

20

**EFFECTS OF USING QUIZIZZ
AND WORDWALL TO ACQUIRE VOCABULARY AS A FOREIGN
LANGUAGE IN SECOND-GRADE STUDENTS**

EFFECTS OF USING QUIZZZ

AND WORDWALL TO ACQUIRE VOCABULARY AS A FOREIGN LANGUAGE IN SECOND-GRADE STUDENTS

EFFECTOS DEL USO DE QUIZZZ Y WORDWALL PARA ADQUIRIR VOCABULARIO COMO LENGUA EXTRANJERA EN ESTUDIANTES DE SEGUNDO GRADO

Adriana Cecibel Pesántez-Sigüenza¹

E-mail: adriana.pesantez.06@est.ucacue.edu.ec

ORCID: <https://orcid.org/0009-0007-5491-6240>

Shalena Silvana Naranjo-Andrade¹

E-mail: shalena.naranjo@ucacue.edu.ec

ORCID: <https://orcid.org/0009-0003-6594-5187>

¹ Universidad Católica de Cuenca. Ecuador.

Suggested citation (APA, 7th edition)

Pesántez-Sigüenza, A. C., & Naranjo-Andrade, S. S. (2023). Effects of using quizizz and wordwall to acquire vocabulary as a foreign language in second-grade students. *Revista Metropolitana de Ciencias Aplicadas*, 6(S1), 187-197.

ABSTRACT

Due to the lack of basic vocabulary in young learners, it is crucial to identify the best way to help them to acquire vocabulary memorably. Games are created to innovate the learning process. Thus, in this research analyzes the impact of games on vocabulary acquisition in elementary EFL learners to find the effects of using Quizizz and Wordwall and identify learners' perceptions towards the use of those games is important. The appropriate research method for this project is a critical literature review through a mixed-method approach with qualitative and quantitative studies using those two games. This analysis will discuss the best way to teach vocabulary through an online game, adapting it to the English class and using the technological tools differently. Considerable literature on the effects of online games provides us with a general idea and guidance to innovate the English classes toward using games. The study findings will provide insights into the benefits of using Quizizz and Wordwall games in English classrooms, showing the real effects of those games on students' performance to help teachers incorporate them adequately.

Keywords:

Games, vocabulary, motivation, learning process, interaction.

RESUMEN

Debido al déficit de vocabulario básico en los jóvenes estudiantes, es crucial identificar la mejor manera de ayudarlos a adquirir vocabulario de una manera memorable. Los juegos se crean para innovar el proceso de formación y/o aprendizaje, por ello esta investigación analiza el impacto de los juegos en la adquisición de vocabulario en estudiantes de primaria que estudian inglés como lenguaje extranjero para descubrir los efectos del uso de Quizizz y Wordwall, así como para identificar las percepciones de los estudiantes con el uso de esos juegos. El método de investigación apropiado para este proyecto es una revisión crítica de literatura por medio del enfoque de método mixto con estudios cualitativos y cuantitativos sobre el uso de esos dos juegos. En este análisis se discutirá la mejor manera de enseñar vocabulario a través de juego en línea para adaptarlos a la clase de inglés y con ello hacer uso de las herramientas tecnológicas de una manera diferente. Hay mucha literatura disponible sobre los efectos de los juegos en línea que nos brinda una idea general y una guía para innovar las clases de lengua extranjera con el uso de dichos juegos. Los hallazgos del estudio proporcionarán información sobre los beneficios del uso de juegos Quizizz y Wordwall en las aulas de inglés, mostrando los efectos reales de esos juegos en el desempeño de los estudiantes para ayudar a los maestros a incorporarlos de manera adecuada.

Palabras clave:

Juegos, vocabulario, motivación, proceso de aprendizaje, interacción.

INTRODUCTION

The primary component of language that pupils need to master in order to become proficient in speaking it is vocabulary. Some components, such as selecting suitable tools, resources, and media, may interfere with vocabulary acquisition (Aziz Fakhruddin et al., 2021). Nevertheless, in this technological era, the educational field provides several tools for creating educational learning like games, to help students improve their vocabulary. Moreover, it is vital to mention that in today's world, after the bloom of technology, teachers' most challenging task is to motivate and engage learners in the learning process. Hence, gamification is one of the ways to do so effectively in education (Huyen Phuong, 2020). Games have become popular in education because they are enjoyable for kids to play and they aid teachers in their instruction, but it is necessary to know their effectiveness in the educational field (Bavi, 2018).

Nowadays, there is an advantage to acquiring vocabulary differently through computers, phones, and online tools, which have to be used forever and much more after had been faced the pandemic where technology becomes a fundamental part of life (Çin & Samet, 2018). Teachers usually apply different strategies and techniques in their classes; one is using games to help students improve their English proficiency, especially their vocabulary. The four skills of speaking, listening, reading, and writing are all connected by this essential vocabulary component (Girmen & Kaya, 2019). However, some analysis has shown a lack of vocabulary in young learners since they start their academic life.

Although it is crucial to consider that when they are exposed to a foreign language at a young age, it can spontaneously affect a long-term outcome (Moyer, 2014), the lack of vocabulary can directly affect the acquisition of main skills because the primary factor of language that pupils need to master to become proficient in their foreign language is vocabulary. In addition, researchers have stated that by making game features more visible and more evident to students and involving them on a social, emotional, and cognitive level, educational gamification aims to enhance educational experiences (Chapman & Rich, 2018). However, some research has posited the effects of games to know if they could benefit or not to develop students' skills in vocabulary acquisition and to discover how students feel using games in EFL classrooms (Alfadil, 2020).

While most of the articles have focused on investigating the effects of games in EFL Europe context classrooms, a lack of information about the topic in Latin America is evident because of the limited studies found in the impact that games have on the students' vocabulary proficiency especially in our context in Ecuador considering that the English language has a prominent influence on school from Cuenca both public and private institutions. Taking

into account how games affect the learning process and how they affect students, the present study analyzes the impact that Quizizz and Wordwall applications have on the development of vocabulary in young EFL students to discover the effect of the use of those games in the educational field. For all those reasons, this study, through a compilation of journals, reveals enough literature to reveal strengths, weaknesses, and gaps with the implementation of Quizizz and Wordwall games to acquire vocabulary and the impact of those games on the learning process. Most research uses mixed explanatory methods where meaningful results are posted to be analyzed. This paper collects and synthesizes much relevant research published and available online, where only essential and pertinent results will be discussed.

The development of communication skills to meet social contact between students has always been the aim of most language schools throughout the history of the globe. It happens because social interaction is necessary to learn from others and become rich with knowledge through this communicative competence (Savignon, 2007).

Using new and innovative strategies or techniques in the learning process allows students to develop their communication skills. Speaking of those new, different, and innovative skills, the focus falls on using games, which provide entertainment, engagement, responsibility, and competition, among others, main features to help students improve their communicational outcome. A digital game is an efficient way to enhance student learning and performance in educational practice since they function as learning tools, motivators, and sources of curiosity as part of the educational use of ICT (Papadakis et al., 2020). When students perform a game like Quizizz or Wordwall, they have fun and express their ideas freely through the interaction among the pairs or the groups with which they are playing. In that way, students can feel motivated to communicate and express their ideas, comments, or thoughts to fulfill the game's goal through the main features of an education game: competition, engagement, and reward. Teed and Manduca mention in the study conducted by Papadakis et al. (2020), some interesting definitions of those terms, which are the following:

- **Competition:** One of the critical characteristics of a game is the scoring that it could have. Players and learners are motivated to improve their performance as they attempt to complete tasks to earn points. Additionally, while playing games, students collaborate to fulfill tasks that arise from the game.
- **Engagement:** The game's graphics, animations, and music excite and interest players and learners while they are playing, and it is less likely to give up before the entire game ends.
- **Rewarding:** Players become more motivated and engaged when a game awards players with points for completing a task.

Active Learning

Constructivist learning theories serve as the foundation of active learning theory. A paradigm of constructivism today sees learning as the production of new knowledge in connection to existing knowledge developing the cognitive and deep understanding of something (Fosnot, 2013). The concept of understanding something rather than memorization is emphasized by constructivism. By stressing students' self-construction of knowledge and responsibility for their learning, active learning as a teaching strategy, for instance, tries to facilitate constructivist learning (Hartikainen et al., 2019). With active learning, students can acquire knowledge through exploration. In other words, while using Quizziz or Wordwall games, they can acquire the vocabulary meaningfully because of their engagement and entertainment while learning.

Natural Approach

This approach is based on Krashen's theory (1982), where the objective is for students to get the abilities required for communication with a native speaker of the target language through interaction. When students are playing a game, they are developing their speaking skills unconsciously while they are interacting by asking for something from their classmates or while they are enjoying the game due to the game instructions and questions are given in the second language, so the only way to express their emotions could be spoken in that language, so words or phrases like "I win," "Again," "Let us try" or "You can do it" can be produced by the students naturally in the class. Moreover, it is a teaching technique emphasizing input, comprehension, and meaningful knowledge rather than grammar and accuracy (Hajimia & Sarjit Singh, 2020).

Second Language Acquisition Theory

It has been said that children in their second language acquisition used a similar process when acquiring their first language. In such a scenario, two theories in the field of the study agree with this investigation's problem. These include the Second Language Acquisition Theory and the Motivational Theory. These theories postulate that motivation and students' perceptions towards the use of games state that emotions can directly assist or interfere with learning a new language. Stephen Krashen established the Second Language Acquisition Theory (1982), which postulates the following hypotheses, the Natural Order, Acquisition-Learning, Monitor, Affective Filter, Input, which help students to produce the language when they are capable of doing it without forcing them to fast acquisition in the L2. When a student is playing a game, it is crucial to assess how he or she feels in that moment, in other words, how games influence students' attitudes, perceptions, and emotions during the game application. According to Krashen, the human affective filter comprises various

human emotional qualities such as motivation, positivity and pessimism, trust and fear, serenity and stress, which are individual states to consider in this research. Some research has established a variety of affective variables related to achievement in second language acquisition, reviewed in Krashen (1981), which are categorized in the next way:

- **Motivation:** high satisfaction on students typically performs better when learning a second language.
- **Self-confidence:** learning L2 is more successful for students who have high levels of self-esteem and trust.
- **Anxiety:** a strong L2 acquisition results from low personal and classroom nervousness.

Motivational Theory

Additionally, Malone (1981), mentioned that specific characteristics of digital games create an environment where the intrinsically instructional motivation can occur. It is vital to analyze under what conditions games could help students feel motivated and what perceptions students have towards using games. It has been said to be intrinsically motivated in class. The students have to engage entirely in it. The following categories are established by Malone (1981), to talk about some characteristics of this motivation:

- **Challenge:** It makes the activity fun, and also, to have a good game, it has to have a meaningful goal, a certain level of difficulty, or hidden information that can improve students' participation in the game (Matheson & Spranger, 2001).
- **Fantasy:** It is used to make activities more enjoyable. Piaget (1951) describes imagination as a child's attempt to "assimilate" prior experiences into their internal world with the least amount of "accommodation" to reality. A similar point of view about fantasy was stated by Freud (1950), who mentioned that children could invent their explanations of games, emphasizing the students' egos.
- **Curiosity:** there are two types of curiosity, sensory and cognitive. Sensory curiosity contains audio or visual effects such as different voices, bright colors, music, and animations, which are some features that a game must have to call students' attention. Cognitive curiosity is characterized by constructive feedback to maintain students' motivation. In that way, they can understand and learn what they do not already know. Through games, students can develop their cognitive curiosity while following the game rules and objectives, and learners can receive immediate feedback on their actions (Matheson & Spranger, 2001).

Games involves entertainment with objectives and norms to develop various information and abilities (cognitive, interpersonal, emotional skills) while also having fun (Garton & Copland, 2019).

Online Applications

Wordwall is a fascinating, interactive, and educational game application that can serve as a learning resource and assessment tool for students. It is used to create in an easy way instructive game with engaging quizzes inside of them. In addition, it offers a range of activities to create resources suitable for foreign classes (Aziz Fakhruddin et al., 2021).

Quizizz is also a similar Web 2.0 tool popular in the assessment field. In this game, multiplayer in a classroom can perform an exciting set of questions to practice a topic on the computer, smartphone, or Ipad. It provides an excellent presentation of existing or new questions created by the teacher and immediate feedback after finishing the game (Yan mei et al., 2018).

Effects of Games on Vocabulary Skill

Some studies have been carried out on the effect of using games on vocabulary learning. For example, some studies (Kalogiannakis & Papadakis, 2019; Ade Indrayana, 2022) have shown positive effects on vocabulary acquisition, and one of them showed a negative effect on learning. Four studies stated that the more exposure the learners have to games, the better the acquisition of vocabulary words is as long as such activities incorporate clear teaching and learning goals. Besides, games are helpful in vocabulary acquisition because they improve students' ability to memorize and remember words. Moreover, two of the studies (AINatour & Hijazi, 2018) revealed that if students practice the language, they could have better vocabulary acquisition; however, in one of the studies, games are considered as activities to fill time in the English classroom and to enjoy and have fun harming teaching and learning. In addition, another study (Aslanabadi & Rasouli, 2013) mentioned whether students play language games and whether they like playing. The vocabulary acquisition becomes subconscious.

Side effects

Some studies have shown the use of games. Students can improve their vocabulary as well as develop their communicative proficiency. Diverse aspects, such as language games, can meet the demands and preferences of today's students (Silsüpür, 2017). While children are performing a game, they simultaneously are using the language, and as much as they interact with others, they are improving it unconsciously.

Effects on Grammar.

Grammar is an essential vocabulary sub-skill that must be mastered for language proficiency. Much research has been done in the past that focused on how well students performed when using online quizzes, but there have been very few studies on how well students improved their grammar when using Kahoot, Quizizz, and Wordwall.net.

That study aimed to determine how well different online quiz programs may help students improve their grammar. The results of that study demonstrated that various online testing resources were very helpful in accelerating students' acquisition of grammar. Additionally, the students saw benefits from using several online quiz programs to help them understand language. This study's results proved that these online quiz tools could effectively encourage students to learn English grammar precisely in an exciting and engaging environment (Segaran & Hashim, 2022).

Effects on Speaking

Students can master the vocabulary if they have the ability on the phonological system in speech, so it is necessary when they are playing to include this assessment process in which students are asked individually to pronounce the vocabulary word for each picture in order to practice it. Moreover, when playing with others, they usually produce some sentences and questions, express their ideas, or provide comments because they feel engaged and motivated to perform the game (Aini & Ma'rifah, 2021).

Impact on Students' motivation.

Some studies (AINatour & Hijazi, 2018; Alomari et al., 2019; Papadakis et al., 2020) exposed that games enhanced students' motivation, engagement to the class, better attitudes and satisfaction toward their use. It is essential when students are starting a gamified learning task, be informed about how games can be used to help maintain them engaged in all the gaming time (Alomari et al., 2019). Classroom games motivate learners and increase their cooperation (Silsüpür, 2017).

Effects on Students' interaction.

Three studies (Silsüpür, 2017; Kalogiannakis & Papadakis, 2019; Ade Indrayana, 2022) used games to promote interactions between the people engaged in the English class. One of the studies stimulated interactions between the teacher and the student. Language games that involve doing or moving provide possibilities to communicate, use the target language at risk, and listen and infer from the context (Ade Indrayana, 2022). Hence, two studies show a positive impact on collaboration while students play due to games that attract more attention when applied in the classroom to learn and practice between participants (Kalogiannakis & Papadakis, 2019).

MATERIALS AND METHODS

In this current section, the researcher discusses some procedures, the study sample, population, variables, instruments, and procedures that will be used. The present research is a mixed explanatory non-experimental method in which quantitative and qualitative data will be analyzed. Those methods can help to carry out the problem of the

study in a more precise way. The combination of those methods provides a better understanding of the research problem of this investigation.

The study's independent variable is teaching English language vocabulary through language games to examine learning proficiency, motivation, and how students learn using games in their classes. The first stage of this study is quantitative, in which students' vocabulary range is analyzed through a diagnostic test. The qualitative results will be collected through questionnaires and observations to assess students' perceptions and their motivation and satisfaction with using games implicitly. Then, the results will be interpreted from the studies' recollections.

At Tecnico Salesiano Highschool, two subjects are taught in the English Language. One of them is English as a mandatory part of the curriculum on the campus, either the school or the high school, from first Grade until the third course of the Baccalaureate. Also, the school has a CLIL subject, Science, with students from the first to the seventh Grade. Years ago, the institution conducted inner evaluations to verify the students' English level. With that evaluation, they could prove that it is necessary to implement some actions to accomplish the graduate profile proposed by the national curricula of EGB and BGU, where students finish their Baccalaureate and can get their B1 international certification. To this end, there is an increment of workload in the English Subject in the high school according to each Grade, with 6 or 7 hours of classes to empower the oral and written skills. The institution does a constant English level in almost all the levels, such as 7th Grade, 10th Grade, and the second and third course of Baccalaureate, where students from 7th Grade are assessed with a placement test. The 10th-grade students have to achieve at least an A2 level with a standard evaluation called KEY, and the second-course students have to achieve a B1.1 level of English with the standard evaluation PET. In the last level of high school, in the third course of the Baccalaureate, the students have to have a B1.2 level. Being part of this goal, the institution has some laboratories with all the devices to practice, reinforce, and consolidate English skills. In the High School, there are several labs with headphones and microphones to practice speaking and listening skills, and each student has a computer on which to work. In the school, because of the physical space, there are only two computer labs where we can ask permission to arrive with the students and use them for the English Classes. For all those reasons, the population of this study is elementary students enrolled in the Second-Grade class D who were asked for parents' permission before applying a diagnostic test to determine the vocabulary range students dominated at this age. The sample is chosen purposefully because this is the only second Grade assigned to the teacher researcher in this school year 2022-2023. It comprises approximately 36 students of English as foreign language from the Tecnico Salesiano campus Carlos Crespi.

The pupils' group does a diagnostic test to determine the degree of vocabulary they have at that level and to discern their previous knowledge of basic vocabulary. Then, examining the effects of Quizziz and Wordwall games in the learning process and their influence on students is essential. In addition, a checklist observation is examined to perceive every single behavior, such as how motivated students will feel, their facial reactions, and how confident they will be while performing the games. Additionally, the participants interpret a yes-no questionnaire with approximately ten questions. This questionnaire is adapted from (Creswell, 2014) and done in the first language L1 due to students unable to read and write in Second Grade. The pre-vocabulary test is used with approximately six questions with audio according to students' ability to see the difference. It will be adapted by Uzun et al. (2013), in Appendix 1: Sample vocabulary quiz. The diagnostic test is applied to know the students' prior knowledge of basic vocabulary focused on content from their books with a topic of interest. Different skills are evaluated in the diagnostic test to know their understanding of basic vocabulary.

After identifying students' deficits in basic vocabulary in second Grade, the research analyzes the impact of Quizziz and Wordwall games on vocabulary development in elementary EFL learners. The plan includes discovering the effects of those games as part of the lesson plan to perceive the children's reactions and whether they increased their vocabulary range. To know students' reactions, paying attention to how motivated students will feel, how their facial reactions will be, and how confident they will be while performing a Quizziz or Wordwall game is necessary.

RESULTS AND DISCUSSION

After analyzing this investigation, different results are determined, showing diverse effects that Quizziz and Wordwall have on the student's development, where it is evident that students have positive outcomes through the use of the games, which are going to be explained in the following table and paragraphs.

Table 1. Quantitative results of the Vocabulary Test before Games Application.

Grades	Sample	Students
10 - 8	23	4
8 - 6	23	4
6 - 4	23	10
Less of 4	23	5
Total	23	23

Table 1 shows the quantitative results of a Diagnostic Test, which was applied to 23 students from Second Grade "D" to know their vocabulary range on that level. The test was a traditional one with four questions involving some skills

such as listening, reading, and writing. Speaking skill is not used to get actual results from the test. All the skills were used to test the vocabulary sub-skill students from the Carlos Crespi School have besides the 6 hours of English they have on the curriculum. The results reported that from the total sample of students, only four students have grades between 8 – 10. It is important to mention that no one got a perfect grade of 10.

Moreover, the other four students got grades between 6 – 8, and most (10) got grades between 4 to 6, meaning they completed only half of the test correctly, showing partial vocabulary knowledge. Finally, five students got grades under 4, showing different problems recognizing basic vocabulary. It is indispensable to mention that students cannot read and write at that age, which is why picto-reading was used and guided the writing of words to assess those skills according to the student's needs. This Diagnostic test was used to detect that students on that level have a limited vocabulary knowledge, so it is necessary to recognize that at that level, students have to have a reasonable and adequate range of vocabulary as a base to go on in the learning process.

There is a significant difference in the vocabulary learned through online games for teaching vocabulary and through traditional methods. With a traditional class, students cannot develop their communicative and natural approach in a way where they spontaneously can acquire skills and maintain them active and motivated in the classes. Using games, students dynamically acquire vocabulary words. Nonetheless, they also can develop their speaking and grammar skills due to using games positively affecting the learning-teaching process.

The findings of this study pointed out that while students learn through an online language game, they can quickly develop their social skills by interacting with their friends. Therefore, they developed the communicative approach as Papadakis et al. (2020), stated in their study saying that a game provides competition which is a feature that provides enjoyment and emotion to the students, which means when a class has a game as a part of their daily planning, it gives the opportunity of creating a different and innovative environment. With a game, all the students wanted to participate and were part of it until to win or got the best results possible. Furthermore, using Quizizz and Wordwall provides engagement and rewards to the students, motivating them to go on the game as much as they want. In that way, they can practice many vocabulary words because of the engagement. The rewards students can enjoy the most are playing the game twice or doing it individually and in pairs. These could be an excellent way to negotiate the student's rewards while acquiring the vocabulary.

The results report that a game provides self-construction of the knowledge, which means students learn alone while they are performing the game as the constructivism

theory states that learners' behavior is a result of how a person processes information from their environment and their cognitive abilities showing active learning while they are exploring and performing the Quizizz and Wordwall application.

Krashen mentions in his theory that students acquire skills better in contact with another speaker in the target language. It happens with using Quizizz and Wordwall applications due to the frequent interaction between teacher-student and student-student to give feedback on their knowledge. Most of the time, students can extend their knowledge when they are in contact with students with better abilities in order to enrich themselves, and a game provides those advantages.

The games are undoubtedly considered a fundamental class part because they provide entertainment, engagement, and innovation. All the reports show positive effects of using games in a Foreign Language Class. Students can feel motivated and excited to learn English. Different attitudes, emotions, and expressions are identified by students when they are performing a game. Their reactions are expressed as high motivation, self-confidence, and less personal anxiety, which can help to acquire a better way to the second language, as Krashen mentioned in his book.

Finally, since young pupils in the second Grade enjoy playing, utilizing computers, and using new technology, they actively combine playing with new technology, such as computers, to subconsciously learn vocabulary in a foreign language. As Malone mentioned that a game has to use curiosity and fantasy and be a challenge; of course, online games provide those features—which are why students enjoy it a lot—and they want to perform a game without paying attention to its difficulty, but playing the game twice or more students are practicing and acquiring the skills unconsciously. The best, innovative, and adequate way to reinforce or practice an English class to acquire vocabulary at a level where students cannot develop all the language skills is by using games according to their needs and goals.

This research aims to determine the effects of using Quizizz and Wordwall games on vocabulary acquisition and the impact and perceptions that students have to perform these games. They show that using those games has a positive result on the students' outcomes, not only in vocabulary acquisition but in an unconscious way in the speaking skill and grammar sub-skill. Quizizz and Wordwall were fun and accessible applications for the students to use. Features like memes as feedback for each question, multiple types of question templates, and the ranking list make students have fun while learning a foreign language through those games (Fadhilawati, 2021). Quizizz and Wordwall, in addition, have numerous advantages that can improve the effectiveness of the learning process, such as an engaging learning medium that offers some

features like a game and can assist the teacher in varying the students' learning styles, which motivates the students' learning (Dwinta & Sapriya, 2020). Furthermore, because it is a free application, teachers and students can easily access Quizizz and Wordwall games. It is necessary to mention that those games can enhance the students' motivation finding that students could remember, discover and consolidate many words and knowledge after using those game applications, which also helps to lower students' tension and anxiety in the learning process.

CONCLUSIONS

To conclude, game-based learning aims to create instructional tactics that can motivate students and transform the typical learning environment into one that is entertaining, engaging, and friendly to learn (Truchly et al., 2019). Evidently, there is a transformation in the methodologies and strategies used to monitor the class having an organized class in a more dynamic, creative, and exciting way, leaving aside the traditional method where some words are memorized to achieve the short period goal with the use of games in foreign classes. In contrast, the games help to consolidate words in a meaningful manner.

Overall, in this research, the implementation of using Quizizz and Wordwall is fun, giving motivation, easy to use, and easy to apply individually, in pairs, or in groups to maintain student interaction. On the other hand, for teachers, those applications also gave positive results in the teaching process. They are simple, dynamic, and useful to implement in classes, utilizing the technological devices that nowadays are an indispensable part of life. Based on the analysis that had been conducted, students do not have an appropriate vocabulary level as they must have in second Grade to start in the best way educational process as a base for the acquisition of the leading English skills. Learners can acquire vocabulary words meaningfully through games such as Quizizz and Wordwall because students with those applications feel motivated, engaged, confident, and excited to learn.

Furthermore, their anxiety is reduced due to the game's entertainment, and they enjoy learning that way. Using a game as a mandatory part of the instruction to make the students know what they should do will be the best strategy to complement the curricular planning. The results of this research can serve as a reflection of the innovation of learning through the implementation of Quizizz and Wordwall as the learning media because it is fun, easy to use; help students to acquire not only vocabulary but other skills like speaking or grammar through the communicative, natural approach, and makes the traditional class a more vivid experience.

REFERENCES

Ade Indrayana, I. B. (2022). The Implementation of Learning Media: Quizizz Application in EFL Remote Learning. *Journal Pendidikan Bahasa Inggris Undiksha*, 10(1), 1-6.

- Aini, J. N., & Ma'rifah, U. (2021). Virtual Implementation of Mobile-Game Based Learning: Enhancing Students' Vocabulary Mastery and Self-Motivation. *ELT Worldwide*, 8(2), 343-351.
- Alfadil, M. (2020). Effectiveness of virtual reality game in foreign language vocabulary acquisition. *Computers & Education*, 153.
- AlNatour, A. S., & Hijazi, D. (2018). The Impact of Using Electronic Games on Teaching English Vocabulary for Kindergarten Students. *US-China Foreign Language*, 16(4), 193-205.
- Alomari, I., Al-Samarraie, H., & Yousef, R. (2019). The Role of Gamification Techniques in Promoting Student Learning: A Review and Synthesis. *Journal of Information Technology Education: Research*, 18, 395-417.
- Aslanabadi, H., & Rasouli, G. (2013). The Effect of Games on Improvement of Iranian EFL Vocabulary Knowledge in Kindergartens. *International Review of Social Sciences and Humanities*, 6(1), 186-195.
- Aziz Fakhruddin, A., Firdaus, M., & Mauludiyah, L. (2021). Wordwall Application as a Media to Improve Arabic Vocabulary Mastery of Junio High School Students. *Ara-biyatuna Journal Bahasa Arab*, 5(2), 217-234.
- Bavi, F. (2018). The Effect of Using Fun Activities on Learning. *Journal of Language Teaching and Research Vocabulary at the Elementary Level*, 9(3), 629-639.
- Chapman, J., & Rich, P. (2018). Does educational gamification improve students' motivation? If so, which game elements work best? *Journal of Education for Business*, 93(7), 314-321.
- Creswell, J. (2014). *A Concise Introduction to Mixed Method Research*. SAGE publications.
- Dwinta, N., & Sapriya. (2020). The Role of Media Quizizz in Civics Learning to Increase Learning Motivation for Elementary School Students. *The 3rd International Conference on Elementary Education*, 3(1), 194-198.
- Fadhilawati, D. (2021). Using Quizizz Application for Learning and Evaluating Grammar Material. *JOSAR (Journal of Students Academic Research)*, 6(1), 85-94.
- Fosnot, C. T. (2013). *Constructivism: Theory, Perspectives and Practice*. Teachers College Press.
- Freud, S. (1950). *Beyond the pressure principle*. Liveright.
- Garton, S., & Copland, F. (2019). *The Routledge Handbook of Teaching English to Young Learners*. Routledge.
- Girmen, P., & Kaya, M. F. (2019). Using the Flipped Classroom Model in the Development of Basic Language Skills and Enriching Activities: Digital Stories and Games. *International Journal of Instruction*, 12(1), 555-572.

- Hajimia, H., & Sarjit Singh, M. K. (2020). Second language acquisition: Krashen's monitor model and the natural approach. *International Journal of Social Sciences*, 6(3), 87-99.
- Hartikainen, S., Rintala, H., Pylväs, L., & Nokelainen, P. (2019). The Concept of Active Learning and the Measurement of Learning Outcomes: A Review of Research in Engineering Higher Education. *Education Sciences*, 9(4).
- Huyen Phuong, T. T. (2020). Gamified Learning: Are Vietnamese EFL Learners Ready Yet? *iJET*, 15(24), 242-251.
- İçin, O. D., & Samet, B. (2018). Using Quizizz.com to Enhance Pre-intermediate Students' Vocabulary Knowledge. *International Journal of Language Academy*, 6(3), 295-303.
- Kalogiannakis, M., & Papadakis, S. (2019). Evaluating pre-service kindergarten teachers' intention to adopt and use tablets into teaching practice for natural sciences. *Int. J. Mobile Learning and Organisation*, 13(1), 113-127.
- Krashen, S. (1981). Second language acquisition. *Second Language Learning*, 3(7), 19-39.
- Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.
- Malone, T. (1981). Toward a Theory of Intrinsically Motivating Instruction. *Cognitive Science*, 5(4), 333-369.
- Matheson, D., & Spranger, K. (2001). Content Analysis of the Use of Fantasy, Challenge, and Curiosity in School-Based Nutrition Education Programs. *Journal of Nutrition Education*, 33, 10-16.
- Moyer, A. (2014). What's age got to do with it? Accounting for individual factors in second language accent. *Studies in Second Language Learning and Teaching*, 4(3), 443-464.
- Papadakis, S., Trampa, A. M., Barianos, A. K., Kalogiannakis, M., & Vidakis, N. (2020). Evaluating the Learning Process: The "ThimelEdu" Educational Game Case Study. *CSEDU*, 2, 290-298.
- Piaget, J. (1951). *Play, dreams, and imitation in childhood*. Norton.
- Savignon, S. (2007). Beyond communicative language teaching: What's ahead? *Journal of Pragmatics*, 39(1), 207-220.
- Segaran, V. C., & Hashim, H. (2022). 'More Online Quizzes, Please!' The Effectiveness of Online Quiz Tools in Enhancing the Learning of Grammar among ESL Learners. *International Journal of Academic Research in Business & Social Sciences*, 12(1), 1756-1770.
- Silsüpür, B. (2017). Does Using Language Games Affect Vocabulary Learning in EFL Classes? *Journal of Foreign Language Education and Technology*, 2(1), 83-104.
- Truchly, P., Podhradský, P., Muntean, C. H., & El Mawas, N. (2019). The Effect of Educational Game on Children Learning Experience in a Slovakian School. (Paper). *CSEDU - 7th International Conference*. Heraklion, Greece.
- Uzun, L., Çetinavcı, U. R., Korkmaz, S., & Salihoğlu, U. M. (2013). Developing and applying a foreign language vocabulary learning and practice game: The effect of VocaWord. *Digital Culture & Education*, 5(1), 48-70.
- Yan mei, S., Yan Ju, S., & Adam, Z. (2018). Implementing Quizizz as Game Based Learning in the Arabic Classroom. *European Journal of Social Science Educational and Research*, 5(1), 194-198.

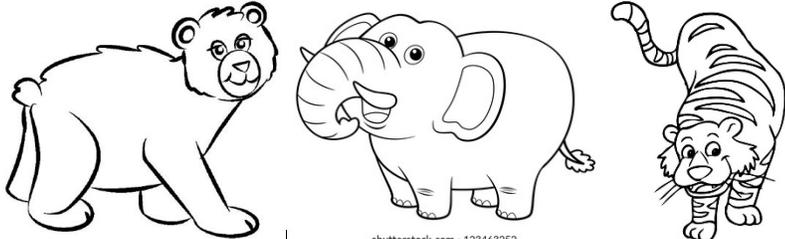
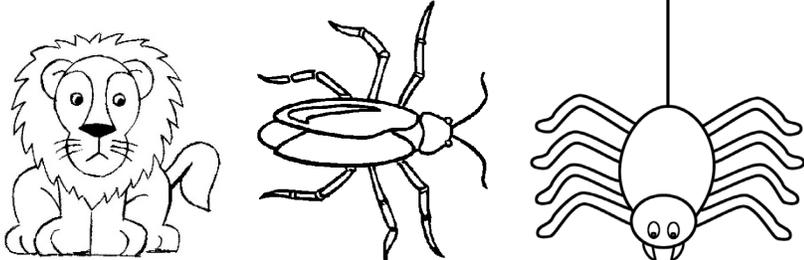
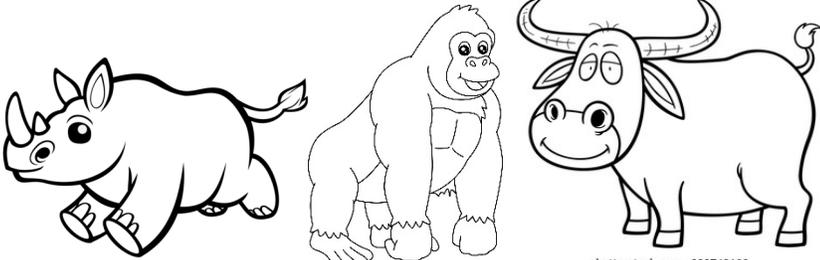
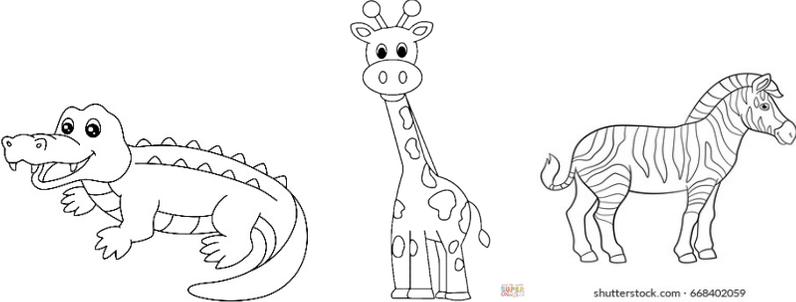
APPENDICES

Appendix 1. Vocabulary Test (before game application).

Name:

Date: December 16, 2022.

1. Listen and color the correct animal.

1	 <p>shutterstock.com · 123463252</p>
2	
3	 <p>shutterstock.com · 332768102</p>
4	 <p>shutterstock.com · 668402059</p>

Unscramble the words.

gdo	tac

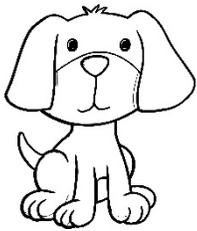
2. Listen the reading and circle the correct animals.

There is a **hen**  , and a **cow**  , in

a **farm**  . I like to watch them eat and walk,

specially to the **sheep**   because this is my favorite animal.

3. Match the word with the correct picture.



cat



dog