

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. The Concept of Vocabulary Mastery**

##### **1. Definition of Vocabulary Mastery**

Vocabulary is a fundamental aspect of language learning. It holds significance as individuals need to grasp vocabulary before effectively engaging in speaking, writing, and listening. One is deemed to "know" a word when one can recognize its meaning upon encountering it, as highlighted by Cameron (2001). It means that in learning vocabulary learners have to know the meaning of it and also understand and use it in sentence context, such as Gushendra (2017) that Vocabulary is underlined by its pivotal role in language teaching, wherein students are encouraged to continually expand their word repertoire concurrently with their exploration of language structures and the honing of sound systems. In essence, vocabulary emerges as a foundational element, forming the basis for linguistic competence before delving into the intricacies of listening, reading, speaking, and writing in the English language.

According to Asyiah (2017) augments this perspective by emphasizing the paramount role of vocabulary in the realm of foreign language learning. A rich and extensive vocabulary is posited as a linchpin for achieving mastery in English, influencing the proficiency levels in major language skills encompassing

listening, speaking, reading, and writing. Within the framework of language acquisition, vocabulary emerges as a pivotal and irreplaceable facet. It not only enhances communicative competence but also embodies a natural and indispensable process in language learning.

## 2. Types of Vocabulary

According to Thornbury in Zahro' (2013), there are four types of vocabulary in English. Nouns, adjectives, verbs, and adverbs are four types of words. The following sections will discuss each of these vocabulary classes.

### 1) Noun

Nouns are classified as general nouns or nouns, according to Mew and Seaton (2013). concrete nouns, proper nouns, collective nouns, abstract nouns, singular nouns, countable nouns, and uncountable nouns are all examples of nouns.

### 2) Adjective

By defining, differentiating, or quantifying phrases, an adjective me change a noun or pronoun. In other words, the adjective is a word that is used before a noun or pronoun and fulfills that condition. Smart, thin, simple, fat, heavy, sad, happy, and so on are examples of adjectives. When using two or more adjectives, use the following order: scale, consistency, color, origin, and content.

### 3) Verb

The verb describes or illustrates what someone does. Verbs are very necessary because a sentence will not be complete without a verb. Colman (2014) also describes verbs as “doing, being, and having words.” There are different types of verbs, including transitive, intransitive, and auxiliary verbs.

### 4) Adverb

Adverbs, according to Seaton and Mew (2013), adverbs are words that describe verbs, adjectives, or other adverbs. Adverbs are words or phrases that modify verbs and adjectives, other adverbs, or whole sentences and answer the question "When?" "Where?" "How?" "What for what extent?".

## **B. Game-Based Learning**

### 1. Definition of Game-Based Learning

Game-based learning (GBL) is an instructional approach that incorporates elements of games into the learning process to enhance engagement, motivation, and educational outcomes. In GBL, educational content is delivered through the context of a game, and learners actively participate in the learning experience by interacting with game elements. The goal is to make learning more enjoyable, immersive, and effective by leveraging the intrinsic motivation that games often provide. According to Eck (2015), “He mentioned before and still believes today that digital games are effective in representing learning theories, which can

lead to better outcomes. Our failure to give guidance in doing this ten years ago allowed digital games to be seen mainly as tools for traditional, instructive learning”.

Several considerations are crucial when employing digital game-based learning. Firstly, the games should encourage critical thinking and active engagement. Secondly, clear rules and objectives should be established, along with prompt feedback from teachers. Lastly, as proposed by Deubel and Anjelina et al. (2022), students should interact with the games and with each other to maximize learning outcomes.

However, the success of GBL hinges on collaboration between students and teachers, as underscored by Furdu (2017). Without this collaboration, challenges may arise in implementing GBL. One of the Game-Based Learning applications that can be used in education is the Quizizz app. This app allows teachers to design quizzes for teams or individuals, dividing the class into four groups for group activities. Teachers can also design lessons in the form of quiz competitions to measure the level of understanding of students in absorbing the presented material. Individual quizzes can also be conducted, where the teacher designs learning activities like quiz competitions to assess the understanding of each student individually by Irwan dkk (2019:96).

## **C. Quizizz Application**

### **1. Definition of Quizizz**

Quizizz is a fun learning platform based in Bengaluru, India. It was created in 2015 by Deepak Joy Cheenath and Ankit Gupta. The platform is both free and available for download on mobile devices through various app stores. Quizizz is designed to make classroom exercises more engaging by turning them into multiplayer activities.

Students can utilize Quizizz to complete tasks on their mobile devices, injecting a dynamic and enjoyable element into their learning experience, as highlighted by Zhao (2019). What distinguishes Quizizz from other educational apps is its integration of gaming elements such as avatars, memes, themes, and music, enhancing the enjoyment of the learning process. Moreover, Quizizz motivates students by enabling them to compete with their peers.

Quizizz is hailed as the premier choice for online assessments in English teaching and learning, as noted by Bury (2017). The ranking display can showcase the performance of all students or just the top five, allowing instructors, whether teachers or lecturers, to actively monitor students' progress throughout the quiz, as discussed by Irwansyah & Izzati (2021).

Upon completion of a session, teachers have the option to download a statistical report in Excel format, offering a summary of students' answers for performance assessment. Additionally, the

report is emailed to students for self-assessment, aiding them in identifying their strengths and weaknesses, thus motivating them to enhance their understanding of the material, as discussed by Fadhilawati (2020).

Moreover, Quizizz seamlessly integrates with Google Classroom, enabling students to incorporate quiz results into their assignments. This integration streamlines the educational process by automatically saving student responses and scores, offering a convenient tool for both students and teachers. Additionally, teachers can opt to share quiz reports with students' parents, fostering transparency and communication regarding student progress.

#### **D. Previous Studies**

The first research, conducted by Widyahening (2021), titled "The use of Quizizz in English vocabulary mastery for youth group at Bethel Church Diaspora Karayanganyar, Central Java," aimed to enhance the English vocabulary of youth members of the D"Generation group at Bethel Diaspora Church, Karanganyar, Central Java, using the Quizizz platform. The outcome revealed that after completing the training program, participating youths felt more motivated and proficient in understanding and mastering English vocabulary through the enjoyable Quizizz medium.

In the second study by Pratiwi, A.D, et al. (2023), titled "Improving students' vocabulary mastery by using Quizizz game-based learning at junior high school," the researchers investigated

whether utilizing the Quizizz game-based learning application could enhance students' vocabulary mastery, specifically at SMP Negeri 6 Tondano. Employing a quantitative approach with a pre-experimental design, the study included one class of ninth-grade students, totaling 15 individuals. Results showed a significant improvement in post-test scores compared to pre-test scores, indicating the effectiveness of Quizizz in enhancing students' vocabulary, particularly in word meanings and synonyms, while also increasing student activity and enjoyment in the classroom.

The third research, conducted by Komalasari, N et al. (2021), titled "Using Game to Improve Vocabulary Mastery in Grade VIII C at MTs Ibnu Rosyad," aimed to determine whether the Quizizz Game could enhance students' vocabulary mastery and identify factors influencing its success. Findings indicated improvement in vocabulary scores from cycle 1 to cycle 2, demonstrating the efficacy of Quizizz. However, limited school facilities and Wi-Fi availability posed challenges.

In the fourth study by Ilham (2022), titled "Effectiveness of the Quizizz Application on Student Learning Outcomes in Vocabulary Building Course," the research aimed to validate the effectiveness of the Quizizz Application on student learning outcomes in the Vocabulary Building Course for the Class of 2021. Utilizing an experimental design with a One-Group pretest-posttest Design and a quantitative approach, the study included a population of 13 students. Results revealed a significant increase

in students' vocabulary learning outcomes after implementing Quizizz, indicating its effectiveness in enhancing learning outcomes.

The fifth research by Parmawati and Ruqoyyah (2023), titled "Improving vocabulary mastery through Quizizz application as game-based learning," aimed to assess the improvement of students' vocabulary through the Quizizz application as game-based learning. Conducted using Classroom Action Research (CAR) with 20 senior high school students in Cimahi, the study employed tests and questionnaires as research instruments. Results demonstrated a substantial improvement in students' vocabulary scores after Quizizz implementation in each cycle, indicating its efficacy in enhancing vocabulary mastery.

In summary, these studies collectively highlight the effectiveness of the Quizizz application in enhancing students' vocabulary mastery across various educational settings and grade levels, underscoring its potential as a valuable tool for English language learning.

**Table 2.1 Table Previous Studies**

<b>NO</b>	<b>Title</b>	<b>Researcher</b>	<b>Similarity</b>	<b>Differences</b>
1.	The use of Quizizz in English vocabulary mastery for youth group at Bethel	Widyahenin g et al (2021)	The similarity is that this study has the same goal of	Different targets, this study is for youth and researcher for young.



	Church Diaspora Karayangan yar, Central Java		increasing vocabular y mastery.	
2.	Improving students' vocabulary mastery by using Quizizz game-based learning at junior high school	Pratiwi, A.D, et al (2023)	The similarity is In this study has the same goal of increasing vocabular y mastery and using quantitativ e in research and also the same in data collection instrument s.	Different targets and the subject of the research is only one class
3.	Using a game to improve vocabulary mastery in grade VIII C at MTs Ibnu Rosyad	Komalasari, N et al (2021)	The similarity is That this study has the same goal of increasing vocabular y mastery.	The differences are There are differences in data collection in this study. Data was collected through qualitative and quantitative data. while

				researchers collect data through quantitative data
4	Effectivitas Aplikasi Quizizz Terhadap Hasil Belajar Mahasiswa Tadris bahasa Inggris Pada Mata Kuliah Vocabulary Building di Kelas 2021	Ilham, N.A (2022)	The similarity is That this study has the same goal of increasing vocabulary mastery.	The difference is experimental research in this study only used One-Group while the author uses two classes, namely experiment and control.
5	Improving vocabulary mastery through Quizizz application as game-based learning	Parmawati and Ruqoyyah (2023)	The similarity is The similarity In this study has the same goal of increasing vocabulary mastery	The difference is that this study uses Classroom action research while the author uses quasi-experimental research.

Source: researcher analysis

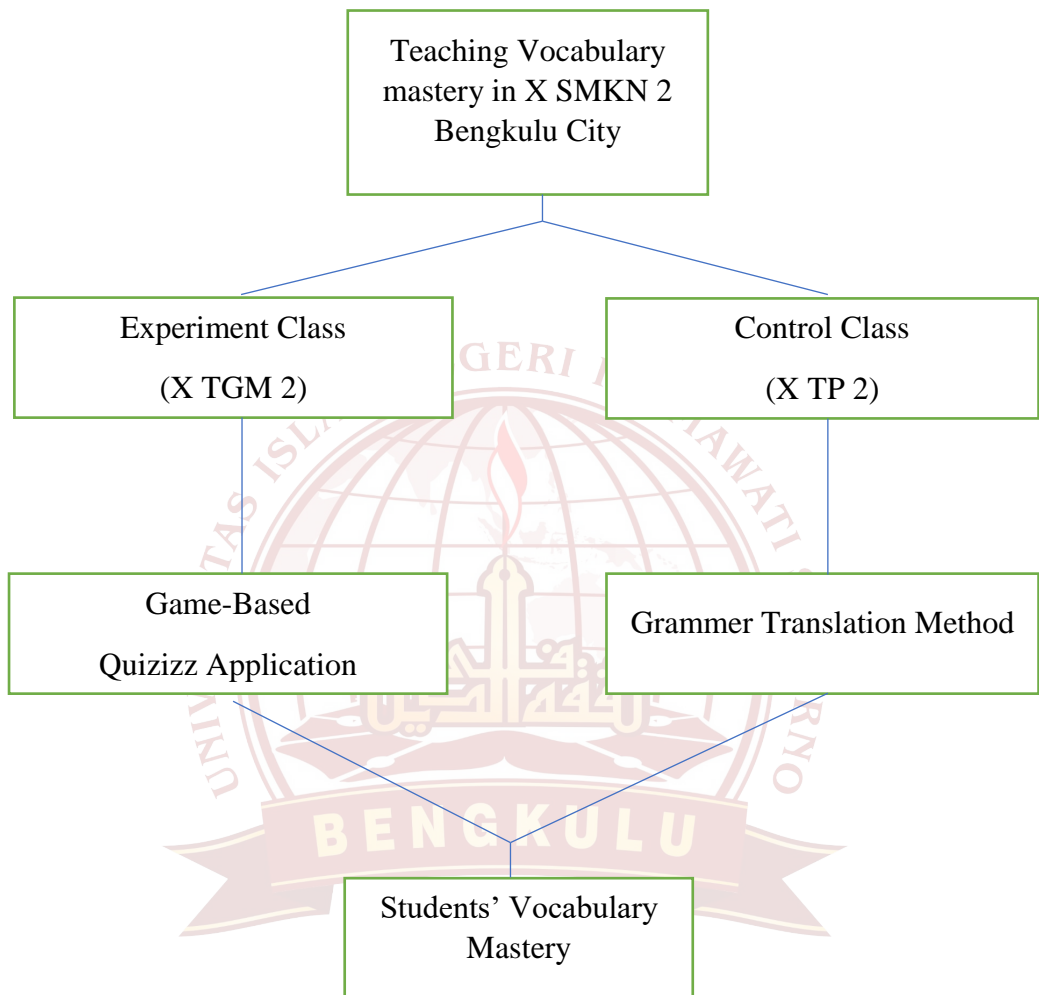
## E. Conceptual Framework

Vocabulary is a crucial part of learning a language, and every student needs to master it when learning English. In Indonesia, the English Syllabus Curriculum K-13 mandates high school students to attain proficiency in vocabulary relevant to their learning materials. However, students often faced challenges with vocabulary, including comprehension, pronunciation, and translation difficulties. Many struggled to grasp the meanings of words in texts, hindering their overall language acquisition.

In addressing these challenges, integrating technology presented a promising solution. One effective method was leveraging applications based on Game-Based Learning (GBL) to facilitate vocabulary instruction. An exemplary tool in this regard was the Quizizz application, an online learning platform that not only captured students' interest but also aided in word retention.

In conclusion, the researcher believed that the Quizizz application held significant potential in facilitating the teaching and learning of vocabulary, offering an innovative approach to address the challenges faced in vocabulary acquisition.

**Figure 2.3 Conceptual Framework**



## F. Research Hypothesis

A hypothesis is a temporary answer to a formulation research problem, where the research problem formulation has been stated in the form of a question sentence (Sugiyono, 2020:99). The researcher states the following hypothesis:

Ho: There is no effect of the Game-Based Quizizz application towards Vocabulary Mastery in tenth grade at SMKN 2 Bengkulu

Ha: There is an effect of the Game-Based Quizizz application towards Vocabulary Mastery in tenth grade at SMKN 2 Bengkulu

