Developing Quizizz-Based Vocabulary Materials for Junior High School Students Using the ADDIE Model

Mengembangkan Materi Kosakata Berbasis Quizizz untuk Siswa Sekolah Menengah Pertama Menggunakan Model ADDIE

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Abstrak

Studi ini mengeksplorasi pengembangan materi kosakata berbasis Quizizz untuk siswa SMP menggunakan model desain pembelajaran ADDIE. Model ADDIE yang terdiri dari Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi menyediakan pendekatan sistematis untuk menciptakan materi pembelajaran yang efektif. Penelitian ini berfokus pada bagaimana setiap fase ADDIE dapat diterapkan untuk merancang pelajaran kosakata yang interaktif dan menarik menggunakan Quizizz, platform digital yang menggunakan gamifikasi. Studi ini menekankan pentingnya melakukan analisis menyeluruh terhadap kebutuhan siswa, merancang konten yang selaras dengan tujuan kurikulum, dan mengembangkan kuis yang menggabungkan elemen multimedia untuk meningkatkan pembelajaran. Materi tersebut diimplementasikan di kelas dan dievaluasi berdasarkan kinerja dan keterlibatan siswa. Temuan menunjukkan bahwa kombinasi model ADDIE dan Quizizz meningkatkan retensi kosakata, motivasi, dan partisipasi siswa. Hasil penelitian juga menunjukkan potensi pembelajaran berbasis game digital dalam pendidikan bahasa, terutama dalam meningkatkan keterlibatan siswa dan hasil belajar.

Kata kunci: Model ADDIE, Quizizz, pembelajaran kosakata

Abstract

This study explores the development of Quizizz-based vocabulary materials for junior high school students using the ADDIE instructional design model. The ADDIE model comprising Analysis, Design, Development, Implementation, and Evaluation provides a systematic approach to creating effective learning materials. The research focuses on how each phase of ADDIE can be applied to design interactive and engaging vocabulary lessons using Quizizz, a gamified digital platform. The study emphasizes the importance of conducting a thorough analysis of students' needs, designing content that aligns with curriculum goals, and developing quizzes that incorporate multimedia elements for enhanced learning. The materials are implemented in the classroom and evaluated based on student performance and engagement. Findings suggest that the combination of the ADDIE model and Quizizz enhances students' vocabulary retention, motivation, and participation. The results also show the potential of digital game-based learning in language education, especially in increasing student engagement and learning outcomes.

Keywords: ADDIE model, Quizizz, vocabulary learning

BACKGROUND

Vocabulary mastery is one of the main components in learning English as a foreign language (EFL), because vocabulary forms the foundation for the skills of listening, speaking, reading, and writing. Without sufficient vocabulary, students will find it difficult to understand texts, express

ideas, and participate in communicative activities in the classroom, even if they have already learned grammatical structures well. Various studies show that limited vocabulary remains one of the main obstacles for junior high school students in EFL contexts, including in Indonesia, and this condition has an impact on their low achievement in meeting the demands of the curriculum and the graduates' competency standards(Putra, 2023).

On the other hand, the characteristics of the digital generation, who are very familiar with gadgets and games, require teachers to package vocabulary learning in a more interactive and engaging way. Learning models that are still teacher-centered, with activities such as memorizing word lists and conventional translation, are often perceived as monotonous and therefore decrease students' learning motivation. Recent literature on digital game-based language learning emphasizes that the use of digital games in language learning can create a more engaging vocabulary learning experience, increase attention, and encourage students' active involvement in processing and using new words in meaningful contexts(Chowdhury et al., 2024).

One of the platforms widely used in EFL classrooms is Quizizz, a web-based application that transforms quizzes into a game-like experience with features such as scores, leaderboards, and immediate feedback. A number of studies in Indonesia indicate that the use of Quizizz in vocabulary learning can increase students' motivation, engagement, and learning outcomes. Classroom action research in the Indonesian EFL context, for example, reports that the use of *paper-mode Quizizz* can improve junior high school students' vocabulary mastery as well as create a more enjoyable and interactive learning atmosphere. Other studies at the elementary and secondary levels also find that Quizizz games significantly help increase vocabulary scores and improve students' attitudes toward learning English(Apriliani et al., 2024).

Nevertheless, most research related to Quizizz in vocabulary learning tends to focus on its use as a medium for quizzes or evaluation, rather than on the development of structured vocabulary teaching materials that are integrated with the curriculum. Meanwhile, studies on the development of English teaching materials for junior high school students using instructional development models show that materials designed systematically such as vocabulary materials based on 3D animation or supplementary vocabulary materials for eighth graders can increase student engagement and produce high-quality materials that are feasible for use in the classroom. This indicates a need not only to "use" Quizizz, but to develop Quizizz-based vocabulary materials that are specifically designed in accordance with the needs and characteristics of junior high school students(Hidayat et al., 2025).

In this context, the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) is widely used as a framework for developing teaching materials and English learning multimedia because it is considered systematic and effective, including in various studies conducted in Indonesia. The literature on the development of EFL multimedia using ADDIE shows that this model helps researchers and teachers carry out needs analysis, design, development, implementation, and evaluation of learning products in a structured manner so that the quality of the materials is better assured. Several studies on the development of English teaching materials for junior high school students based on local culture or character education have also used ADDIE and resulted in contextual and usable modules.

However, studies that specifically develop Quizizz-based vocabulary materials for junior high school students using the ADDIE model are still relatively limited, so there is a need for development research that fills this gap. A study titled *"Developing Quizizz-Based Vocabulary Materials for Junior High School Students Using the ADDIE Model"* is therefore proposed to respond to this need, with the expectation of producing vocabulary materials that are attractive, valid, and effective in supporting junior high school students' English competence.

RESEARCH METHODOLOGY

The research method used in this study is qualitative research with a literature review approach. Qualitative research is chosen because the main focus of this study is to understand in depth the concepts, models, and empirical findings related to the development of Quizizz-based vocabulary materials and the implementation of the ADDIE model in the context of English language teaching at the junior high school level. The literature review approach is carried out by examining, identifying, and synthesizing various relevant sources, such as national and international journal articles, conference proceedings, research reports, and textbooks that discuss material development, vocabulary learning, the use of Quizizz in EFL, and the application of the ADDIE model. These sources are selected purposively, based on the relevance of their topics, relatively recent year of publication, and the credibility of the publishers or journals in which the articles appear.

The research procedure is implemented through several sequential and interrelated stages. The researcher first formulates search keywords that are relevant to the focus of the study, then conducts literature searches through various online databases such as Google Scholar, DOAJ, ERIC, and national journal portals. After that, a process of literature selection is carried out by applying certain criteria, including the level of relevance to the topic, the type of scientific publication, and the availability of the full text. The selected literature is then analyzed using content analysis and thematic analysis by grouping key findings into major themes, such as the importance of vocabulary mastery in EFL, the effectiveness of using Quizizz in learning, the steps in implementing the ADDIE model, and its implications for the development of vocabulary materials for junior high school students. The results of this literature synthesis serve as the conceptual and empirical basis for formulating the design of Quizizz-based vocabulary materials using the ADDIE model.

DISCUSSION

The Importance of Vocabulary Mastery in English Language Learning

Vocabulary acquisition is a fundamental element in the process of learning English as it serves as the foundation for all language skills, from reading and listening to speaking and writing. Without adequate vocabulary, students are unable to fully comprehend texts or express ideas clearly, which ultimately hinders their communicative ability. Various studies have shown that vocabulary is not just a list of words but a key to understanding and producing more complex language, meaning that learners with a larger vocabulary repertoire will be more effective in comprehending the target language and communicating accurately. Therefore, the focus on vocabulary learning should be prioritized in English language curricula to enable students to achieve optimal fluency and comprehension levels(Alqahtani, 2015).

Moreover, vocabulary knowledge is closely linked to effective reading ability. Students who do not know enough words in a text will struggle to achieve *comprehensible input*, which is essential for triggering further language acquisition. In second or foreign language learning contexts, vocabulary limitations often result in students relying on literal translation and disrupting effective learning processes. This is crucial because research in educational linguistics shows that expanding vocabulary enables learners to capture the nuances of meaning and variations in word usage in different contexts, which supports reading and writing skills more holistically.

One of the main challenges students face in vocabulary acquisition is the sheer volume of words they need to learn, as well as the depth of understanding required to use those words correctly in various contexts. It's not just the number of words, but also the ability to interpret word meanings in different situations, grammatical forms, or idiomatic expressions that presents a significant challenge for many learners. This difficulty often leads to frustration and barriers to integrating new vocabulary into their language repertoire effectively. Several studies have shown that EFL students often struggle to choose the correct meaning of words when language context changes, which affects their broader language skills(Azimova, n.d.).

Vocabulary limitations also hinder speaking and writing skills. Students with a limited vocabulary tend to struggle with expressing their ideas, producing complex sentences, or developing coherent and creative narratives. This often forces them to rely on simpler structures or repeatedly use the same words, which diminishes the quality and depth of their communication. Therefore, a strong vocabulary not only supports comprehension but also enriches students' expressive abilities in a range of more demanding language tasks.

Motivation and learning strategies also play a critical role in vocabulary acquisition. Without strong motivation, students are more likely to neglect vocabulary learning as they may perceive it as monotonous and not immediately rewarding. Research shows that learners with diverse vocabulary learning strategies including context-based learning, mnemonic techniques, and spaced repetition are more likely to expand their vocabulary compared to those who rely solely on rote memorization. This is where the teacher's role becomes essential in facilitating an engaging, relevant, and contextualized approach to vocabulary instruction, ensuring that students remain motivated and actively participate in the learning process(Dionisio, 2022).

Another challenge students often face in vocabulary acquisition is the lack of adequate *language input* outside the classroom, especially for EFL learners who are rarely exposed to English in natural settings. This lack of exposure reduces their chances of discovering and practicing new words in authentic contexts, making vocabulary learning often limited to textbook activities with little connection to real-life use. As a result, students' ability to recognize and use vocabulary in everyday situations becomes underdeveloped, which slows their overall language competence improvement.

an effective vocabulary teaching approach must combine diverse techniques, including direct instruction, the use of authentic contexts, and the integration of adaptive and engaging educational technology. These strategies not only help students memorize words but also allow them to understand the use of words in various communicative contexts. Current research also emphasizes the importance of *sustained and inclusive vocabulary learning*, involving repetitive practice, collaborative learning, and the use of authentic materials, to enable students to build a

robust and functional vocabulary repertoire for both academic and social contexts. Thus, vocabulary acquisition must be seen as a dynamic process integrating linguistic knowledge, learning strategies, and real-life language usage experiences.

Quizizz in Vocabulary Learning

Quizizz has emerged as a prominent game-based learning platform that supports vocabulary acquisition by transforming conventional assessment into an engaging and interactive experience. By integrating game mechanics such as points, leaderboards, and instant feedback, Quizizz introduces an element of fun into vocabulary exercises, making learning less monotonous and more stimulating for students. Research has found that such gamification features not only make learning enjoyable but also contribute to improved learning motivation, as students are more inclined to participate actively when the process feels like a game rather than a routine task. This increased motivation can lead to deeper cognitive engagement with vocabulary items and greater retention of word meanings and usage patterns(Rizkiawati & Ganesha, 2024).

One of the key strengths of Quizizz in vocabulary learning lies in its ability to maintain high levels of student engagement. Traditional vocabulary instruction often relies on repetitive drills or flashcards, which may quickly lead to disengagement, especially among learners who prefer dynamic and interactive formats. In contrast, Quizizz allows students to interact with vocabulary through timed quizzes, competitive rankings, and immediate visual feedback, all of which encourage sustained attention and active participation. Studies reviewing its use in EFL contexts have reported that students not only enjoy the platform but also demonstrate higher levels of engagement during lessons that incorporate Quizizz activities, which in turn supports stronger lexical development.

Immediate feedback provided by Quizizz enhances the learning process by helping students identify and correct errors in real time. When students complete vocabulary quizzes, they instantly see which answers are correct or incorrect, allowing them to reflect on their understanding and adjust their knowledge accordingly. This immediate feedback loop contrasts with delayed correction in traditional settings, where students may forget the context of their errors by the time they receive teacher feedback. The capacity of Quizizz to close this feedback gap accelerates the learning cycle and helps reinforce correct vocabulary usage more effectively(Firna, 2025).

Another advantage of Quizizz is its adaptability for differentiated instruction, enabling teachers to tailor vocabulary quizzes to suit varying proficiency levels and learning needs. Teachers can design quizzes that range from basic word recognition to more complex contextual usage, supporting both struggling learners and those who need advanced challenges. This tailored approach contributes to personalized learning, ensuring that each student engages with vocabulary at an appropriate level of difficulty, which can enhance both confidence and achievement in vocabulary mastery.

The integration of Quizizz also supports collaborative and social learning dynamics within the classroom. Even though Quizizz is often used individually, the platform's leaderboard and group competition features promote friendly competition and collective participation. Students become motivated not just by their own performance but also by how they rank against peers, creating a social dimension that can reinforce engagement and peer learning. Teachers can further capitalize

on this by organizing group challenges that foster teamwork, discussion, and cooperative problem-solving around vocabulary items.

In terms of concrete outcomes, several studies have documented measurable improvements in vocabulary acquisition when Quizizz is incorporated into instruction. For example, research conducted with EFL learners found that repeated use of Quizizz resulted in significant learning gains in vocabulary mastery, with students showing higher post-test scores compared to traditional methods. Such findings suggest that the combination of interactive engagement and systematic practice provided by Quizizz can lead to enhanced academic results, especially when quizzes are used consistently over time as part of classroom routines.

Students' perceptions of using Quizizz are consistently positive, particularly regarding its gamified features that make vocabulary learning more enjoyable and engaging. Qualitative data from classroom studies indicate that learners appreciate the interactive interface and find the platform less intimidating than conventional quizzes, which may reduce anxiety and encourage risk-taking in answering questions. Many students also report increased confidence when using Quizizz, attributing this to the supportive environment that allows them to learn from mistakes without fear of public embarrassment(Dionisio, 2022).

Quizizz is not only effective in synchronous classroom situations but also adaptable for asynchronous learning contexts, allowing students to practice vocabulary outside scheduled class time. When assigned as homework or supplementary tasks, Quizizz quizzes provide flexible opportunities for students to reinforce new words independently. This flexibility is particularly valuable in blended or remote learning environments, where access to technology and self-paced study can sustain vocabulary practice even beyond face-to-face instruction.

Finally, Quizizz supports formative assessment, enabling teachers to regularly track students' progress and identify areas where additional instruction is needed. By conducting periodic quizzes, teachers can pinpoint vocabulary gaps and adjust their teaching methods accordingly. The continuous nature of formative assessment in Quizizz helps prevent learning gaps from becoming ingrained and ensures that students receive the necessary support throughout their vocabulary development journey. Regular monitoring through quizzes ensures that learning remains aligned with students' evolving needs, facilitating a more dynamic and responsive teaching approach.

In conclusion, the use of Quizizz in vocabulary instruction enhances motivation, engagement, and learning outcomes by leveraging gamified features, immediate feedback, adaptability, and student-centered design. These factors contribute to a more lively and effective learning environment, enabling students to interact with vocabulary in meaningful ways and supporting language development that extends beyond rote memorization. As evidenced by research findings, Quizizz's combination of motivation, engagement, and real-time assessment can significantly improve vocabulary acquisition and help students become more proficient language users

Developing Quizizz-Based Vocabulary Materials with the ADDIE Model

The development of Quizizz-based vocabulary materials using the ADDIE model starts with the *Analysis* phase, which aims to determine the students' needs and the learning objectives. During this phase, instructional designers analyze the students' current vocabulary level, their challenges in

vocabulary learning, and the curriculum standards at the junior high school level. This is done through observations, teacher interviews, and an analysis of the students' background and proficiency. The results from this analysis help shape the direction of the vocabulary materials, ensuring they are relevant and meet the specific needs of the students. By clearly identifying these needs, the materials can be tailored to be more effective in helping students overcome challenges and reach their learning goals. The ADDIE model emphasizes the importance of this phase as a critical foundation for developing an instructional strategy.

After the needs and learning objectives are established, the next phase is *Design*, where the instructional materials are planned in detail. In this phase, designers outline the specific vocabulary goals, select the words to be taught, and decide how these words will be incorporated into Quizizz quizzes. They also determine the types of questions (e.g., multiple-choice, fill-in-the-blank, matching words to definitions) and establish the criteria for assessing vocabulary mastery. In addition to content design, this phase considers the characteristics of the students, such as their learning styles and preferences, to ensure that the materials are engaging and appropriate. The design phase also includes choosing multimedia elements (like images or audio) that can enhance understanding and retention of the vocabulary. This detailed design blueprint sets the structure for developing effective learning materials.

In the *Development* phase, the materials created during the design phase are converted into actual Quizizz quizzes. During this stage, instructional designers begin entering the vocabulary words into the platform, writing the corresponding questions and answers, and adding relevant images, audio, or videos to provide additional context. The content is then reviewed by subject matter experts and media specialists to ensure that it is accurate, pedagogically sound, and engaging for students. The quizzes undergo a validation process to check for any errors, technical issues, or areas for improvement. Feedback from validators is incorporated to enhance the overall quality of the materials, ensuring they meet educational standards and are ready for classroom implementation.

The *Implementation* phase is when the Quizizz-based vocabulary materials are tested in the classroom. During this phase, the teacher shares the Quizizz link or code with the students, who then access the quizzes on their devices to answer the questions. The teacher plays an essential role in guiding students through the process, providing instructions, ensuring everyone has access, and observing students' reactions and interactions with the material. During implementation, the teacher also collects data on students' participation, completion times, and any difficulties they encounter. This trial run helps to identify areas that need improvement before the materials are finalized (Ma et al., 2025).

In the evaluation phase, the effectiveness of the Quizizz-based materials in supporting vocabulary acquisition is assessed. This involves analyzing students' quiz results to evaluate their vocabulary mastery, as well as gathering feedback from students about their experiences using the materials. The evaluation also includes teacher reflections on how well the materials supported the learning objectives and engaged the students. This phase is crucial for determining if the vocabulary materials met the set goals and whether any revisions are needed. The evaluation informs further development, ensuring that the learning materials continue to improve and align with students' needs(Savitri et al., n.d.).

The use of the ADDIE model in developing Quizizz-based vocabulary materials provides a systematic and thorough approach to creating high-quality instructional resources. Each phase of the model is interconnected, with each phase building on the results of the previous one. For example, the analysis phase informs the design, the design shapes the development, and the implementation allows for real-world testing. The final evaluation phase ensures that the materials are effective and, if necessary, can be adjusted for future use. This cyclical process helps ensure that the materials are always evolving to meet the students' needs and enhance their vocabulary acquisition. ADDIE is not just a set of technical steps but a scientific approach to improving instructional effectiveness(Fitri Dwi Prastiwi, 2025).

Additionally, research that applies the ADDIE model in developing Quizizz-based materials for vocabulary instruction has shown that a well-structured, systematic process leads to more effective and engaging learning outcomes. Studies using ADDIE for the development of educational media show that materials created with careful planning and validated through classroom trials receive positive feedback from both students and teachers. This confirms that using ADDIE in the context of Quizizz-based vocabulary learning not only provides technical tools but also a pedagogical framework that significantly enhances vocabulary learning outcomes(Cecilia & Quizhpe, 2024).

Pedagogical Rationale and Theoretical Foundations for Using the ADDIE Model in Quizizz-Based Vocabulary Materials

The use of the ADDIE model in instructional design is rooted in well-established educational theories that emphasize systematic and learner-centered development of materials. As an instructional systems design framework, ADDIE provides a structured approach that ensures learning objectives align with learners' needs and outcomes are measurable and effective. Broadly, instructional design theory asserts that materials developed through systematic processes such as needs analysis, design planning, and iterative evaluation are more likely to produce meaningful learning gains. This is especially important in language education, where vocabulary learning is not just about memorizing terms but about integrating them into communicative competence, context, and application. According to educational design literature, the ADDIE model enhances instructional quality by embedding feedback loops that refine materials based on learner data and pedagogical goals(Wahab, 2025).

From a cognitive learning perspective, the systematic phases of ADDIE support the mental processes that underlie effective vocabulary acquisition. Cognitive load theory suggests that learners benefit from instructional materials that are designed to manage working memory effectively and support deeper processing of information. In the ADDIE framework, the Analysis and Design phases help identify the optimal sequencing of vocabulary items and cognitive scaffolding necessary for learners to process new words without overwhelming memory capacity. By thoughtfully planning how content is introduced and structured, instructional designers help students build stronger mental representations of word meanings, collocations, and contexts ultimately leading to better long-term retention. This aligns with research in applied linguistics that highlights the importance of structured exposure and spaced repetition in vocabulary learning.

Another theoretical support for using ADDIE with Quizizz lies in constructivist approaches to learning, which emphasize active engagement and meaningful interaction with content.

Constructivism posits that learners construct knowledge through experiences that allow them to test, apply, and reflect on what they are learning(Quynh, 2022). Video game based learning research indicates that platforms like Quizizz create immersive and interactive environments where learners can engage with vocabulary in varied contexts, receive immediate feedback, and make cognitive connections as they actively participate in quizzes. This aligns well with the Development and Implementation phases of ADDIE, where content is not only created but also tested in authentic learning environments to ensure it promotes engagement and supports learner autonomy. Such approaches encourage deeper cognitive engagement with vocabulary beyond rote memorization.

The effectiveness of ADDIE in technology-enhanced language learning also stems from its adaptability across diverse educational settings. Unlike rigid curriculum models, ADDIE allows designers to incorporate learner feedback and pedagogical innovations at multiple stages(Jamhuri et al., 2024). This flexibility is crucial when using digital platforms like Quizizz, which offer interactive elements such as multimedia, adaptive pacing, and gamified reinforcement. Research examining digital integration in vocabulary instruction highlights that digital tools can enrich learning when paired with thoughtful instructional design that accounts for student needs, context, and technology accessibility. Integrating digital platforms through ADDIE's iterative phases helps ensure that technology enhances rather than distracts from learning objectives, supporting more meaningful and personalized vocabulary acquisition.

Finally, pedagogical research indicates that aligning assessment with learning design improves both teaching practices and student outcomes. One of the core advantages of using ADDIE in developing Quizizz-based vocabulary materials is that it explicitly links assessment to the instructional design process. By embedding checkpoints in the form of formative assessments, pilot trials, and student feedback teachers and designers can iteratively refine materials to better match learners' comprehension levels and instructional goals. Such alignment is supported by research in language assessment, which shows that formative feedback and data-informed adjustments lead to stronger vocabulary performance and higher learner confidence. This emphasis on alignment between instruction and assessment reflects best practices in language pedagogy and underscores why models like ADDIE remain influential in designing effective, technology-enhanced learning resources.

CONCLUSION

In conclusion, the use of the ADDIE model in developing Quizizz-based vocabulary materials for junior high school students provides a structured and effective approach to instructional design. By incorporating systematic analysis, thoughtful design, development, implementation, and evaluation, the ADDIE model ensures that the materials meet students' needs and learning objectives. Additionally, Quizizz's interactive and engaging platform significantly enhances student motivation, participation, and vocabulary acquisition. The combination of ADDIE's framework and Quizizz's gamified learning environment creates an optimal setting for students to engage with vocabulary in meaningful and impactful ways.

Suggestions

It is recommended that educators continue to explore and integrate digital tools, such as Quizizz, with established instructional design models like ADDIE to improve the effectiveness of

vocabulary instruction. Future studies could focus on further refining the implementation of Quizizz in various classroom settings, ensuring that it is tailored to different learning styles and needs. Additionally, more research should be conducted on the long-term impact of Quizizz-based vocabulary learning, particularly in terms of retention and the ability to apply new vocabulary in real-life contexts. Integrating regular formative assessments and feedback during the learning process will also help ensure continuous improvement of the materials and overall learning outcomes.

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