

Developing A Quizizz-Assisted Electronic Worksheet to Foster Vocabulary Mastery for Junior High School Students

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Abstract

Vocabulary learning remains a challenge for junior school students because existing teaching materials often provide only limited opportunities for interactive and meaningful learning. Integrating game-based digital platform into curricular teaching material offers a promising approach to addressing this issue. This study aims to develop a Quizizz-supported Electronic Worksheet for vocabulary learning, evaluate its feasibility and identify the challenge encountered during its development. A Research and Development (R&D) approach using the ADDIE model was employed. This study involved 38 seventh-grade students from a public junior high school in Cimahi, Indonesia. The product was validated by two university lecturers and one English Teacher. Data were collected through expert validation form and field notes, and analyzed using descriptive qualitative and quantitative techniques. The findings showed that the developed worksheet was highly feasible based on expert validation and was successfully implemented in the classroom after several revisions. The development process also revealed several challenges, including the limitations of the free version of Quizizz, the need to improve instructional clarity and curriculum alignment, and internet connectivity issues during implementation. The findings indicate that the developed worksheet is a feasible digital resource for vocabulary instruction and supports the integration of Quizizz into curriculum-based teaching materials.

Keywords: Electronic Worksheet; Quizizz; Vocabulary Mastery; ADDIE Model

INTRODUCTION

Vocabulary mastery is a fundamental component of the English language learning process, as it supports students' abilities in listening, speaking, reading and writing. In the context of junior high school, vocabulary knowledge serves as the foundation for developing communicative competence and achieving learning objectives across all language skills. However, teaching vocabulary remains a significant challenge, because students are expected not only to learn a large number of words but also to understand their meanings, usage, collocations, and cultural contexts (Aprianti & Azzahra, 2024). Therefore, the use of appropriate learning media plays a crucial role in stimulating students' learning patterns and supporting instructional objectives (Ainiyah, 2023). Despite this, the learning materials used in the classroom are often not interactive enough and fail to accommodate students' learning characteristics in the digital age. The conventional approach can reduce students' motivation and participation, thereby limiting opportunities for meaningful vocabulary practice and hindering the development of digital literacy skills required in contemporary education (Rahmah et al., 2023; Sa'diyah & Fuady, 2026). Furthermore, online language learning presents both challenges and opportunities for educators, particularly in maintaining students motivation and engagement throughout the

learning process (Maming et al., 2023). Consequently, there is a growing need for instructional materials that actively engage students while supporting vocabulary learning in authentic and meaningful contexts.

Recent developments in educational technology have spurred the adoption of gamification as an innovative strategy in language learning. Theoretically, gamification aligns with Vygotsky's sociocultural theory, which emphasizes that learning occurs through the mediation of tools, symbols, and social interactions within a structured yet flexible learning environment (Sitompul et al., 2023). One digital platform that has garnered widespread attention is Quizizz, a gamification-based educational application that enables learners to engage in learning activities individually or collaboratively via computers and mobile phone devices (Pratiwi et al., 2023). Previous research has consistently reported positive outcomes associated with the use of Quizizz in English language learning. By utilizing Quizizz as an interactive learning tool and maximizing the use of smartphones or other digital devices, educators can move beyond conventional teaching methods while creating more engaging and enjoyable learning experiences that support students' successful vocabulary acquisition (Emelia et al., 2024). Quizizz has been widely recognized as a game-based platform that fosters motivation, engagement, and active participation among students in English language learning activities, which in turn contributes to improved learning outcomes and vocabulary acquisition (Jonathan & Safriyanti, 2025; Nasir et al., 2025; Zhang & Crawford, 2024). Specifically, it is found that students' participation in gamified vocabulary activities significantly predicted vocabulary achievement in an asynchronous learning environment (Waluyo & Tran, 2023). Additionally, Quizizz offers various features, such as adjustable time limits and immediate feedback, while its flexibility enables personalized learning experiences that accommodate diverse levels of vocabulary proficiency and students' learning preferences (Efendi et al., 2025; Hidayah, 2024). Learners also tend to respond positively to Quizizz because its interactive and enjoyable nature encourages active participation, enhances vocabulary and grammar knowledge, and fosters a more favorable attitude toward online learning (Fahada et al., 2024; Permana et al., 2023). Although previous studies have demonstrated the educational benefits of Quizizz, relatively little attention has been given to its integration into the systematic development of digital learning materials for vocabulary instruction.

However, although these findings show promising results, previous research has generally positioned Quizizz as an assessment platform, a supplementary practice tool, or a standalone classroom activity, rather than as an integral component of curriculum-based learning materials. Research on computer-assisted language learning has shown that computers and internet-based activities facilitate vocabulary acquisition and the development of reading comprehension by strengthening memory and supporting the formation of connections between word forms and their meanings (Alqahtani, 2024). Nevertheless, these studies generally focus on the effectiveness of the digital tools themselves, rather than on how it can be systematically integrated into instructional materials. Studies conducted by several researchers consistently highlight the effectiveness of Quizizz in promoting vocabulary learning, active participation, and positive learning outcomes; however, Quizizz is primarily used as a teaching aid or for self-assessment, rather than being integrated into curriculum-based learning materials (Fakhrurriana & Nasrullah, 2023; Irawan, Sherfaty, Regita, 2025; Mawaddah et al., 2025). Although previous research has established the pedagogical value of Quizizz in enhancing engagement and supporting vocabulary learning, limited attention has been given to exploring how Quizizz can function as a systematic component of instructional materials designed to facilitate vocabulary acquisition, furthermore, existing research rarely integrates Quizizz-

based activities with procedural texts to support vocabulary development through meaningful reading experiences. Consequently, Quizizz's potential to function not only as an assessment tool but also as part of comprehensive instructional materials has not been adequately explored. Addressing this gap is crucial to providing empirical evidence on how gamified digital platforms can be systematically integrated into vocabulary instruction to support meaningful learning experiences.

One type of instructional material with the potential to support vocabulary development is procedural text. Procedural texts, which are closely related to daily life, provide guidance on how to complete tasks through a sequence of steps, with the social function of explaining how something is done systematically (Fauziyah et al., 2023). In English language instruction, procedural texts not only support reading comprehension but also vocabulary acquisition by exposing learners to functional language features, such as imperative verbs and sequential conjunctions, within meaningful contexts. To maximize the benefits of text-based learning, teachers need to implement appropriate instructional strategies, including introducing new vocabulary before students encounter it in the text, thereby facilitating comprehension and vocabulary processing (Schmitt, 2020). At the same time, digital literacy has become an essential competency for students' future academic, social and professional success, although many learners still struggle to access, evaluate, and use digital information effectively (Fitrianingsih, 2025). Therefore, integrating interactive digital media such as Quizizz into procedural text activities offers an opportunity to connect contextual reading experiences with vocabulary development, while also promoting students' digital literacy, engagement, and motivation.

Thus, the development of interactive instructional materials that integrate Quizizz into vocabulary instruction is crucial for fostering student engagement and meeting their learning needs in the digital age. Unlike previous studies, which generally utilized Quizizz as an assessment tool, supplementary practice activity, or standalone instructional medium, this study developed an Electronic Worksheet that systematically integrates Quizizz-based activities into procedural text instruction to facilitate vocabulary learning among junior high school students. This developed worksheet is designed not only to provide a gamified learning experience but also to link vocabulary acquisition with meaningful reading activities and the development of digital literacy skills. In line with this, this study aims to describe the process of developing the Quiz-supported Electronic Worksheet, assess the feasibility of the developed medium, and identify the obstacles encountered during the development of the body of knowledge in gamified vocabulary learning by providing an example of how Quizizz can be integrated into curriculum-based digital worksheets to support vocabulary learning through procedural texts.

METHOD

This research employs a systematic approach by utilizing a Research and Development (R&D) framework, specifically following the ADDIE instructional design model. This model encompasses five sequential stages: Analysis, Design, Development, Implementation and Evaluation. Its primary objective is to create educational materials that address identified learning requirements and enhance pedagogical outcomes (Judijanto et al., 2024). The section of the ADDIE model was predicated on its capacity to offer a clear and organized procedure for the creation, development, and assessment of educational tools, thereby ensuring congruence with learner requirements (Torang & Rhamayanti, 2025). Consequently, the ADDIE model provided the foundation structure for the systematic development of Electronic Student Worksheet, incorporating Quizizz as an integrated component throughout this investigation.

The research was carried out at an educational institution serving the public junior high school sector in Cimahi, West Java, Indonesia. Thirty-eight seventh-grade students, selected through purposive sampling, participated in this study. This selection was based on the type of material developed, which was specifically designed for teaching English at the grade level. The implementation involved two distinct phases: a small-scale pilot test with eight students, and a subsequent, broader field test involving the remaining thirty students. The ADDIE instructional design model has five phases however, the analysis phase has already been completed during preliminary research conducted before product development began. This initial stage involved discussions with English teacher to identify students' learning needs, the current classroom learning context, and any barriers to vocabulary acquisition. The insights gained from this preliminary investigation formed the basis for the creation of Electronic Students Worksheet integrated with Quizizz. Therefore, the product development process presented in the Result section focuses on the Design, Development, Implementation, and Evaluation phases.

Here is the step in ADDIE model that be used:

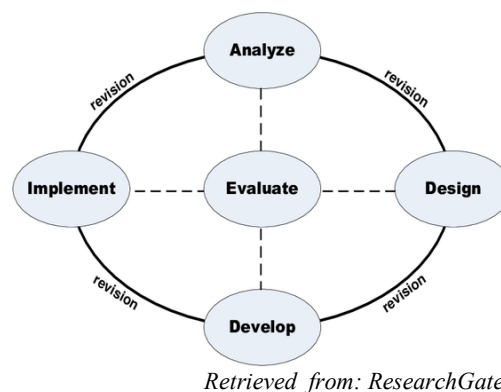


Figure 1: ADDIE Model

Based on the figure 1 above, this study adopted the ADDIE model as a framework for developing electronic students worksheet supported by Quizizz. This conceptual framework consists of five distinct stage. However, the initial assessment stage was completed during the preliminary investigation to identify students' educational needs and existing classroom conditions. Therefore, the subsequent product development methodology, as describe in the result section, focuses on the Design, Development, implementation, and Evaluation stages. These stages outline the systematic procedures followed for the creation, validation, refinement, implementations, and evaluation of the product.

To systematically document the product development process, this study employed expert validation sheets and field notes as the primary research instruments. The expert validation sheet was used to evaluate the feasibility of the developed Electronic Worksheet in terms of its content, media design, and language appropriateness. The validation was conducted by three experts, consisting of two university lecturers and one English teacher. Meanwhile, field notes were used to record the development process, product revision, classroom implementation, and challenge encountered during the development stage. The collected data were analyzed using descriptive qualitative and quantitative approaches. Qualitative data from the validator's feedback and field notes were analyzed to describe the development process, revisions, and challenges encountered. Quantitative data from the expert validations sheets were analyzed

using percentage calculations to determine the feasibility of the developed product. The formula used to calculate the feasibility percentage is presented as follows:

$$P = \frac{f}{N} \times 100$$

Where p representing the percentage of feasibility, f is the total score obtained, and N is the maximum possible score. This percentage is interpreted using the following criteria: 81-100% (Very Feasible) 61-80% (Feasible) 41-60% (Fairly Feasible) 21-40% (Less Feasible) 0-20% (Not Feasible) (Juwariyah et al., 2025). The findings obtained from this procedure are presented and discussed in the following section, with a focus on the product development process, its feasibility, and the obstacles encountered during its development.

RESULTS AND DISCUSSION

Results

This study presents findings in line with three research objectives: (1) The process of developing, (2) The feasibility of develop, (3) The obstacle encountered during the development. Since this study employed a Research and Development (R&D) approach, these findings focus on a systematic description of the product development process rather than on an evaluation of its effectiveness in improving students' vocabulary mastery.

1. The process of Developing Electronic Worksheet

1.1 Analysis Phase

The analysis phase was conducted during the preliminary study through a discussion with the English teacher. The discussion revealed that students were more engaged when digital media was incorporated into classroom instruction. The teacher also identified a need for more interactive instructional media to support vocabulary learning. These findings highlighted the need for a digital learning resource that could provide a more interactive learning experience. Accordingly, Quizizz was selected as the platform for developing the Electronic Worksheet.

1.2 Design Phase

The design phase focused on planning the structure, content, and learning activities of the Electronic Worksheet. The worksheet was developed in accordance with the seventh-grade English curriculum, with an emphasis on vocabulary learning through procedural texts. The learning objectives, instructional activities, and vocabulary exercises were carefully designed to ensure that the product met curriculum requirements while addressing the students' learning needs identified during the preliminary analysis. A procedural text entitled *How to Make a Cup of Tea* was selected as the main learning material because it provides meaningful contextual vocabulary that enables students to understand the meaning and use of word within an authentic sequence of actions. Based on this text, twenty-five vocabulary activities were created to strengthen students' vocabulary knowledge through a variety of tasks, such as identifying word meanings, recognizing word classes, understanding word groups, and applying vocabulary in context. To promote greater student engagement during classroom learning, the worksheet was integrated into the Quizizz platform. Several interactive features, including multiple-choice questions, short-answer questions, a timer, immediate feedback, and a retry option, were incorporated to create a more engaging learning experience while enabling students to review their responses and correct their mistakes independently.

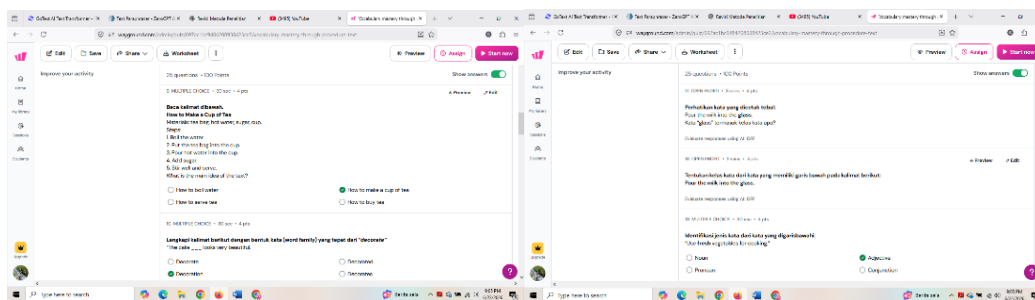


Figure 2: Interface of the Developed Quizizz-Assisted Students' Electronic Worksheet

Figure 2 show the interface to developed Students' Electronic Worksheet implemented through the Quizizz platform. The worksheet present vocabulary learning activities based on procedural texts and incorporates interactive Quizizz features designed to facilitate students' participants during classroom learning. The layout and activities were designed to provide clear learning instructions while encouraging students to actively engage with the vocabulary exercise.

1.3 Development Phase

During the development phase, an initial prototype of the Electronic Worksheet was developed based on the design prepared in the previous stage. The prototype was subsequently evaluated by two validators, consisting of a university lecturer and an English teacher, to assess its quality in terms of learning content, language appropriateness, media design, and suitability for classroom implementation. The validation process generated several recommendations to improve the quality of the product. The main suggestions included aligning the vocabulary materials with the seventh-grade curriculum, revising several worksheet instructions to improve clarity, and enhancing the general presentations of the learning media to make it more effective for classroom use. These recommendations were used as the basis for revising the initial prototype before it was implemented in the classroom. Once all revisions had been completed, the final version of the Electronic Worksheet was considered ready for implementation.

1.4 Implementation Phase

The implementation phase was carried out in two stages to test the practicality of the developed product in real classroom setting. The first stage involved a limited pilot test with eight seventh-grade students. This pilot test aimed to identify aspect of the worksheet that still needed improvement before they could be widely implemented in the classroom. During the limited pilot test, some students had difficulty understanding certain worksheet instructions and interpreting some multiple-choice questions. Based on these findings, revisions were made to improve the clarity of the instructions, refine some question wording and revise some answer choices to minimize ambiguity. Following the revisions process, a broader field test involving thirty additional seventh-grade students was conducted. During this phase students accessed the Quizizz-supported Electronic Worksheet using computers available in the school's computer lab and completed the vocabulary learning activities indecently under the teacher's supervision. This implementation demonstrated that the developed worksheet could be implemented as planned in the classroom learning process.



Figure 3. *Students participating in the Classroom Implementation of the Quizizz-Assisted Students' Electronic Worksheet*

Figure 3 shows students participating in the implementations of the developed Electronic Worksheet during classroom learning. The activity was conducted after the product had been revised based on expert validation and limited trial, allowing students to use the finalized version of the worksheet during vocabulary learning activities.

1.5 Evaluation Phase

The evaluation phase was carried out continuously throughout the product development process to ensure that the Electronic Worksheet met the intended learning objectives and quality standards. Instead of being conducted only at the end of the development process, evaluation was integrated into each major stage through expert validation and classroom implementation. Feedback provided by the expert validators, together with the observations gathered during the limited pilot test, served as the basis for revising the product before it was implemented on a larger scale. The revisions primarily focused on improving the clarity of the instructions, strengthening alignment with the curriculum, and enhancing the usability of the worksheet. Through this iterative evaluation and revision process, the final version of the Quizizz-supported Electronic Worksheet was refined and considered feasible for supporting vocabulary learning among seventh-grade junior high school.

2. Feasibility of the development Students' Electronic Worksheet

The feasibility of the developed electronic worksheet was assessed through an expert validation process involving three validators, consisting of two university lecturers and one English teacher. The two university lecturers evaluated the Electronic Worksheet based on three aspects: learning objectives appropriateness, media appropriateness and language appropriateness. The English teacher evaluated the worksheet based on its instructional aspect, including the relevant of the learning objectives, competencies, content is appropriate for word classes and word families, and the worksheet support the achievement of learning objectives. The validation was conducted to determine whether the developed Electronic Worksheet met the established criteria for a feasible digital learning resource for vocabulary instruction. The first university lecturer evaluated 11 indicators covering learning objectives, media appropriateness, and language appropriateness. Eight indicators received the highest score of 4 (Very Good), while three indicators received a score of 3 (Good), resulting in a total score of 41. The second university lectures evaluated the same 11 indicators and assigned a score of 4 (Very Good) to nine indicators and a score of 3 (Good) to 2 indicators, resulting in a total score of 42. The assessment of learning objectives focused on the alignment between the worksheet content and the learning outcomes specified in the seventh-grade English curriculum, as well as the appropriateness of the vocabulary activities for the student's competency level. The media assessment focused on the functionally of the Quizizz-supported worksheet, including

the use of interactive features, font clarity, and accessibility on student's digital devices. Meanwhile, the language assessment examined the clarity, communicativeness, and appropriateness of the language and instructions of seventh-grade students.

The English teacher evaluated the Electronic Worksheet from an instructional perspective. The assessment focused on the relevance of the learning objectives and competencies, the appropriateness of the content related to word classes and word families, and the extent to which the worksheet supported the achievement of the learning objectives. Most of the assessment indicator received the highest rating (very Good), indicating that the worksheet met the expected criteria in terms of its instructional aspect. However, the teacher recommended that the learning material be aligned with the curriculum implemented at the school to ensure their relevance to the student's learning context. This recommendation was taken into consideration in revising the Electronic Worksheet before its implementation. The two university lecturers obtained a combined score of 83 out of a maximum possible score of 88, resulting in a feasibility percentage of 94.32%. Based on the predetermined feasibility criteria (Juwariyah et al., 2025), the developed Student's Electronic Worksheet was categorized as highly feasible. This result indicates that the worksheet met the established feasibility criteria in terms of its learning objectives, media and language. The validator feedback further contributed to the refinement of the product by identifying minor aspects that required revision, particularly the clarity of instructions and the difficulty level of several questions. After the recommended revisions were incorporated, the final version of the Electronic Worksheet was prepared for classroom implementation.

3. Obstacles Encountered During the Development of Students' Electronic Worksheet

Several challenges were identified during the development and implementation of the Quizizz-supported Electronic Worksheet, as documented in the field notes collected throughout the research process. These record capture issue encountered during product development, expert validation, product revision and classroom implementation, providing valuable insight for improving the quality of the developed worksheet. One of the primary challenges arose during the development stage due to the limited functionality of the free version of Quizizz. Several advanced features that could potentially support more diverse learning activities were only available through the premium version. To address this limitation, the available free features, including multiple-choice questions, short-answer questions, a timer, immediate feedback, and a retry option, were optimized to create interactive vocabulary learning activities. Although were sufficient to support the intended learning objectives.

Another challenge emerged during the expert validation stage. The validators suggested that several worksheet instructions should be clarified to make them easier for students to understand. They also recommended improving the alignment between the vocabulary materials and the seventh-grade English curriculum to ensure that the learning content reflected the intended learning objectives. These recommendations were incorporated into the product through a series of revisions before the implementation phase. Additional challenge was identified during the limited classroom implementation. Based on researchers' field notes, some students experienced difficulties in interpreting the worksheet instructions and understanding several vocabulary questions. These findings were consistent with the feedback obtained during the pilot test and informed further revisions to improve the clarity of the instructions and refine the wording of several questions without changing the intended learning objectives. Technical issues were also encountered during the broader classroom implementation. Occasional internet connectivity problems temporarily interrupted students' access to Quizizz, highlighting the

importance of a stable internet connection when using web-based learning platforms. Nevertheless, the implementation was completed successfully. The feedback from the expert validators and observations gathered during classroom implementation contributed to systematic revisions, resulting in an Electronic Worksheet with clearer instructions, stronger curriculum alignment, improved question design, and greater suitability for classroom use.

Discussion

The feasibility scores obtained in this study 94.32% from the university lecturers and consistently high ratings from the English teacher point to a worksheet that met classroom standards on paper, yet the more instructive story sits in what had to change to get there. Each revision cycle, from prototype to pilot test to full implementation, was triggered by a concrete problem rather than a general impression: unclear phrasing in certain instructions, questions that did not quite match seventh grade proficiency, and a curriculum alignment gap the validators flagged before the product ever reached students. Read this way, the high feasibility score is less a verdict on the first draft and more a record of how responsive the ADDIE cycle was to feedback. This pattern is worth pausing on because it complicates a simple “Quizizz works” narrative. The platform’s interactive features multiple choice items, short answers, a time, immediate feedback, retry attempts provided the scaffolding, but they did not by themselves guarantee usability. Students in the limited pilot test still struggled with specific instructions and specific question items, which is a reminder that gamification lowers the barrier to engagement without automatically lowering the barrier to comprehension.

The clarity problems only surfaced because the study built in a pilot stage before the broader field test; had the worksheet gone straight to thirty students, those instructional gaps might have been mistaken for a vocabulary problem rather than a wording problem. Where this study departs from earlier work is in what Quizizz was asked to do, Prior research has largely treated Quizizz as an add on something layered onto a lesson for review, motivation, or assessment (Jonathan & Safriyanti, 2025; Nasir et al., 2025; Zhang & Crawford, 2024). Here, Quizizz was the worksheet itself the vocabulary content, the reading text, the practice items, and the feedback loop were built as one artifact rather than assembled around an existing lesson plan. That distinction matters pedagogically.

Frame gamification through Vygotsky’s idea that the learning is mediated by tools and structured interaction when the tool and the instructional material are the same object, the mediation is tighter, and the teacher has fewer separate pieces to align (Sitompul et al., 2023). Whether that tighter integration translates into better vocabulary retention is a question this cannot answer, since an R&D feasibility design measure whether the product can be used, not what learning it produce (Judijanto et al., 2024). The obstacle documented in the field notes are, in some ways, more generalizable than the feasibility percentage. The free version of Quizizz constrained which item types and analytics were available, which is a resourcing problem any teacher in a similarly underfunded school would face, not something specific to this classroom.

The intermittent internet connectivity during the field test raises a plainer question: how much of “successful implementation” depended on computer lab with a stable connection, and how would the same worksheet perform in a school without one? Other researcher makes a related point about interactive e-worksheet more broadly that gamified digital materials still rest on an infrastructure layer that is easy to overlook when the focus is on instructional design (Fitrianingsih, 2025). Similarly, other notes that computer-assisted vocabulary tools depend on strength of the connection between word form a demeaning that the technology can actually

support in practice, not just in principle (Alqahtani, 2024) . Taken together, these results suggest that a curriculum-integrated, Quizizz-based worksheet can be built to a high standard of expert-judge quality, but that quality was produced through iteration, not through the platform's features alone. For the teachers considering a similar approach, the practical takeaway is less "use Quizizz" and more " budget time for a pilot phase before full rollout, and confirm the school's internet reliability before assuming the digital format will run smoothly." The next open question one this study was not designed to answer is whether students who use a worksheet like this actually retain more vocabulary that the using a conventional one, which would require an experimental or quasi-experimental design rather than the R&D approach used here.

CONCLUSION

This study set out to build, not just test, a vocabulary learning resource an Electronic Worksheet that runs on Quizizz and is anchored to the seventh-grade procedural text curriculum. Following the ADDIE cycle through Design, Development, Implementation, and Evaluation, the resulting product earned a feasibility score of 94.32% from both validating lecturers and consistently strong marks from the English teacher, but that number only tells half the story. It was reached after two full rounds of revision: first correcting instructional clarity and question wording flagged during expert validation, then addressing the comprehension issues eight pilot test students actually ran into before the worksheet went to the remaining thirty students. The score, in other words, describes where the product ended up not where it started. What this study adds to the existing conversation around Quizizz is a shift in role. Rather than treating the platform as an assessment ad on or a motivational bonus layered onto an existing lesson the way it appears in most of the literature this study drew on the worksheet was built with Quizizz as the instructional material itself, with the procedural text " How to Make a Cup of Tea" and its twenty five vocabulary activities embedded directly into the platform's item formats. That integration is the study's main contribution: a documented, step by step account of how a gamified into curriculum-based material rather than bolted onto it.

The obstacles are worth stating plainly rather than softening. The free version of Quizizz limited which features were available, several instructions needed rewording before students could follow them without help, and internet connectivity during the broader classroom test was not always reliable. None of these derailed the implementation, but they are the kind of constraints that would resurface in any school with similar resources, and they matter more to a teacher deciding whether to adopt this approach than the feasibility percentage does. It is also important to be precise about what this study does not claim. An R&D design measures whether a product can be built to a workable standard and used as intended in a real classroom it does not measure whether students who use it learn more vocabulary than they would otherwise. That question remains open, and answering it would require an experimental or quasi experimental study with a larger, more varied sample than the thirty-eight students from one Cimahi school involved her. A natural next step would also be testing directly into curriculum material holds up for skills beyond vocabulary and reading, such as writing, listening, or speaking.

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