.482 (*)		.482 (*)	.399	.399	.733 (**)	.482 (*)	.583 (**)	.307	.588 (**)	.583 (**)	.561 (**)	.328	.588 (**)	.741 (**)	.741 (**)	.542 (**)	.826 (**)
	Sig. (2-tailed)		.000	.000	.066	.004	.045	.358	.063	.023		.023	.066	.066	.000	.023	.004	.165	.004	.004	.007	.136	.004	.000	.000	.009	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q2	Pearson Correlation	.836 (**)	1	.770 (**)	.542 (**)	.516 (*)	.528 (*)	.161	.155	.155		.224	.066	.066	.843 (**)	.307	.241	.389	.307	.450 (*)	.437 (*)	.184	.399	.542 (**)	.542 (**)	.505 (*)	.791 (**)
	Sig. (2-tailed)	.000		.000	.009	.014	.011	.473	.491						.001												.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q3	Pearson Correlation	.669 (**)	.770 (**)	1	.241	.161	.281																				
	Sig. (2-tailed)	.000	.000		.281																						
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q4	Pearson Correlation	.399	.542	.241	1	.161	.138																				
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q5	Pearson Correlation	.583	.516	.671	.161	1	.380																				
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q6	Pearson Correlation	.431	.528	.327	.528	.380	1																				
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q7	Pearson Correlation	.206	.161					1																			
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q8	Pearson Correlation	.224	.155	.307	.399				1																		
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q9	Pearson Correlation	.482 (*)	.399						.482 (*)	1																	
	Sig. (2-tailed)	.023							.023																		
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q10	Pearson Correlation	.402	.356	.463	.356	.690					1																
	Sig. (2-tailed)	.063	.104	.030	.104	.000																					
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

		Q23	Q24	Q25	Tota l
	Sig (2-tailed)	.023	.001	.004	.066	.004	.045	.317	.317	.063	.876	.491	.491	.054	.317	.358	.004	.165	.004	.673		.317	.317	.491	.008
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q23	Pearson Correlation	.741(**)	.642(**)	.588(**)	.399	.206	.211	.224	.224	.118	.482(*)	.399	.399	.417	.224	.206	.307	.588(**)	.206	.328	.224	1.00Q(**)	1.00Q(**)	.886(**)	.687(**)
	Sig (2-tailed)	.000	.001	.004	.066	.358	.347	.317	.317	.600	.023	.066	.066	.054	.317	.358	.165	.004	.358	.136	.317	.000	.000	.000	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q24	Pearson Correlation	.741(**)	.588(**)	()	.399	.206	.211	.224	.224	.118	()	.399	.399	.417	.224	.206	.307	()	.206	.328	.224	1		.886(**)	.687(**)
	Sig (2-tailed)	.000	.001	.004	.066	.358	.347	.317	.317		.023	.066	.066		.317	.165	.165	.004	.136	.136	.317		.000	.000	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q25	Pearson Correlation	.642(**)	.542	.505	.313	.161	.113	.161	.155	.155	.134	.399	.313	.351	.155	.161	.241	.505	.161	.239	.155	.886(**)	.886(**)	1	.592(**)
	Sig (2-tailed)	.001	.009	.016	.157	.473	.616	.473	.491	.491	.553	.066	.157	.109	.491	.473	.281	.016	.473	.032	.491	.000	.000		.004
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Tota l	Pearson Correlation	.862(**)	.822(**)	.791(**)	.659	.619(**)	.537	.594	.513(**)	.548	.585	.618	.642	.576(**)	.661(**)	.513	.619(**)	.715(**)	.696(**)	.577(**)	.530(**)	.548	.687(**)	.592(**)	1
	Sig (2-tailed)	.000	.000	.000	.001	.002	.010	.004	.015	.008	.004	.002	.001	.005	.001	.015	.002	.000	.000	.005	.011	.008	.000	.004	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

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

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

Validity of Experimental Class in Posttest

Correlations

Q22	Pearson Correlation	1.00 0(**)	.	.689 (**)	1.00 0(**)	1.00 0(**)	1.00	.	.	.	.	.	.	.	.	1.00 0(**)	.	.689 (**)	1.00 0(**)	.	.	1.00 0(**)	1.00 0(**)	1.00 0(**)	.600(*,)
	Sig (2-tailed)	.000	.	.001	.000	.000	.000	.830	.830	.830	.830	.830	.830	.830	.830	.000	.830	.001	.000	.830	.000	.000	.000	.000	.004
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q23	Pearson Correlation	1.00 0(**)	.050	1.00 0(**)	1.00 0(**)	1.00 0(**)	.050	.	.050	.050	.050	.050	.050	.050	.050	.050	.	.050	1.00 0(**)	.050	.	1.00 0(**)	1.00 0(**)	1.00 0(**)	.600(*,)
	Sig (2-tailed)	.000	.830	.000	.000	.000	.830	.	.830	.830	.830	.830	.830	.830	.830	.050	.	.050	.000	.050	.	.000	.000	.000	.004
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q24	Pearson Correlation	1.00 0(**)	.689	.689 (**)	1.00 0(**)	1.00 0(**)	.	.830	.	.	.	.	.	.	.	.830	.	.689 (**)	1.00 0(**)	.	.830	1.00 0(**)	1.00 0(**)	1.00 0(**)	.600(*,)
	Sig (2-tailed)	.000	.050	.001	.000	.000	.830	.050	.830	.830	.830	.830	.830	.830	.830	.050	.830	.001	.000	.050	.830	.000	.000	.000	.004
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
Q25	Pearson Correlation	1.00 0(**)	.050	.689 (**)	1.00 0(**)	1.00 0(**)	.	.830	.	.	.	.	.	.	.	.830	.830	.993 (**)	1.00 0(**)	.769	.769	1.00 0(**)	1.00 0(**)	1.00 0(**)	.600(*,)
	Sig (2-tailed)	.000	.830	.001	.000	.000	.830	.000	.000	.000	.000	.000	.000	.000	.000	.050	.050	.001	.000	.000	.000	.000	.000	.000	.004
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
To tal	Pearson Correlation	.600 (*)	.769	.993 (**)	.600 (*)	.600 (*)	.769	.769	.769	.769	.769	.769	.769	.769	.769	.600 (*)	.769	.600 (*)	.600 (*)	.769	1.00 0(*)	1.00 0(*)	1.00 0(*)	1.00 0(*)	1
	Sig (2-tailed)	.004	.000	.000	.004	.004	.000	.000	.000	.000	.000	.000	.000	.000	.000	.004	.000	.004	.004	.000	.000	.000	.000	.004	
	N	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21

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

Validity of Control Class in Posttest

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total
Q1	Pearson Correlation	1	.796**	.000	.036	.036	.658	.658	.000	.577		.658	.127	.036	.760	.127	.760	.000	.658	.658	.000	.760	.760	.000	.228	.000	.920
	Sig (2-tailed)		.000																								
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q2	Pearson Correlation	.796**	1	.690**	.796**	.796**	.335	.335	.228	.228		.335	.614**	.796**	.549**	.614**	.549**	.690**	.335	.335	.690**	.069	.069	.690**	.307	.690**	.920
	Sig (2-tailed)	.000		.008	.000	.000	.127	.127	.307	.307		.127	.002	.000	.008	.002	.008	.000	.127	.127	.000	.760	.760	.000	.127	.000	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q3	Pearson Correlation	.549**	.690**	1	.690**	.690**	.450*	.450*	.549**	.796**	.690**	.450*	.796**	.690**	.549**	.796**	.549**	.690**	.450*	.450*	.549**	.549**	.549**	.549**	.796**	.549**	.884
	Sig (2-tailed)	.008	.000		.000	.000	.036	.036	.008	.000	.000	.036	.000	.000	.008	.000	.008	.000	.036	.036	.008	.008	.008	.008	.000	.008	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q4	Pearson Correlation	.796**	1.000**	.690**	1	1.000**	.450*	.450*	.796**	.796**	.796**	1.000**	.796**	1.000**	.690**	.796**	.690**	.690**	.450*	.450*	.690**	.760	.760	.760	.228	.760	.800
	Sig (2-tailed)	.000	.000	.000		.000	.036	.036	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.036	.036	.000						
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q5	Pearson Correlation	1.000**	.450*	.690**	.450*	1	.450*	.450*	.335	.335	.450*	.450*	.549**	1.000**	.690**	.335	.690**	.549**	.450*	.450*	.549**	.760	.760	.549**	.335	.549**	.811
	Sig (2-tailed)	.000	.036	.000	.036		.036	.036	.127	.127	.036	.036	.008	.000	.000	.127	.000	.008	.036	.036	.008			.008		.008	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q6	Pearson Correlation	.335	.450*	-.069	.036	.036	1	.450*	.796**	.701	-.100	-.069	.000	.036	.833	.701	.833	.701	.760	.760	-.069	.833	.833	.000	.701	.701	.884
	Sig (2-tailed)	.127	.036	.760	.036	.036		.036	.000	.000	.658	.760															
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q7	Pearson Correlation	.335	.036	.760	.450*	.450*	.450*	1	.335	.335	.658	.335	.127	.450*	.008	.335	.008	-.087	.335	.335	-.087	.008	.008	.008	.335	.008	.811
	Sig (2-tailed)	.127	.036		.036	.036	.036		.127	.127		.127															
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q8	Pearson Correlation	.000	1.000**	.549**	1.000**	1.000**	.450*	.335	1	.228	.577	1.000**	.549**	1.000**	.690**	.614**	.549**	.549**	1.000**	1.00**	.549**	.549**	.549**	.549**	.228	.549**	.549*
	Sig (2-tailed)	.000	.000	.008	.000	.000	.036	.127																			
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q9	Pearson Correlation	.228	.000	.701	.127	.127	.000	.000	.228	1	-.126	.000	.335	1.1	-.069	.335	-.069	.701	.000	.000	.701	.008	.008	.701	.228	.701	.441**
	Sig (2-tailed)																										
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q10	Pearson Correlation	1.000**	.450*	.690**	.450*	.450*	.796**	.796**	.796**	-.126	1	.796**	.614**	.450*	.549**	.614**	.549**	.690**	.796**	.796**	.690**	.549**	.549**	.690**	-.126	.690**	.441**
	Sig (2-tailed)	.000	.036	.000	.036	.036	.000	.000	.000	.577		.000	.002	.036	.000	.002	.000	.000	.000	.000	.000	.069	.069	.000	.577	.000	.040
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22

C22	Pearson Correlation	-.087	-.069	-.048	-.069	-.069	.690(**)	-.069	-.087	.549(**)	-.069	-.069	.549(**)	-.069	-.048	-.087	-.048	-.048	-.069	.069	-.048	-.048	-.048	-.048	-.087	.549(**)	-.048	
	Sig. (2-tailed)	.701	.760	.701	.760	.760	.000	.760	.701	.008	.760	.760	.008	.760	.833	.701	.833	.833	.760	.760	.833	.833	.833	.833	.701	.008	.833	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
C23	Pearson Correlation	.549(**)	.690(**)	1.000(**)	.690(**)	.690(**)	.690(**)	.549(**)	1.000(**)	.690(**)	.796(**)	.549(**)	.690(**)	.549(**)	1.000(**)	.690(**)	.796(**)	1.000(**)	.000	.549(**)	.549(**)	1.000(**)	.549(**)	1.000(**)	.644(**)	.519(*)	
	Sig. (2-tailed)	.008	.000	.000	.000	.000	.000	.008	.000	.000	.000	.008	.000	.008	.000	.000	.000	.000		.008	.008	.000	.008	.000	.000	.013	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	
C24	Pearson Correlation	.228	.335	-.087	.335	.335	.760	.760	.228	.701	.577	.760	.002	.127	.833	.701	.833	.701	.760	.760	.701	.833	.833	.701	.701	.701	
	Sig. (2-tailed)	.307	.127	.701	.127	.127	.760	.760	.307	.701	-.126	-.069	.614(**)	.335	-.048	-.087	-.048	-.087	-.069	.069	-.087	-.048	-.048	-.087	-.087	-.087	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	
C25	Pearson Correlation	.549(**)	.690(**)	1.000(**)	.690(**)	.690(**)	-.069	-.069	.549(**)	-.067	.590(**)	-.069	.549(**)	.690(**)	-.048	-.087	-.048	1.000(**)	-.069	.069	1.000(**)	-.048	-.048	1.000(**)	-.087	1.000(**)	
	Sig. (2-tailed)	.008	.000	.000	.000	.000	.760	.760	.008	.701	.000	.760	.008	.000	.833	.701	.833	.000	.760	.760	.000	.833	.833	.000	.701	.000	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	
Total	Pearson Correlation	.800(**)	.891(**)	.519(*)	.891(**)	.891(**)	.649(**)	.653(**)	.800(**)	.664(**)	.441	.633(**)	.856(**)	.891(**)	.710(**)	.626(**)	.710(**)	.519(*)	.653(**)	.633	.519(*)	.411	.411	.519(*)	.644(**)	.519(*)	
	Sig. (2-tailed)	.000	.000	.013	.000	.000	.001	.000	.000	.000	.040	.000	.000	.000	.000	.002	.000	.013	.000		.013			.013	.000	.013	
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	

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

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

	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q11	Pearson Correlation	.335	.450(*)	-.069	.450(*)	.450(*)	.450(*)	1.000(**)	.335	.796(**)	-.100	1	.335	.450(*)	.690(**)	.796(**)	.690(**)	-.069	1.000(**)	1.000(**)	-.069	-.069	-.069	-.069	.796(**)	-.069	.883(**)
	Sig. (2-tailed)	.127	.036	.760	.036	.036	.036	.000	.127	.000	.658		.127	.036	.000	.000	.000	.760	.000	.000	.760	.760	.760	.760	.000	.760	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q12	Pearson Correlation	.614(**)	.796(**)	.549(**)	.796(**)	.796(**)	.796(**)	.335	.614(**)	.614(**)	.335	.335	1	.796(**)	.549(**)	.228	.549(**)	.549(**)	.335	.335	.549(**)	.549(**)	.549(**)	.549(**)	.614(**)	.549(**)	.858(**)
	Sig. (2-tailed)	.002	.000	.008	.000	.000	.000	.127	.002	.002	.127	.127		.000	.008	.307	.008	.008	.127	.127	.008	.008	.008	.008	.002	.008	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q13	Pearson Correlation	.796(**)	1.000(**)	.690(**)	1.000(**)	1.000(**)	.450(*)	.450(*)	.796(**)	.335	.450(*)	.450(*)	.796(**)	1	.690(**)	.335	.690(**)	.690(**)	.450(*)	.450(*)	.690(**)	-.069	-.069	.690(**)	.335	.690(**)	.891(**)
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.036	.036	.000	.127	.036	.036	.000		.000	.127	.000	.000	.036	.036	.000	.760	.760	.000	.127	.000	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q14	Pearson Correlation	.549(**)	.690(**)	-.048	.690(**)	.690(**)	.690(**)	.690(**)	.549(**)	.549(**)	-.069	.690(**)	.549(**)	.690(**)	1	.549(**)	1.000(**)	-.048	.690(**)	.690(**)	-.048	-.048	-.048	-.048	.549(**)	-.048	.710(**)
	Sig. (2-tailed)	.008	.000	.833	.000	.000	.000	.000	.008	.008	.760	.000	.008	.000		.008	.000	.833	.000	.000	.833	.833	.833	.833	.008	.833	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q15	Pearson Correlation	.614(**)	.335	-.087	.335	.335	.335	.796(**)	.614(**)	.614(**)	.335	.796(**)	.228	.335	.549(**)	1	.549(**)	-.087	.796(**)	.796(**)	-.087	-.087	-.087	-.087	.614(**)	-.087	.625(**)
	Sig. (2-tailed)	.002	.127	.701	.127	.127	.127	.000	.002	.002	.127	.000	.307	.127	.008		.008	.701	.000	.000	.701	.701	.701	.701	.002	.701	.002
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q16	Pearson Correlation	.549(**)	.690(**)	-.048	.690(**)	.690(**)	.690(**)	.690(**)	.549(**)	.549(**)	-.069	.690(**)	.549(**)	.690(**)	1.000(**)	.549(**)	1	-.048	.690(**)	.690(**)	-.048	-.048	-.048	-.048	.549(**)	-.048	.710(**)
	Sig. (2-tailed)	.008	.000	.833	.000	.000	.000	.000	.008	.008	.760	.000	.008	.000	.000	.008		.833	.000	.000	.833	.833	.833	.833	.008	.833	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q17	Pearson Correlation	.549(**)	.690(**)	1.000(**)	.690(**)	.690(**)	-.069	-.069	.549(**)	-.087	.690(**)	-.069	.549(**)	.690(**)	-.048	-.087	-.048	1	-.069	-.069	1.000(**)	-.048	-.048	1.000(**)	-.087	1.000(**)	.519(*)
	Sig. (2-tailed)	.008	.000	.000	.000	.000	.760	.760	.008	.701	.000	.760	.008	.000	.833	.701	.833		.760	.760	.000	.833	.833	.000	.701	.000	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q18	Pearson Correlation	.335	.450(*)	-.069	.450(*)	.450(*)	.450(*)	1.000(**)	.335	.796(**)	-.100	1.000(**)	.335	.450(*)	.690(**)	.796(**)	.690(**)	-.069	1	1.000(**)	-.069	-.069	-.069	-.069	.796(**)	-.069	.883(**)
	Sig. (2-tailed)	.127	.036	.760	.036	.036	.036	.000	.127	.000	.658	.000	.127	.036	.000	.000	.000	.760		.000	.760	.760	.760	.760	.000	.760	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q19	Pearson Correlation	.335	.450(*)	-.069	.450(*)	.450(*)	.450(*)	1.000(**)	.335	.796(**)	-.100	1.000(**)	.335	.450(*)	.690(**)	.796(**)	.690(**)	-.069	1.000(**)	1	-.069	-.069	-.069	-.069	.796(**)	-.069	.883(**)
	Sig. (2-tailed)	.127	.036	.760	.036	.036	.036	.000	.127	.000	.658	.000	.127	.036	.000	.000	.000	.760	.000		.760	.760	.760	.760	.000	.760	.000
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q20	Pearson Correlation	.549(**)	.690(**)	1.000(**)	.690(**)	.690(**)	-.069	-.069	.549(**)	-.087	.690(**)	-.069	.549(**)	.690(**)	-.048	-.087	-.048	1.000(**)	-.069	-.069	1	-.048	-.048	1.000(**)	-.087	1.000(**)	.519(*)
	Sig. (2-tailed)	.008	.000	.000	.000	.000	.760	.760	.008	.701	.000	.760	.008	.000	.833	.701	.833	.000	.760	.760		.833	.833	.000	.701	.000	.013
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Q21	Pearson Correlation	-.087	-.069	-.048	-.069	-.069	.690(**)	-.069	-.087	.549(**)	-.069	-.069	.549(**)	-.069	-.048	-.087	-.048	-.048	-.069	-.069	-.048	1	1.000(**)	-.048	.549(**)	-.048	.185
	Sig. (2-tailed)	.701	.760	.833	.760	.760	.000	.760	.701	.008	.760	.760	.008	.760	.833	.701	.833	.833	.760	.760	.833		.000	.833	.008	.833	.411

Appendix 9

Result Validity Experimental Class in in Pre-test

No.	r_{hitung}	r_{table}	Description
1	0.772	0.3687	Valid
2	0.647	0.3687	Valid
3	0.575	0.3687	Valid
4	0.488	0.3687	Valid
5	0.742	0.3687	Valid
6	0.699	0.3687	Valid
7	0.510	0.3687	Valid
8	0.639	0.3687	Valid
9	0.473	0.3687	Valid
10	0.507	0.3687	Valid
11	0.507	0.3687	Valid
12	0.531	0.3687	Valid
13	0.691	0.3687	Valid
14	0.627	0.3687	Valid
15	0.610	0.3687	Valid
16	0.657	0.3687	Valid
17	0.627	0.3687	Valid
18	0.533	0.3687	Valid
19	0.607	0.3687	Valid
20	0.490	0.3687	Valid
21	0.548	0.3687	Valid
22	0.588	0.3687	Valid
23	0.459	0.3687	Valid
24	0.641	0.3687	Valid
25	0.750	0.3687	Valid

Appendix 10

Result Validity Control Class in in Pre-test

No.	r_{hitung}	r_{table}	Description
1	0.861	0.3598	Valid
2	0.819	0.3598	Valid
3	0.790	0.3598	Valid
4	0.650	0.3598	Valid
5	0.619	0.3598	Valid
6	0.521	0.3598	Valid
7	0.593	0.3598	Valid
8	0.503	0.3598	Valid
9	0.539	0.3598	Valid
10	0.587	0.3598	Valid
11	0.610	0.3598	Valid
12	0.633	0.3598	Valid
13	0.566	0.3598	Valid
14	0.659	0.3598	Valid
15	0.503	0.3598	Valid
16	0.619	0.3598	Valid
17	0.596	0.3598	Valid
18	0.712	0.3598	Valid
19	0.697	0.3598	Valid
20	0.565	0.3598	Valid
21	0.517	0.3598	Valid
22	0.539	0.3598	Valid
23	0.682	0.3598	Valid
24	0.682	0.3598	Valid
25	0.583	0.3598	Valid

Appendix 11

Result Validity Experimental Class in Post-test

No.	r_{hitung}	r_{table}	Descriptions
1	0.600	0.3687	Valid
2	0.769	0.3687	Valid
3	0.993	0.3687	Valid
4	0.600	0.3687	Valid
5	0.600	0.3687	Valid
6	0.600	0.3687	Valid
7	0.769	0.3687	Valid
8	0.769	0.3687	Valid
9	0.769	0.3687	Valid
10	0.769	0.3687	Valid
11	0.769	0.3687	Valid
12	0.769	0.3687	Valid
13	0.769	0.3687	Valid
14	0.769	0.3687	Valid
15	0.769	0.3687	Valid
16	0.600	0.3687	Valid
17	0.769	0.3687	Valid
18	0.993	0.3687	Valid
19	0.600	0.3687	Valid
20	0.769	0.3687	Valid
21	0.769	0.3687	Valid
22	0.600	0.3687	Valid
23	0.600	0.3687	Valid
24	0.600	0.3687	Valid
25	0.600	0.3687	Valid

Appendix 12

Result Validity Control Class in Post-test

No.	r_{hitung}	r_{table}	Descriptions
1	0.799	0.3598	Valid
2	0.891	0.3598	Valid
3	0.518	0.3598	Valid
4	0.891	0.3598	Valid
5	0.891	0.3598	Valid
6	0.646	0.3598	Valid
7	0.681	0.3598	Valid
8	0.799	0.3598	Valid
9	0.682	0.3598	Valid
10	0.437	0.3598	Valid
11	0.681	0.3598	Valid
12	0.857	0.3598	Valid
13	0.891	0.3598	Valid
14	0.710	0.3598	Valid
15	0.623	0.3598	Valid
16	0.710	0.3598	Valid
17	0.518	0.3598	Valid
18	0.681	0.3598	Valid
19	0.681	0.3598	Valid
20	0.518	0.3598	Valid
21	0.181	0.3598	Valid
22	0.181	0.3598	Valid
23	0.518	0.3598	Valid
24	0.682	0.3598	Valid
25	0.518	0.3598	Valid

Appendix 13

Score of Experimental Class in Pre-Test

No	The Names of Students (N)	Pre-Test
1	ASP	68
2	A	72
3	AY	64
4	APN	76
5	CA	72
6	DA	76
7	DA	72
8	FA	68
9	FAK	60
10	HK	60
11	HA	52
12	MF	72
13	MI	72
14	M	80
15	M	76
16	RM	80
17	S	68
18	S	64
19	S	72
20	UJN	64
21	VA	76
	Total	**1464**

Appendix 14

Score of Control Class in Pre-Test

No	The Names of Students (N)	Pre-Test
1	AA	60
2	ADAP	68
3	ARK	64
4	AR	72
5	DAF	68
6	IS	68
7	AE	56
8	MNH	56
9	MT	76
10	MS	64
11	NF	52
12	RS	60
13	RA	76
14	RS	76
15	RH	64
16	RR	68
17	R	60
18	SADP	60
19	SAM	56
20	US	60
21	YA	72
22	ZS	76
	Total	**1432**

Appendix 15

Score of Experimental Class in Post-Test

No	The Names of Students (N)	Post-Test
1	ASP	84
2	A	80
3	AY	72
4	APN	96
5	CA	80
6	DA	96
7	DA	88
8	FA	80
9	FAK	68
10	HK	76
11	HA	60
12	MF	96
13	MI	80
14	M	92
15	M	80
16	RM	88
17	S	92
18	S	68
19	S	76
20	UJN	72
21	VA	84
	Total	**1708**

Appendix 16

Score of Control Class in Post-Test

No	The Names of Students (N)	Pre-Test
1	AA	72
2	ADAP	80
3	ARK	68
4	AR	84
5	DAF	76
6	IS	80
7	AE	60
8	MNH	64
9	MT	92
10	MS	68
11	NF	56
12	RS	64
13	RA	88
14	RS	96
15	RH	72
16	RR	80
17	R	60
18	SADP	72
19	SAM	76
20	US	80
21	YA	80
22	ZS	88
	Total	**1656**

Appendix 17

The Score of Pre-Test And Post-Test at Experimental Class

No	The Names of Students (N)	Pre-test	Post-test
1	ASP	68	84
2	A	72	80
3	AY	64	72
4	APN	76	96
5	CA	72	80
6	DA	76	96
7	DA	72	88
8	FA	68	80
9	FAK	60	68
10	HK	60	76
11	HA	52	60
12	MF	72	96
13	MI	72	80
14	M	80	92
15	M	76	80
16	RM	80	88
17	S	68	92
18	S	64	68
19	S	72	76
20	UJN	64	72
21	VA	76	84
	Total	1464	1708

Appendix 18

The Score of Pre-Test And Post-Test at Control Class

No	The Names of Students (N)	Pre-test	Post-test
1	AA	60	72
2	ADAP	68	80
3	ARK	64	68
4	AR	72	84
5	DAF	68	76
6	IS	68	80
7	AE	56	60
8	MNH	56	64
9	MT	76	92
10	MS	64	68
11	NF	52	56
12	RS	60	64
13	RA	76	88
14	RS	76	96
15	RH	64	72
16	RR	68	80
17	R	60	60
18	SADP	60	72
19	SAM	56	76
20	US	60	80
21	YA	72	80
22	ZS	76	88
	Total	**1432**	**1656**

Appendix 19

RESULT OF NORMALITY TEST IN PRE-TEST

A. Experimental Class

High = 80

Low = 52

Range (R) = high score – low score

$\qquad$ = 80 - 52

$\qquad$ = 28

Total of classes (K) $\qquad$ = 1 + 3.3 log(21)

$\qquad$ = 1 + 3.3 log(21)

$\qquad$ = 1 + 3.3 (1.322)

$\qquad$ = 1 + 4.36

$\qquad$ = 5.36

$\qquad$ = 5

Length of Classes $\quad = \dfrac{\text{range}}{\text{total of classes}} = \dfrac{28}{5} = 5.6 = 6$

Statistics

N	Valid	21
	Missing	0
Mean		69.71
Std. Error of Mean		1.551
Median		72.00
Mode		72
Std. Deviation		7.107
Variance		50.514
Range		28
Minimum		52
Maximum		80
Sum		1464

Interval Pretest Eksperimen Kelas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52 - 57	2	9.5	9.5	9.5
	58 - 63	1	4.8	4.8	14.3
	64 - 69	6	28.6	28.6	42.9
	70 - 75	6	28.6	28.6	71.4
	76 - 81	6	28.6	28.6	100.0
	Total	21	100.0	100.0	

B. Controll Class

High = 76

Low = 52

Range (R) = high score – low score

=76 - 52

= 24

Total of classes (K)   = 1 + 3.3 log(22)

= 1 + 3.3 log(22)

= 1 + 3.3 (1.342)

= 1 + 4.42

= 5.42

= 5

Length of Classes $= \frac{range}{total\ of\ classes} = \frac{24}{5} = 4.8 = 5$

	Valid	22
	Missing	0
Mean		65.09
Std. Error of Mean		1.583
Median		64.00
Mode		60
Std. Deviation		7.425
Variance		55.134
Range		24
Minimum		52
Maximum		76
Sum		1432

Interval Pretest Kelas Kontrol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52 - 56	4	18.2	18.2	18.2
	57 - 61	5	22.7	22.7	40.9
	62 - 66	3	13.6	13.6	54.5
	67 - 71	4	18.2	18.2	72.7
	72 - 76	6	27.3	27.3	100.0
	Total	22	100.0	100.0	

B. Experimental - Controll Class Normality Result in Pre-test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest Kelas Eksperimen	21	100.0%	0	.0%	21	100.0%
Pretest Kelas Kontrol	22	100.0%	0	.0%	22	100.0%

Descriptives

			Statistic	Std. Error
Pretest Kelas Eksperimen	Mean		66.55	3.497
	95% Confidence Interval for Mean	Lower Bound	59.27	
		Upper Bound	73.82	
	5% Trimmed Mean		69.23	
	Median		72.00	
	Variance		269.022	
	Std. Deviation		16.402	
	Minimum		0	
	Maximum		80	
	Range		80	
	Interquartile Range		12	
	Skewness		-3.432	.491
	Kurtosis		13.832	.953
Pretest Kelas Kontrol	Mean		65.09	1.583
	95% Confidence Interval for Mean	Lower Bound	61.80	
		Upper Bound	68.38	

5% Trimmed Mean	65.19	
Median	64.00	
Variance	55.134	
Std. Deviation	7.425	
Minimum	52	
Maximum	76	
Range	24	
Interquartile Range	12	
Skewness	.101	.491
Kurtosis	-1.089	.953

Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Kelas Eksperimen	.257	21	.101	.609	21	.011
Pretest Kelas Kontrol	.163	22	.135	.931	22	.126

a Lilliefors Significance Correction

Appendix 20

Result of Homogeneity in Pre-Test

Test of Homogeneity of Variances

Pretest Kelas Eksperimen

Levene Statistic	df1	df2	Sig.
4.724	5	15	.009

ANOVA

Pretest Kelas Eksperimen

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1463.321	6	243.887	.874	.536
Within Groups	4186.133	15	279.076		
Total	5649.455	21			

Appendix 21

RESULT OF NORMALITY TEST IN POST-TEST

A. Experimental Class

High = 96

Low = 60

Range (R) = high score – low score

$\qquad$ = 96 – 60

$\qquad$ = 36

Total of classes (K) $\qquad$ = 1 + 3.3 log(21)

$\qquad$ = 1 + 3.3 log(21)
$\qquad$ = 1 + 3.3 (1.322)
$\qquad$ = 1 + 4.36
$\qquad$ = 5.36
$\qquad$ = 5

Length of Classes $\quad = \dfrac{\text{range}}{\text{total of classes}} = \dfrac{36}{5} = 7.2 = 7$

Posttest Kelas Eksperimen

Statistics

N	Valid	21
	Missing	0
Mean		81.33
Std. Error of Mean		2.197
Median		80.00
Mode		80
Std. Deviation		10.066
Variance		101.333
Range		36
Minimum		60
Maximum		96
Sum		1708

Interval Postest Kelas Eksperimen

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60 - 66	1	4.8	4.8	4.8
	67 - 73	4	19.0	19.0	23.8
	74 - 80	7	33.3	33.3	57.1
	81 - 87	2	9.5	9.5	66.7
	88 - 96	7	33.3	33.3	100.0
	Total	21	100.0	100.0	

B. Controll Class

High = 96

Low = 56

Range (R) = high score – low score

$\quad$ = 96 - 56

$\quad$ = 40

Total of classes (K) $\qquad$ = 1 + 3.3 log(22)

$\qquad\qquad\qquad\qquad\quad$ = 1 + 3.3 log(22)

$\qquad\qquad\qquad\qquad\quad$ = 1 + 3.3 (1.342)

$\qquad\qquad\qquad\qquad\quad$ = 1 + 4.42

$\qquad\qquad\qquad\qquad\quad$ = 5.42

$\qquad\qquad\qquad\qquad\quad$ = 5

Length of Classes $\quad = \dfrac{\text{range}}{\text{total of classes}} = \dfrac{40}{5} = 8$

Posttest Kelas kontrol

Statistics

Control Class Posttest

N	Valid		22
	Missing		0
Mean			68.47
Std. Error of Mean			2.304
Median			76.00
Mode			80
Std. Deviation			10.806
Variance			116.779
Range			40
Minimum			56
Maximum			96
Sum			1656

Control Class Interval Posttest

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56 - 63	3	13.6	13.6	13.6
	64 - 71	4	18.2	18.2	31.8
	72 - 79	5	22.7	22.7	54.5
	80 - 87	6	27.3	27.3	81.8
	88 - 96	4	18.2	18.2	100.0
	Total	22	100.0	100.0	

A. Experimental- Controll Class Normality in Post-Test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Posttest Kelas Eksperimen	21	100.0%	0	.0%	21	100.0%
Posttest Kelas kontrol	22	100.0%	0	.0%	22	100.0%

Descriptives

			Statistic	Std. Error
Posttest Kelas Eksperimen	Mean		77.64	4.249
	95% Confidence Interval for Mean	Lower Bound	68.80	
		Upper Bound	86.47	
	5% Trimmed Mean		80.63	
	Median		80.00	
	Variance		397.195	
	Std. Deviation		19.930	
	Minimum		0	
	Maximum		96	
	Range		96	
	Interquartile Range		17	
	Skewness		-2.966	.491
	Kurtosis		11.349	.953
Posttest Kelas kontrol	Mean		75.27	2.304
	95% Confidence Interval for Mean	Lower Bound	70.48	
		Upper Bound	80.06	
	5% Trimmed Mean		75.19	
	Median		76.00	
	Variance		116.779	
	Std. Deviation		10.806	
	Minimum		56	
	Maximum		96	
	Range		40	
	Interquartile Range		14	
	Skewness		.036	.491
	Kurtosis		-.652	.953

Tests of Normality

	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest Kelas Eksperimen	.223	21	.006	.691	21	.006
Posttest Kelas kontrol	.124	22	.200(*)	.975	22	.817

* This is a lower bound of the true significance.
a Lilliefors Significance Correction

Appendix 22

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
30.276	6	11	.313

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4530.424	10	453.042	1.308	.332
Within Groups	3810.667	11	346.424		
Total	8341.091	21			

Appendix 23

The Result of Hyphothesis Analysis

A. Pre-test

Group Statistics

	class	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary Mastery	A	21	69.71	7.107	1.551
	B	22	65.09	7.425	1.583

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Vocabulary Master	Equal variances assumed	.271	.606	2.084	41	.043	4.623	2.219	.143	9.104
	Equal variances not assumed			2.086	40.999	.043	4.623	2.216	.148	9.099

B. Post-test

	class	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary Mastery Postest	A	21	81.33	10.066	2.197
	B	22	68.47	3.38	2.304

DOCUMENTATION

CURRICULUM VITAE

A. IDENTIFY
Name   : Wahyuni Sapriani Hutasuhut
Reg. Number   : 18 203 00034
Place/ Birth   : Padangsidimpuan, 28 February 2000
Sex   : Female
Religion   : Islam
Address   : Jl. SM. Raja Gg. Pejuang No. 10

B. PARENTS
Father's Name   : Ahmad Sakirin Hutasuhut
Mother's Name   : Nur Salma Harahap

C. EDUCATIONAL BACKGROUND
1. Elementry School   : SD Negeri 200203/8 Sitamiang
2. Junior High School   : SMP Negeri 11 Padangsidimpuan
3. Senior High School   : SMK Negeri 1 Padangsidimpuan
4. University   : UIN Syahada

Nomor   : B - 6384 /Un.28/E.1/TL.00.9/11/2023   7 November 2023
Lampiran   : -
Hal   : **Izin Penelitian**
           Penyelesaian Skripsi.

Yth. Kepala SMP Negeri 11 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Wahyuni Sapriani Hutasuhut
NIM   : 1820300034
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi   : Tadris Bahasa Inggris
Alamat   : Sitamiang, Padangsidimpuan Selatan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect Quiziz Media on Vocabulary Mastery at Grade Students of SMP Negeri 11 Padangsidimpuan".**

     Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dra. Lis Yulianti Syafrida Siregar, S.Psi, M.A
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Yang bertanda tangan dibawah ini :

Nama	: **MUHAMMAD FAISAL AZIZ,S.Pd**
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Jabatan	: Plt. Kepala Sekolah
Sekolah	: SMP Negeri 11 Padangsidimpuan

Menerangkan bahwa dengan sebenarnya bahwa :

Nama	: Wahyuni Sapriani Hutasuhut
NIM	: 1820300034
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris

Adalah benar telah melakukan Penelitian / Pengambilan Data pada tanggal 07 November s/d 28 November 2023 di SMP Negeri 11 Padangsidimpuan dengan judul Skripsi :

"The Effect Quiziz Media on Vocabulary Mastery at Grade Students of SMP Negeri 11 Padangsidimpuan ."

Pelaksananaan Penelitian/ Pengambilan data ini dilaksanakan atas dasar surat dari Wakil Dekan Bidang Akademik Fakultas Tarbiyah dan Ilmu Keguruan
Nomor : B-6384/Un.28/E.1/TL.00.9/11/2023 tgl 07 November 2023 tentang izin Penelitian / Pengambilan Data.

Demikian Surat Keterangan ini diperbuat untuk dapat di pergunakan sebagaimana mestinya.

Padangsidimpuan,   November 2023
Plt.Kepala SMP Negeri 11 Padangsidimpuan

MUHAMMAD FAISAL AZIZ,S.Pd
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