

Improving Students' Vocabulary Mastery in Writing Skills Using Quizizz at a Senior High School in Semarang

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* Dhenisa Padmasari, Maria Yosephin, Sri Wahyuni^{abc} 

¹²³English Education Departement, Universitas PGRI Semarang, Indonesia.

Corresponding Author: dhenisapdmsr@gmail.com

ABSTRACT

English is an international language that is essential to master. However, many students experience difficulties in writing due to limited vocabulary, which affects their ability to organize ideas and express meaning accurately. This study examined the effectiveness of Quizizz in enhancing students' vocabulary mastery and writing abilities, particularly their understanding and application of singular and plural nouns. Quizizz was selected as the instructional tool because its interactive and game-based features provide engaging vocabulary practice and immediate feedback, which can encourage students to participate actively in learning. The research adopted a quantitative approach using a pre-experimental One-Group Pre-Test-Post-Test Design, involving 35 seventh-grade students of Class VII C at SMP Negeri 37 Semarang. Data were obtained through a pre-test, Quizizz activities, a sentence-writing assessment, and a post-test. The data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test. The results revealed an increase in the students' mean score from 89.37 in the pre-test to 99.60 in the post-test. These findings suggest that Quizizz contributed positively to students' vocabulary development and their ability to use singular and plural nouns appropriately in writing activities.

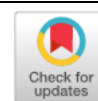
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INTRODUCTION

English is an international language that is crucial to master in the era of globalization, as it helps individuals expand their social interactions and access to information (Winastiti, 2016). English is an international language that is crucial to master in the era of globalization, as it helps individuals expand their social interactions and access to information. It has four main language skills: listening, speaking, reading, and writing. Among these skills, writing is considered one of the most complex because it requires the ability to organize ideas, understand grammar, and use appropriate vocabulary. In the context of formal education, particularly at the Junior High School level (SMP Negeri), English writing ability is an important competence that students must achieve in accordance with the existing curriculum.

This issue is supported by evidence from the field showing that English learning still faces significant challenges. According to a report by Winastiti, (2016), many students feel reluctant or embarrassed to participate in English classes due to the large number of new vocabulary and sentence structures that differ greatly from Indonesian. The inability to master vocabulary often creates a psychological burden for students, in which English is perceived as intimidating and, in some cases, even leads to a phobia of the subject.

This problem is further emphasized by Hakam Alghivari, (2023), which notes that one of the main obstacles children face in learning English is the difficulty in distinguishing between spoken and written language. Students often complain when trying to express their ideas because of limited vocabulary and confusion about choosing words with multiple

meanings, polysemy. The significant differences between pronunciation and spelling in English also cause students to frequently make mistakes in written language production. When vocabulary mastery is low, students tend to lack confidence in expressing their thoughts in written form. This lack of confidence often stems from students' fear of making mistakes, which becomes a significant barrier to the creative writing process.

Writing skill is one of the productive language skills used to express ideas, thoughts, feelings, and information in written form. Writing is not merely the act of putting words into text, but it also involves a systematic and structured thinking process in which students are required to organize ideas coherently, develop logical paragraphs, and apply linguistic elements such as vocabulary, grammar, spelling, and punctuation appropriately.

According to Nugraheni et al., (2024) ; Puspitasari et al., (2024) ; Gangan et al., (2020), in the context of teaching English as a foreign language, writing is considered a complex skill because students must construct meaningful sentences and paragraphs in accordance with correct language rules. Among the linguistic elements involved in writing, vocabulary plays a crucial role in helping students express their ideas clearly and variably. Without sufficient vocabulary mastery, students will experience difficulties in conveying their thoughts effectively, causing the texts they produce to become simple, repetitive, and less communicative. Therefore, writing can be regarded as both a cognitive and linguistic process that requires continuous practice and adequate language mastery to ensure that the intended message can be clearly understood by the reader.

(Hasibuan & Depalina, 2025), in learning English, students are expected to develop mastery of several fundamental language components, such as pronunciation, grammar, spelling, and vocabulary. Among these components, vocabulary is widely regarded as one of the most essential foundations of language acquisition. According to Anita, (2022); Azharra, (2022); Omolu et al., (2022), vocabulary refers to a collection or set of words that belong to a particular language and are commonly used by its native speakers. This collection of words serves as the basic foundation for developing other language skills. Without adequate vocabulary knowledge, learners may face difficulties in applying other language components, including pronunciation, grammar, and spelling, effectively. Furthermore, vocabulary has a significant role in the process of language learning because it serves as a fundamental element of communication and comprehension. A strong vocabulary enables students to communicate ideas more clearly and accurately, express their thoughts in various contexts, and understand both spoken and written language more effectively. Conversely, insufficient vocabulary knowledge may limit students' ability to construct grammatically appropriate sentences, comprehend texts, and engage in meaningful communication. Therefore, vocabulary should not be viewed merely as a list of isolated words, but rather as an integral part of language that helps learners organize their ideas, form sentences, ask questions, and convey their thoughts in a coherent and meaningful way. (Agustin, 2022; Pratiwi et al., 2024), vocabulary mastery serves as a fundamental foundation in writing skills. Students with a wide vocabulary will find it easier to express ideas, explain opinions, and describe objects or events in greater detail. On the other hand, limited vocabulary often causes students to experience writer's block, rely heavily on dictionaries or translation tools, and make mistakes in word choice. This situation ultimately affects the quality of students' writing and reduces their confidence in completing writing tasks.

Recent studies provide empirical evidence that vocabulary mastery is closely associated with students' writing ability in EFL contexts. Rahayu (2023) found a positive relationship between vocabulary knowledge and EFL students' writing performance, with vocabulary depth explaining a larger proportion of variance in writing performance than vocabulary size. Similarly, Sukying (2023) reported that both vocabulary size and depth were significantly correlated with L2 argumentative writing performance, while productive vocabulary knowledge and word-association knowledge significantly predicted overall writing performance. Research by Choi (2022) also demonstrated that different dimensions of vocabulary knowledge, including breadth, depth, receptive knowledge, and productive knowledge, were related to the quality of university students' L2 written performance. More

recently, Jo (2024) confirmed that vocabulary knowledge plays an important role in predicting EFL university students' writing performance, particularly when receptive and productive vocabulary knowledge are considered. In the Indonesian context, Raufi (2024) further examined lexical diversity and academic vocabulary use among Indonesian EFL university students and showed that students' academic writing competence was related to their lexical characteristics, although lexical diversity alone did not guarantee high-quality writing. Taken together, these findings indicate that vocabulary mastery provides an important linguistic foundation for effective writing because students need sufficient lexical knowledge to express ideas accurately, develop content, and construct meaningful written texts.

Several studies have indicated that vocabulary mastery, particularly in relation to singular and plural noun forms, remains a significant challenge for junior high school students. According to Elisa & Raja (2021), revealed that students' weaknesses in mastering vocabulary related to singular and plural nouns, as well as their use in sentences, remain considerable, with approximately 80% of students initially failing tests on the subject. This difficulty is often attributed to the complexity involved in transforming singular forms into plural forms, including the addition of suffixes such as "-s," "-es," and "-ies," as well as the presence of irregular nouns, which require deeper understanding and memorization.

Madani, (2025), further explained that students frequently struggle with subject-verb agreement due to their limited understanding of singular and plural noun forms. In addition, Puspitasari et al., (2024), emphasized that vocabulary mastery plays a central role in supporting productive language skills, particularly writing. Limited vocabulary often causes students to hesitate in expressing their ideas and decreases their confidence in writing activities.

According to Al-Shaikh et al., (2024), teaching media encompass a diverse array of tools, technologies, and materials utilized to facilitate instruction and learning, ranging from traditional print resources to advanced digital and immersive technologies. Selecting appropriate media is critical to enhancing learning outcomes, fostering engagement, and supporting various pedagogical approaches. Through the appropriate use of instructional media, the teaching and learning process becomes more interactive and engaging, thereby contributing to the improvement of students' learning outcomes. Teaching media play a highly significant role in the teaching and learning process, as they function as intermediaries in delivering material from teachers to students in a more effective and engaging manner. Through the use of instructional media, the information presented becomes clearer, more structured, and easier to understand, thereby reducing the possibility of misunderstandings in receiving the material.

According to Faroh, (2023); Wahid et al., (2023), this underscores that Paper Mode enables teachers to conduct formative assessment interactively without reliance on students' smart devices, while still being capable of generating instant statistical data on student performance to inform subsequent instructional decisions. Thus, the integration of Quizizz in the learning process provides a comprehensive solution, ranging from the mapping of initial competencies to the overall improvement of learning outcomes. To overcome these challenges, the integration of interactive digital learning media has become increasingly important in English language teaching.

(Irawan & Firdaus, 2025), Quizizz is a digital learning application that can be accessed through mobile phones and used as an interactive teaching medium in the classroom. It allows teachers to conduct learning assessments and monitor students' progress more effectively. Through features such as quizzes, instant feedback, and game-based activities, Quizizz creates a more enjoyable and engaging learning atmosphere. Its implementation is expected to support students in improving their vocabulary mastery, enhancing their learning motivation, and making the learning process more engaging and less monotonous. Quizizz has also been widely acknowledged as an effective game-based learning platform that can contribute to the improvement of students' motivation, engagement, vocabulary knowledge, and writing abilities. (Maneba & B, 2023; Wahyuni, 2025), stated that Quizizz creates an enjoyable and

interactive learning environment through features such as instant feedback, leaderboards, and repetitive practice activities.

(Hidayati & Savira, 2021; Faroh, 2023), Highlight that 21st-century digital tools transform learning into a more student-centered and flexible experience. Among these tools, Quizizz has emerged as a highly effective game-based medium. Notes that features such as instant feedback and leaderboards significantly enhance engagement. At the same time, Annisa & Susanti, (2024); Bich & Bui, (2022), conclude that such innovative media create a fun and effective atmosphere that improves overall language comprehension. These previous findings provide a solid theoretical basis for this research to further explore how Quizizz can specifically bridge the gap between vocabulary acquisition and writing proficiency at SMP Negeri 37 Semarang.

Although previous studies have demonstrated that the implementation of Quizizz as a learning medium provides positively influence the learning process. The application has been proven to enhance students' learning motivation, encourage active participation during classroom activities, and improve vocabulary mastery. However, studies specifically examining the effectiveness of Quizizz in improving students' understanding of singular and plural nouns related to writing skills at the junior high school level remain limited. Most previous research has primarily focused on general vocabulary achievement or students' perceptions of using Quizizz, without further investigating how vocabulary mastery contributes to grammatical accuracy in writing activities. Therefore, this study aims to analyze the effectiveness of Quizizz in improving students' vocabulary mastery and writing skills, particularly in the use of singular and plural nouns among seventh-grade students at SMP Negeri 37 Semarang.

At SMP Negeri 37 Semarang, preliminary observations revealed that students still have difficulty expressing their ideas in written English. Many students tend to use repetitive vocabulary, produce grammatically incorrect sentences, and show low confidence in completing writing tasks. Therefore, systematic and engaging learning media are needed to improve students' vocabulary mastery and writing performance.

The focus of this study is to investigate the effectiveness of using Quizizz as an engaging, game-based learning medium for enhancing vocabulary mastery, grammatical accuracy, and writing skills among seventh-grade students in Class VII C at SMP Negeri 37 Semarang. Specifically, this study focuses on students' mastery of singular and plural nouns as an important vocabulary component influencing grammatical accuracy in Simple Present Tense sentences. The study emphasizes students' ability to correctly apply the suffixes "-s," "-es," and "-ies" in writing activities.

Recent studies provide empirical evidence that vocabulary mastery is closely associated with students' writing ability in EFL contexts. Rahayu et al. (2023) found a positive relationship between vocabulary knowledge and EFL students' writing performance, while Sukying (2023) reported that vocabulary size and depth were significantly correlated with L2 argumentative writing performance. Similarly, Choi (2022) demonstrated that different dimensions of vocabulary knowledge, including breadth, depth, receptive knowledge, and productive knowledge, were associated with the quality of university students' L2 writing. More recently, Jo (2024) confirmed that vocabulary knowledge contributes to the prediction of EFL university students' writing performance, particularly when receptive and productive vocabulary knowledge are considered. In the Indonesian context, Raufi et al. (2024) also found that lexical characteristics were related to students' academic writing competence, although lexical diversity alone did not guarantee higher-quality writing. Collectively, these findings indicate that vocabulary mastery provides an important linguistic foundation for writing because sufficient lexical knowledge enables students to express ideas accurately, develop content, and construct meaningful written texts.

METHOD

This study adopted a quantitative research approach and utilized a pre-experimental One-Group Pre-Test-Post-Test Design. Quantitative research involves the systematic collection and analysis of numerical data through statistical procedures. (Caputi & Justice, 2011; Sheard, 2018). In this research, a pre-test was administered before the treatment, followed by a post-test after the treatment to assess changes in students' vocabulary mastery after participating in learning activities using Quizizz (Creswell, 2009). The research was conducted at SMP Negeri 37 Semarang from April 16 to April 26, 2026. The study involved seventh-grade students of Class VII C and consisted of two instructional meetings. The treatment focused on improving students' mastery of singular and plural nouns and their ability to apply the vocabulary in writing activities.

Respondents

The participants were selected using purposive sampling. This technique was chosen because the researcher needed participants who met specific criteria relevant to the objectives of the study. The participants were seventh-grade students of Class VII C at SMP Negeri 37 Semarang who were actively involved in the English learning activities and participated in the vocabulary and writing lessons using Quizizz. The selection of this class was based on its relevance to the research focus and the students' involvement in learning singular and plural nouns. A total of 35 students participated in the study and completed the pre-test, instructional activities using Quizizz, and post-test. Purposive sampling enabled the researcher to obtain participants who were directly involved in the instructional process examined in this study.

Instruments

The research instruments employed in this study included a pre-test, Quizizz activities, a sentence-writing assessment, and a post-test. The use of structured instruments is consistent with quantitative research, which emphasizes systematic data collection and measurable outcomes (Caputi & Justice, 2011; Sheard, 2018).

The pre-test was administered prior to the treatment to assess the students' initial level of vocabulary mastery. The test focused on singular and plural nouns, including the use of the suffixes "-s," "-es," and "-ies." Quizizz was used as the main instructional medium during the treatment. As an interactive and game-based learning platform, Quizizz provides students with opportunities to practice learning materials and receive immediate feedback. The use of Quizizz has been reported to support vocabulary mastery among junior high school students through interactive technology-based learning activities (Maming et al., 2022).

A sentence-writing assessment was used to measure students' ability to apply their vocabulary knowledge in writing. The students were asked to construct Simple Present Tense sentences using singular and plural nouns. The assessment focused on vocabulary accuracy and the ability to construct meaningful sentences. Following the treatment, a post-test was administered to evaluate the students' vocabulary mastery after participating in Quizizz-based learning activities. The post-test results were subsequently compared with the pre-test results to determine the extent of improvement in the students' learning outcomes.

Procedures

The research procedure consisted of several stages. First, the researcher conducted an initial observation to identify the students' difficulties in learning English vocabulary and writing. The observation showed that the students experienced difficulties in expressing ideas in written English and in understanding singular and plural noun forms.

Second, the students were given a pre-test to measure their initial vocabulary mastery before the treatment. Following the pre-test, the researcher implemented the treatment using Quizizz as an interactive game-based learning medium. The treatment focused on singular and plural nouns, including the use of the suffixes "-s," "-es," and "-ies."

During the treatment, students participated in interactive Quizizz activities that provided opportunities for repeated practice and immediate feedback. The use of interactive and game-based activities can encourage student participation and support vocabulary learning (Maming et al., 2022).

After completing the Quizizz activities, the students completed a sentence-writing assessment. They were asked to apply their understanding of singular and plural nouns by constructing Simple Present Tense sentences. This activity was intended to measure the students' ability to apply vocabulary knowledge in written language production.

Finally, the students were given a post-test after the treatment. The pre-test, Quizizz activities, sentence-writing assessment, and post-test scores were collected for further analysis.

Data Analysis

The collected data were analyzed using quantitative statistical procedures. Descriptive statistics were first used to summarize the students' learning outcomes, including the mean, highest score, and lowest score. The use of statistical procedures is an important characteristic of quantitative data analysis (Sheard, 2018).

To analyse the differences between the students' pre-test and post-test scores, the Wilcoxon Signed-Rank Test was employed. This test was selected because the data were obtained from the same group of respondents before and after the treatment. The analysis was conducted to examine the differences in students' vocabulary mastery and writing skills before and after the implementation of Quizizz.

The results of the analysis were then used to examine the differences in students' scores before and after the use of Quizizz. These results were used to determine whether Quizizz could help improve students' vocabulary mastery and writing skills, particularly their ability to use singular and plural nouns in the simple present tense. In addition, the comparison of the pre-test and post-test scores provided an overview of the students' learning progress after participating in the learning process using Quizizz.

FINDINGS AND DISCUSSION

Students' Vocabulary Mastery Before and After Quizizz Implementation

The findings were obtained from the analysis of students' pre-test, Quizizz activities, sentence-writing assessment, and post-test scores. The results indicated a progressive improvement in the students' learning outcomes throughout the research process.

Table 1. Students' Scores in Pre-test, Quizizz, Sentence Assessment, and Post-test

Assignment	Mean Score	Highest Score	Lowest Score
Pre-Test	89.37	100	64
Quizizz	92.86	100	80
Sentence Assignment	97.86	100	90
Post-Test	99.60	100	96

The table above shows that students' scores improved gradually after the implementation of Quizizz as a learning medium. The pre-test results indicated that students' initial abilities were still limited, with a mean score of 89.37, a highest score of 100, and a lowest score of 64. After participating in learning activities using Quizizz and sentence-writing exercises, the students demonstrated better understanding and performance. The Quizizz results showed a mean score of 92.86, with the highest score of 100 and the lowest score of 80. In addition, the sentence assignment achieved a mean score of 97.86, with the highest score of 100 and the lowest score of 90, indicating that most students were able to complete the task very well. In the post-test, the mean score reached 99.60, with the highest score of 100 and the lowest score of 96, indicating that Quizizz was effective in improving students' vocabulary mastery and writing skills.

Table 2. Wilcoxon Signed Rank Test Results between Pre-Test and Post-Test

Ranks	N	Mean Rank	Sum of Rank
Negative Ranks	1	1.50	1.50
Positive Ranks	30	16.48	494.50
Ties	4	-	-

The Wilcoxon Signed Rank Test results indicate that most students experienced improvement after the implementation of Quizizz. The positive ranks show that 30 students obtained higher scores in the post-test compared to the pre-test, while only 1 student experienced a decrease in score. In addition, 4 students obtained identical scores in both tests. The large number of positive ranks demonstrates that Quizizz contributed positively to students' vocabulary mastery, especially in understanding singular and plural nouns. The interactive and game-based features of Quizizz motivated students to participate actively in the learning process and helped them improve their grammatical understanding.

Table 3. Wilcoxon Signed Rank Test Results between Quizizz and Sentence

Ranks	N	Mean Rank	Sum of Rank
Negative Ranks	2	8.00	16.00
Positive Ranks	24	13.96	335.00
Ties	9	-	-

The comparison between Quizizz and sentence assessment scores also shows positive learning outcomes. The positive ranks indicate that 24 students achieved higher scores in the sentence assessment than in Quizizz activities, while only 2 students experienced score decreases. Furthermore, 9 students obtained the same scores in both assessments. These findings suggest that students were able to apply their vocabulary knowledge in sentence-writing activities. The use of Quizizz not only improved students' vocabulary recognition but also strengthened their ability to use singular and plural nouns correctly in Simple Present Tense sentences.

Results of the Wilcoxon Signed-Rank Test

The Wilcoxon Signed-Rank Test was used to examine the difference between the students' pre-test and post-test scores. The results showed that 30 students obtained higher scores in the post-test than in the pre-test, while 1 student obtained a lower score. In addition, 4 students obtained the same scores in both assessments. The large number of positive ranks indicates that the majority of students demonstrated improvement after participating in the learning activities using Quizizz. The comparison between the Quizizz activity scores and the sentence-writing assessment also showed positive results. 24 students obtained higher scores in the sentence-writing assessment, 2 students obtained lower scores, and 9 students obtained the same scores. The results indicate that most students were able to apply their vocabulary knowledge in sentence construction after participating in the learning activities.

The Effect of Quizizz on Students' Vocabulary Mastery

The findings of this study indicate that the use of Quizizz had a positive impact on students' vocabulary mastery. This improvement is reflected in the increase in the mean score from 89.37 in the pre-test to 99.60 in the post-test. The results demonstrate that students showed improvement in understanding and mastering singular and plural noun forms after participating in learning activities facilitated through Quizizz. The improvement suggests that the interactive and game-based features of Quizizz supported students in understanding, practicing, remembering, and applying the learning material more effectively.

Quizizz also created a more engaging, enjoyable, and interactive learning environment that encouraged students to participate more actively in the learning process. Through interactive questions and repeated practice, students were given greater opportunities to reinforce their vocabulary knowledge. In addition, the immediate feedback provided after each response enabled students to identify their mistakes and correct their answers, thereby

improving their understanding of the material. These features contributed to a more effective vocabulary learning process and helped students retain the vocabulary they had learned.

The findings of this study are consistent with previous research. Maming et al., (2022), reported that Quizizz can support the improvement of junior high school students' vocabulary mastery through interactive and technology-based learning activities. Similarly, R. Annisa et al., (2025) found that Quizizz is highly effective in improving students' vocabulary mastery because it provides an interactive, enjoyable, and gamified learning environment. The application's instant feedback and opportunities for repeated practice help students better understand and retain vocabulary while also enhancing their motivation and active participation. Furthermore, Wahyuni, (2025) reported that the use of Quizizz can improve students' vocabulary mastery by creating a more enjoyable and competitive learning environment. These findings are also supported by other studies showing that interactive and gamification-based learning media can increase students' learning motivation, which subsequently contributes to improved learning outcomes. Therefore, the results of the present study provide further evidence that Quizizz is an effective learning medium for improving students' English vocabulary mastery.

Students' Ability to Apply Vocabulary in Writing Sentences Construction

The results of the sentence-writing assessment show that Quizizz not only supported students' vocabulary recognition and retention but also helped them apply vocabulary appropriately in written sentences. The mean score of the sentence-writing assessment reached 97.86, which was higher than the mean score of the Quizizz activities, namely 92.86. This improvement indicates that the majority of students were able to transfer their vocabulary knowledge from interactive learning activities to written language production. In other words, students were not only able to recognize and understand the meanings of individual words but also use the vocabulary correctly in sentence construction and written communication.

The students' improved performance demonstrates that Quizizz contributed to the development of their vocabulary application skills. Through intensive practice in interactive learning activities, students were provided with opportunities to reinforce their understanding of vocabulary and apply newly acquired words in more meaningful contexts. This ability is an important aspect of language learning because vocabulary mastery involves not only recognizing and remembering words but also using them appropriately to express ideas and communicate meaning accurately. Therefore, the improvement in the sentence-construction assessment suggests that Quizizz helped students develop their ability to actively use vocabulary rather than merely recognize it.

These findings support the view that vocabulary mastery plays an important role in writing development. Students with broader and stronger vocabulary knowledge have greater opportunities to construct sentences, express their ideas, and communicate meaning accurately. The findings are also consistent with previous research indicating that digital and interactive learning media can enhance students' ability to apply vocabulary in writing activities. Students who receive intensive vocabulary practice through interactive learning media tend to find it easier to use newly acquired vocabulary in more complex language contexts. Therefore, the results of this study suggest that Quizizz not only helps students understand and retain vocabulary but also strengthens their ability to apply vocabulary appropriately in written communication and authentic language use.

The Effectiveness of Quizizz as an Interactive Learning Medium

The overall results indicate a consistent improvement in students' learning outcomes throughout the learning process. The mean scores increased from 89.37 in the pre-test to 92.86 in the Quizizz activities, 97.86 in the sentence-writing assessment, and finally 99.60 in the post-test. This gradual improvement, together with the results of the Wilcoxon Signed-Rank Test presented in Table 2, demonstrates that the majority of students achieved better learning outcomes after participating in learning activities using Quizizz. The greater number of

positive ranks compared to negative ranks further indicates that most students showed improvement from the pre-test to the post-test.

These findings suggest that Quizizz effectively supported students in understanding singular and plural nouns and in applying vocabulary appropriately within the correct context. The improvement was reflected not only in the students' ability to remember and recognize vocabulary but also in their ability to use it in sentence construction and written communication. Therefore, the consistent increase in scores across the assessment stages provides evidence that Quizizz contributed positively to the development of students' English vocabulary mastery and writing performance.

The effectiveness of Quizizz may be attributed to its interactive and game-based features, which created a more engaging and stimulating learning environment. The platform encouraged students to participate actively throughout the learning process and provided immediate feedback that enabled them to identify and correct their mistakes. Furthermore, repeated practice helped students reinforce their understanding of singular and plural noun forms and apply their vocabulary knowledge in increasingly meaningful contexts. The continuous improvement in students' scores suggests that these features supported not only their academic achievement but also their motivation and engagement in learning.

Overall, the findings indicate that technology-supported interactive learning through Quizizz can provide a more engaging learning experience than conventional instructional methods. The continuous progress demonstrated across the pre-test, Quizizz activities, sentence-construction assessment, and post-test suggests that students were actively involved in the learning process and were able to develop their knowledge progressively. These findings are consistent with previous studies reporting the positive impact of Quizizz on students' academic achievement and vocabulary mastery. Thus, Quizizz can be considered an effective instructional medium for enhancing students' English vocabulary mastery, learning motivation, and engagement.

CONCLUSIONS

The study concludes that Quizizz was effective in improving students' vocabulary mastery and supporting their writing skills, particularly in understanding and applying singular and plural nouns among seventh-grade students of Class VII C at SMP Negeri 37 Semarang. The students' mean score increased from 89.37 in the pre-test to 99.60 in the post-test, while the Wilcoxon Signed-Rank Test showed improvement in the majority of students' scores after the intervention. The students also demonstrated better ability to select appropriate vocabulary and construct sentences using singular and plural noun forms, including the correct use of the suffixes "-s," "-es," and "-ies" in Simple Present Tense sentences. The effectiveness of Quizizz was supported by its interactive, game-based features, immediate feedback, and opportunities for repeated practice, which encouraged active participation and helped students identify and correct errors. These findings indicate that Quizizz can serve as an engaging technology-based learning medium for supporting vocabulary development and writing instruction in junior high school EFL classrooms. Future studies should examine its use with larger samples, longer intervention periods, and broader language skills.

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