THE EFFECTIVENESS OF USING A CROSSWORD GAME ON QUIZIZZ IN TEACHING VOCABULARY

(A PRE-EXPERIMENTAL ON THE 7TH GRADE STUDENTS OF SMPN 06 PONTIANAK ACADEMIC YEAR 2025/2026)

A THESIS

Submitted to fulfill one of the requirements for thesis examination in nglish Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Universitas Tanjungpura Pontianak

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ABSTRACT

This research was aimed to find out: 1.) The effectiveness of using a crossword game on Quizizz in teaching vocabulary; 2.) The significant effectiveness on students' vocabulary after using the crossword game on Quizizz; 3.) The range of effectiveness before and after the use of the crossword game on Quizizz. This research employed a quantitative research approach, utilizing an experimental research design within the framework of pre-experimental research. The population of this research consisted of all 7 classes of the 7th grade from SMPN 06 Pontianak, totaling 223 students. The sample of this research was class G from the 7th grade, with a total of 31 students in the 7th-grade G class. This sample was taken using cluster random sampling from the probability sampling type. The research instrument, which was used in this research was a multiple choice test consist of 12 questions with vocabulary of classroom objects, and has been tested in the sample class. The validity test validated 12 question with a rate of medium category on the Pearson Correlation score. The reliability test was also tested with the result of 0.700 with the formula of Cronbach's Alpha. The result of the research has shown that: 1.) The use of the crossword game on Quizizz to teach vocabulary was effective; 2.) The result of the post-test of this one group was higher than the pre-test on the same group, which has shown a valid proof of the effectiveness of this research, as the mean score of the post-test, which is 98.55, was slightly higher than the pre-test mean score, which is 92.81; 3.) The t-test for the hypothesis test in the form of a paired sample t-test on SPSS showed that the t-value was bigger than the significance value 2-tailed, which is 0.006. As the t-value is 0.854>0.006, the null hypothesis H0 was rejected and the alternative hypothesis Ha was accepted. This means that the treatment was effective on students' vocabularies.

Keywords: Crossword, Quizizz, Teaching Vocabulary.

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The researcher acknowledge that this undergraduate thesis is not the most perfect thesis. Therefore, any critics and suggestions which could help from every party may be given to the researcher in the hopes of the perfection of this undergraduate thesis.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the English context, the English vocabulary is the foundation of the English language in sentences and syntax. Vocabulary is placed and used both in spoken and written forms of the sentence. A higher and wider English vocabulary can help someone acquire more knowledge as part of their vocabulary development process. Therefore, English vocabulary was the basic skill of the English learning process. Vocabulary is a set of words which acknowledged by each individual. It was also referred to as a lexicon, which was a collection of words. This collection can be specific to a language or known by an individual. The term vocabulary came from the Latin word “vocabulum”, which means 'a word or name'. It was a crucial element of language and communication, aiding in the expression of thoughts, ideas, emotions, and information. Vocabulary can be oral, written, or signed. Vocabulary can be categorized into two main types: active vocabulary, which refers to words that a person uses regularly. The second one is passive vocabulary, which refers to the words that a person recognizes but does not use frequently. Vocabulary or ‘Lexicon’ came from the Greek word, which was deciphered as a dictionary, which was also a part of a speaker’s linguistic knowledge.

A lot of people learnt their vocabulary mastery by drill, test, and even by making it into game to make it fun and entertaining. To expand their vocabulary, students found it beneficial to utilize games as a strategy. Fatimah & Masduqi (2021) stated that

students easily forgot the vocabularies they learned in the traditional way, different from other approach that involved the students in various activities. As Fatimah & Masduqi (2021) discussed their findings from the discussion between the experts, it was found that the vocabulary game ended up being a powerful means in teaching vocabulary to the students. As stated by the aforementioned source, the utilization of games in a classroom setting is beneficial as they allow students to utilize language in a less formal environment, without the pressure of being entirely correct. Furthermore, games afford students the chance to practice the language while enjoying the process of winning. Games are defined by rules, purpose, activity, competition, and goals (Stenros, 2016). Fatimah & Masduqi (2021) believed that games were able to be brought into the principle of communicative competence, as the students had to communicate within the game session. The utilization of games also abled to replace the boring traditional method into something engaging and entertaining, this made the students were able to brought daily life topic even conversations into engaging activities of vocabulary games (Fatimah & Masduqi, 2021).

Based on the pre-observation, it was found that the students were easily distracted by the surrounding aspects like their friends or outside the classroom sight, despite the lesson and the learning book. When they were allowed to use phone their motivation and excitement risen up. Rahmani (2020) stated that the students have strong connections to the games as it has become one of their daily activities, therefore implementing gamification will be one of the promising ways for learning activity. Experts' statements made it important to pull students' interest in making them learn new and advanced English vocabulary (Fajariyah, 2008). According to Prensky (2001), there are some aspects which triggered people to get engaged by games, such as

motivation for people to accomplish their goals, triggering people to get creative and solve the problems and challenges, and, of course, it is entertaining. Based on the study of (Yip & Kwan, 2006), interactive games are giving effect to the process of learning. The use of a digital game was effective in learning grammar and gave an easier understanding for the students to learn their sets of vocabulary (Castillo-Cuesta, 2020). This aspect was stated in the study of Castillo-Cuesta (2020), where he stated that there is a pedagogical possibilities within the use of digital games, with game activities like crossword puzzles, unscramble sentences, and even matching tasks.

According to Aisyah et al. (2024), gamification in the environment and the process of teaching and learning has built a great environment for the students to achieve effective learning. Based in the study of Aisyah et al. (2024), where the study involved the content of modifying the teaching materials, the activity has found some result whereas the participants gave results where gamification enhance their vocabulary and learn some new vocabulary. Furthermore, for the students which are the participants, the activity has improve their knowledge of English vocabulary, motivation to learn English, their comprehension of learning materials, and even find happiness and playfulness in the learning activity. According to Rahmani (2020), Gamification gave the students and teachers perfectly designed of digital and non-digital games to stimulate learners' language. This meant to include some of the game elements, like a leaderboard, gave the students a healthy competitive behavior, or like points and rewards, and even a progress bar, to non-game yet educational tests. This feature can be seen on mobile applications or some web-based platform media, like Kahoot, Quizizz, Crossword labs, etc. Some studies has proved the use of gamification

in teaching vocabularies by the researchers Azhra et al. (2024), Karatekin (2017), Rohmah et al. (2024).

Some of the educational applications and websites has been made and developed to assist teachers and learners to ease their studies and learning, such as Quizizz, Kahoot etc. (Hussain et al., 2023), and they were widely used in education to support teaching and learning activity. In the education society, the use of Quizizz recently has recently risen, leading to a lot of people started to use Quizizz in their teaching and learning activity (Hussain et al., 2023). Quizizz can be one of the alternatives in game-based educational tools and gives an experience where the quiz or the tools can be used in both solo and multiplayer activity to classes, making it one of the active, interactive, and joyable to the students and the teacher (Hussain et al., 2023). A lot of studies were conducted using a manual crossword printed on paper, but some also used the digitalized crossword by using the web-based application, which is the crossword labs by Rohmah et al. (2024), Setyawati (2024), Sikdewa (2023), and Istiqoomah (2022). Some studies even used Kahoot more than Quizizz in the use of crossword to teach like the study by Khaleel (2022) or by Puspitaningsih (2023). Yet, only one study that included crossword and Quizizz in the study conducted by Fauzani & Ma'rifah (2022). However, in the study which was conducted by Fauzani & Ma'rifah (2022), especially on page 37, Fauzani & Ma'rifah (2022) stated that the crossword puzzle was created on the worldwall web-based application, and not on Quizizz but other grammar tests.

Based on Hornby (2015), 'Crossword is a word game in the type of a puzzle where the one who plays supposed to write sets of words into the boxes related to the

hints prepared beside the entire box'. Those boxes and hints were given numbers both down and across, which gave hints that the players had to find out the answer. According to Setyawati (2024), crossword is a game where it caused the players to be engaged and focused in the game, which triggers and improves the players' vocabulary and their critical thinking abilities. According to the studies above, the researchers found a lot of studies and researches that explored teaching vocabularies in many ways, they used various applications, they also used various types of games, from crosswords until unscramble world. According to the reviewed literature, the researcher found that some research has been done on the aspect of crosswords and Quizizz. Another research has been made in the field of Quizizz web-based application. A study by Parinduri & MY (2023) stated that the use of Quizizz is a fun and interactive medium to improve students' vocabulary acquisition and increase students' motivation, solving the problem of students' lack of motivation in learning English using traditional methods like memorization which were less engaging and less entertaining.

Through all the studies, the researcher found the novelty of this study, the students found it hard to memorize vocabulary. The moment they were struck by order to memorize at least 10 vocabularies, their mind concluded that it was hard and boring. The researcher has decided to fill this gap by testing the theories from the previous study about vocabulary game, crossword and Quizizz. All of those materials had proven that the use of those succeeded in the class teaching and learning process. The researcher decided to use the media Quizizz, even though there is no such feature in the Quizizz especially for crossword. From the researcher's perspective, the use of Quizizz was better than the other application because it gave entertaining fun music audio which we could choose, the interesting pictures, buffs like a real game, competitive

leaderboards, and AI powered tool where the students could use for one of their tools. To fill the gaps, the researcher found that there is no feature itself of crossword on Quizizz and no one has ever done to combine them purely Crossword on Quizizz, not some other apps or any other web-based application. Some researchers has confirmed that both crossword and Quizizz are both entertaining, therefore the researcher is able to experiment with this specific topic of Crossword on Quizizz towards the 7th Grade of Students of SMPN 06 Pontianak under the supervisions of the school and the teachers. Based on the previous studies above, the researcher conducted an in-depth exploration of the topic at SMP Negeri 06 Pontianak during this semester. The study was aimed to find the effectiveness in the vocabulary teaching on the seventh-grade students' vocabulary skills by analyzing test items using the Crossword on Quizizz as the medium. Additionally, the study determined the validity and reliability of test items for the final semester assessment. The title of the research is **"**The Effectiveness of Using a Crossword Game on Quizizz in Teaching Vocabulary **(**A Pre-experimental on the 7th Grade Students of SMPN 06 Pontianak Academic Year 2025/2026**)".**

1.2 Research Questions

According to the information from the background, the researcher formulated the following:

1) Is there any difference between the students' score on the vocabulary test before and after using the crossword game on the Quizizz web-based platform?
2) If yes, how significant is the effect of the use of the crossword game on the Quizizz web-based platform in teaching vocabulary to the students?

1.3 Research Objectives:

According to the information above from the research questions, the researcher formulated the objectives as follows:

1) To find out if there are any differences in students' scores in their vocabulary test before and after the use of the crossword game on the Quizizz web-based platform.
2) To find the range of the significant effect on the result of the students' vocabulary test after the use of the crossword game on the Quizizz web-based platform.

1.4 Research Significance

At the end of this pre-experimental research, the researcher hopes this research will give some advantageous for other researchers, teachers, and even students. They are:

1) Theoretically, the result of this research may be used to support existing research about using a crossword as a quiz on the Quizizz web-based media platform in teaching students' vocabulary skills. The result of this research may be used to widen the variety of English research in the field of vocabulary, crossword, and Quizizz in the future as well. Not only the researchers, but theoretically, it may even help the teachers in their scope of English teaching in the future. Theoretically, the result of this research may help in providing additional information for other research in the field of crossword, gamification, and vocabulary.

2) Practically, the research can be useful for the researcher to study more about this field and get various solid pieces of information about the effectiveness in teaching students' vocabulary. Furthermore, the researcher hopes that this study could inspire the teachers to gain various ideas, new experiences, and references in teaching students' English vocabulary. At least, the researcher hopes that this

research could be helpful for the students who wants to enhance their vocabulary dictionary and capability by using crossword in their learning time, or even in the form of hobby.

1.5 Terminology

1.5.1 Crossword

A crossword was a specific type of word puzzle where the players were required to construct words that correspond to the numerical clues provided, vertically and horizontally, within the designated squares. In this research, the crossword was used on two aspects. The first one was manually on paper, as the researcher exposed a form of a crossword to make the students familiar with a crossword.

1.5.2 Quizizz

Quizizz is an educational game-based application that provided online quizzes and is easily played and can be enjoyable. In this research, the Quizizz was used as the medium for the students to do the tests of vocabularies with crossword page of each number of the crossword on each question number. The tests in the Quizizz used the feature of 'Fill in the Blank' as it matched the system of a crossword.

1.5.3 Vocabulary

In this research, the part of speech focused here is the vocabulary (noun), which was discussed in the lesson 'Things inside the Classroom'. The vocabulary used in the treatment were 20 vocabularies of countable noun. Meanwhile, the vocabularies used in both pre-test and the post-test were 12 vocabularies as it followed the validation rule.

1.5.4 Teaching Vocabulary

In this research, teaching vocabularies refers to teaching vocabularies countable nouns of things inside the classroom in the learning environment. The vocabulary were taught on the students in the classroom by the researcher which acted as both the researcher and the teacher.

1.5.5 SMPN 06 Pontianak

In this research, the site of the research was SMPN 06 Pontianak. SMPN 06 Pontianak is one of the junior high schools in Pontianak. This junior high school is a state school, funded by the government for the junior high schools students. This school used Merdeka Curriculum and was "A" accredited. This junior high school site was located on the St. Karya Baru, Parit Tokaya subdistrict, South Pontianak District, Pontianak City, West Kalimantan, Indonesia.

1.6 Research Scope

1.6.1 Research Variables

This research was conducted with two variables, the independent variable and the dependent variables.

1) Independent Variable

The independent variable in this research was the use of crossword game on Quizizz to teach students' vocabulary skill. As the use of crossword acted as the simulant of students' vocabulary skill and affect the dependent variable.

2) Dependent variable

The dependent variable in this research were the students' score on their vocabulary test. As this variable were affected by the independent variable, as the dependent variable is the vocabulary skills of the students after the use of the crossword game on Quizizz.

1.6.2 Research Hypothesis

a) H_0

The use of the independent variable, which was the crossword game on Quizizz, was not effective and did not give any changes to the dependent variable after the use of crossword game on Quizizz.

b) H_a

The use of the independent variable, which was the crossword game on Quizizz, was effective and gave some changes to the the dependent variable after the use of crossword game on Quizizz.