

The Use of Quizizz in Arabic Sound Tests and Vocabulary Tests to Increase Student Participation at MIN 3 Nagan Raya

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Abstract: Arabic language learning requires mastery of fundamental components, particularly speech sounds and vocabulary, which must be assessed through appropriate evaluation methods. However, language tests at the elementary school level are still commonly conducted using conventional approaches that tend to limit students' active participation. This study aims to describe the use of Quizizz in speech sound and vocabulary tests in Arabic language learning and to analyze its contribution to improving students' participation at MIN 3 Nagan Raya. This research employed a qualitative approach using documentation studies, classroom observations, and interviews with Arabic language teachers and fifth- and sixth-grade students. The findings indicate that the implementation of Quizizz in speech sound and vocabulary tests creates a more interactive, engaging, and enjoyable evaluation atmosphere. Students demonstrated higher levels of participation, reflected in active involvement, sustained focus during the test, and increased motivation and self-confidence. In speech sound tests, Quizizz supported students in recognizing and distinguishing Arabic sounds through clear audio stimuli, while in vocabulary tests, it facilitated students' understanding of word meanings and usage in context. Therefore, Quizizz functions not only as an assessment tool but also as a pedagogical strategy that enhances students' active participation in Arabic language learning.

Keywords: Quizizz; Speech Sound Test; Vocabulary Test; Student Participation; Arabic Language.

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INTRODUCTION

Language learning, especially Arabic, requires mastery of various basic aspects, including language sounds and vocabulary. Language Sounds Is one of the fields of linguistics that discusses the sounds of language. These language sounds are categorized into two, namely phonetics and phonemics. As a branch of phonology, phonetics discusses language sounds without affecting meaning, while phonemes discuss language sounds that influence meaning. (Amrulloh, 2016, p. 4) Meanwhile, vocabulary According to Muhammad Ali Khuli in his book *assalīb tadâris al-lughah al-arabiyyah* states that mastery or knowledge of vocabulary (*mufradât*) has very important benefits, because mastery of vocabulary is useful for people who want to write or compose or even learn about Arabic.

(Hadi, 2023, p. 57) Therefore, to measure mastery of these two aspects, what is needed is a test. A test is a set of tasks containing several questions that students must answer to measure their level of understanding and mastery of the material taught by the teacher. (Faiz et al., 2022, p. 492) Therefore, it can be concluded that tests are a measuring

tool often used in post-learning assessments. Therefore, phonology and vocabulary tests need to be designed effectively to accurately measure students' abilities while encouraging their active involvement in the learning process. However, in practice, language tests are often conventional and unengaging for students. This results in low student participation, motivation, and active responses during the test. Monotonous tests tend to make students feel stressed and unenthusiastic, so the results obtained do not fully reflect their true language abilities.

Student participation is a crucial factor in successful learning and evaluation. Actively engaged students tend to demonstrate higher motivation, better attention, and a more positive response to learning. Therefore, innovation in test implementation is needed to increase student participation without compromising the validity and reliability of assessments. Developments in information and communication technology have brought significant changes to education, including in the evaluation of learning. The use of digital media allows teachers to design tests that are more interactive, engaging, and tailored to the characteristics of students in the digital age. Game-based learning is one alternative widely used in language learning evaluation. Therefore, based on the researchers' observations, they found that MIN 3 Nagan Raya has shifted from conventional or manual tests to Quizizz to engage students, making the tests more lively and engaging. Quizizz is a digital medium in the form of practice games and online presentations that helps educators distribute teaching materials for easier student understanding. It can even increase students' interest and enthusiasm for learning specific material when utilizing this digital learning medium. (Ulhusna et al., 2021, p. 158)

The use of Quizizz in language phonics and vocabulary tests provides students with the opportunity to take the test in a more relaxed and enthusiastic manner. The game, competition, and reward elements within Quizizz can encourage active student participation. Furthermore, Quizizz's flexibility allows tests to be administered individually or in groups, both in and outside of class. Although Quizizz is widely used in learning, studies specifically addressing its use in language phonics and vocabulary tests still require more in-depth analysis, particularly from the perspective of student participation. Each learning context has different characteristics, so it is crucial to understand how this medium is used and responded to by students in real-life learning situations.

Based on this, the use of Quizizz in language phonics and vocabulary tests is important to research. The researchers wanted to understand how the test was conducted, what elements were included in the test, and how Min 3 Nagan Raya successfully implemented this media as a means of testing language sounds and vocabulary. The results of this study are expected to provide theoretical and practical contributions to the field of language learning. Theoretically, this research can enrich studies on evaluating digital media-based language learning. Practically, the results can serve as a reference for teachers in selecting and developing innovative, effective, and appropriate test media for students' needs.

METHODS

This research is qualitative, focusing less on numbers and statistical testing than on in-depth information gathering on the object under study. Data collection in this study involved a documentary study to study, understand, and analyze written materials to obtain data related to the Use of Kahoot in Arabic Sound Tests and Vocabulary Tests to Increase Student Participation, a form of assessment that covers only one linguistic aspect in a single evaluation session.

This research was conducted in several stages: First, the data collection preparation stage, namely the theme determination stage. At this stage, the researcher determined the main problem from the results of the review obtained from various sources, both books and relevant scientific works. The second data collection process is by reviewing the

material to be studied, the third data analysis is in accordance with the methods and theories that have been determined previously, after which the analysis is carried out in the form of using Quizizz on the Arabic Language Sound Test and Vocabulary Test to Increase Student Participation, and the fourth is compiling the results of the analysis, furthermore, through the results of this research, it is hoped that it can be developed, especially the parts that have not been implemented perfectly.

RESULTS

The language phonology test has several main objectives: (1) to determine students' ability to distinguish similar or adjacent sounds (discriminative sounds); (2) to measure the accuracy of pronunciation of language sounds according to phonological rules; (3) to identify phonological errors frequently made by students; and (4) to serve as a basis for improving pronunciation instruction and enhancing speaking skills. In line with this, Brown (2004) states that the pronunciation test aims to measure the accuracy of sounds, stress, and intonation in students' speech.

Aspects assessed in the language phonology test include: (1) accuracy of articulation of sounds or phonemes; (2) the ability to distinguish sounds or discriminate between similar phonemes; (3) accuracy of stress and length of sounds; (4) accuracy of intonation in speech or sentences; and (5) fluency in pronunciation of words and sentences. Chaer (2007) emphasizes that even the slightest difference in sound can lead to differences in meaning, making phonemic aspects a crucial part of language acquisition.

The sounds of language in linguistic studies can be classified into three main categories, namely: (1) phonetics, which is a branch of sound science that discusses the way sounds are produced, makhraj, and the properties of sounds without paying attention to the function of meaning; (2) phonemes, which are the smallest sound units in the language system that function to differentiate meaning, as seen in the difference in sound in the words كسوف خسوف which give rise to different meanings; and (3) allophones, which are sound variations of one phoneme that do not function to differentiate meaning, such as the difference in pronunciation of nun izhar and nun ikhfa or lam mufakham and lam muraqqaq which do not change the meaning of the word (Amrulloh, 2016).

The following is an example of a language sound test using Quizizz media:

Figure 1. Example of a Language Sounds Test using Quizizz media



Vocabulary tests (ikhtibārāt al-mufradāt) are a form of evaluation that can be categorized into two main aspects: vocabulary comprehension and vocabulary usage in sentences. Vocabulary comprehension refers to the extent to which students are able to memorize a number of vocabulary items taught by the teacher, while vocabulary usage relates to students' ability to use these vocabulary items appropriately and correctly according to their meaning in sentences. Furthermore, vocabulary tests are also used to measure several other competency indicators, such as (1) the ability to understand equivalent

words or synonyms, (2) the ability to recognize antonyms, (3) the ability to understand word definitions, and (4) the ability to group words. The purpose of vocabulary tests is for students to understand newly learned Arabic vocabulary, both in terms of synonyms and antonyms, to identify vocabulary items through images, and to memorize a number of vocabulary items effectively (Oktavia et al., 2023).

According to Tarigan, vocabulary is a crucial component of language skills because a person's language proficiency is largely determined by the quantity and quality of their vocabulary. Therefore, vocabulary tests are used to measure students' vocabulary mastery as a basis for assessing their language abilities (Tarigan, 2011). In line with this opinion, Nation states that vocabulary tests are designed to measure word knowledge, encompassing three main aspects: (1) word meaning, (2) word form, and (3) word use in linguistic contexts. Therefore, vocabulary tests assess not only word memorization skills but also the ability to understand and use vocabulary appropriately in communication (Nation, 2001).

Pedagogically, vocabulary tests have several primary purposes in language learning: (1) determining students' vocabulary mastery, (2) measuring the success of the vocabulary learning process, (3) providing a basis for planning further learning, and (4) identifying students' difficulties in understanding and using vocabulary. In addition, vocabulary tests also serve several functions: (1) a diagnostic function to identify students' weaknesses and difficulties in vocabulary mastery, (2) a formative function to monitor the development of vocabulary skills throughout the learning process, and (3) a summative function to assess the final results of vocabulary learning at the end of a unit or semester. This aligns with Sudijono's opinion, which states that language tests function as diagnostic, formative, and summative tools in learning evaluation (Hidayah et al., 2024).

Vocabulary tests not only focus on word memorization but also encompass several important aspects: (1) word meaning, both lexically and contextually; (2) word form, including both spoken and written forms; (3) word use in specific sentences or contexts; and (4) meaning relationships, such as synonyms, antonyms, and hyponyms. Nation emphasizes that comprehensive vocabulary knowledge encompasses three main aspects: form, meaning, and word use (Nation, 2001). The form of the vocabulary test instrument can be adjusted to the learning objectives and characteristics of the students, including through (1) multiple choice tests, (2) matching words with their meanings, (3) short answers, (4) completing sentences, and (5) arranging words into sentences. Arikunto emphasized that the selection of the test form must be adjusted to the measurement objectives and the level of students' abilities so that the evaluation results obtained are valid and reliable (Jannah et al., 2025).

Figure 2 example of Vocabulary Test using Quizizz media



Implementation of Quizizz-Based Language Sound And Vocabulary Tests. Based on field analysis conducted at MIN 3 Nagan Raya, specifically for grades V and VI in Arabic, it emerged that previous learning evaluations were still dominated by conventional

methods. For the language sound test, teachers assessed students' abilities through direct pronunciation in class, while for the vocabulary test, evaluations were conducted through written exercises and simple questions and answers. This evaluation method was deemed ineffective because it was time-consuming and did not optimally accommodate all students' involvement.

Observations showed that the implementation of Quizizz-based language sound and vocabulary tests for grades V and VI had a positive impact on the Arabic language learning evaluation process. In the language sound test, students were given audio stimuli in the form of pronunciations of the hijaiyah letters, mufradāt, and simple sentences appropriate for the grades V and VI. Through this test, students were trained to distinguish Arabic sounds that have similar meanings and letter properties, thus improving their phonological abilities. In the vocabulary test, fifth and sixth grade students were tested on their understanding of the meaning of vocabulary learned through multiple-choice questions based on Quizizz. The questions were presented interactively and contextually, aligning with the Arabic language material presented in their respective classes. Observations showed that students were able to answer the questions with greater focus and demonstrated a high level of interest in the test.

Interviews with fifth and sixth grade Arabic teachers at MIN 3 Nagan Raya revealed that the use of Quizizz was highly helpful in evaluating learning. Teachers stated that this tool facilitated the development of sound and vocabulary test questions, administered the tests simultaneously, and obtained assessment results automatically. Furthermore, teachers were able to quickly identify student errors, both in Arabic pronunciation and vocabulary comprehension, allowing for more appropriate follow-up learning. Observations of fifth and sixth grade students' responses indicated a very positive response to the Quizizz-based test. Students appeared more enthusiastic, active, and confident in working on Arabic language questions. The game-like elements and engaging visuals helped students feel less stressed during the test, particularly on the sound test, which some had previously found difficult.

Most fifth and sixth grade students stated that using Quizizz helped them understand Arabic sounds more easily and memorize new vocabulary. This positive response demonstrates that the Quizizz-based phonology and vocabulary tests serve not only as evaluation tools but also as effective and enjoyable supporting media for Arabic language learning. Overall, the results of field analysis, teacher interviews, and observations of fifth and sixth grade student responses at MIN 3 Nagan Raya indicate that the implementation of Quizizz-based phonology and vocabulary tests positively contributed to improving the quality of Arabic language learning evaluations.

DISCUSSION

The results of this study indicate that the use of Quizizz for Arabic phonology and vocabulary tests increased the participation of fifth and sixth grade students at MIN 3 Nagan Raya. This increase in participation was evident in students' active involvement in the tests, their focus during the evaluation process, and their courage in answering the questions. These findings confirm that the use of digital-based evaluation media can create a more interactive and student-centered learning environment.

Theoretically, student participation is a key indicator of learning success. According to Sudjana, active student participation in learning directly influences learning outcomes because students are mentally and emotionally engaged in the learning process. (Mislawati, 2023, p. 70) The results of this study align with this view, as increased student participation through Quizizz resulted in higher engagement in the Arabic language assessment.

For the phonology test, the use of Quizizz provided audio stimuli that allowed students to hear Arabic sounds clearly and repeatedly. This helped students recognize and differentiate sounds that share similar pronunciations and letter properties. Chaer stated

that mastery of language sounds is the foundation of language skills because sound errors can lead to differences in meaning. (Sitaresmi et al., 2024, p. 17) Thus, the increase in student participation in Quizizz-based language sound tests indicates that this medium supports the principles of phonological learning that emphasize listening practice and sound repetition.

This finding also aligns with Brown's opinion that effective pronunciation tests must provide opportunities for students to hear and produce language sounds accurately in a non-pressurizing atmosphere. (Brown, 2004, p. 88) In this study, Quizizz allowed students to work on the test individually without the pressure of performing in front of the class, thereby increasing student confidence and participation. In the vocabulary test aspect, the results showed that Quizizz was able to increase student participation by presenting interesting, short, and challenging questions. Nation emphasized that vocabulary mastery is closely related to students' active involvement in the learning and evaluation process. (Nation, 2001, p. 90) When students are actively involved in vocabulary tests, they not only memorize words but also process their meaning and usage. This is reflected in the study, where students appeared more focused and attempted to complete all the vocabulary questions.

Furthermore, the increased student participation was inseparable from the gamification element in Quizizz. According to Deterding, gamification in learning can increase student motivation and engagement through game elements such as scoring, challenges, and immediate feedback. (Srimuliyani, 2023, p. 30) The findings of this study support this theory, as students found the Arabic language assessment more enjoyable and less boring. These findings also align with Hughes' research, which states that technology-based language tests can increase student engagement by providing a more engaging and objective evaluation experience. Quizizz allows teachers to obtain test results quickly and accurately, while also increasing student engagement during the evaluation process.

From a pedagogical perspective, the increased student participation in this study supports constructivism theory, which emphasizes that learning is more meaningful when students are actively involved in constructing their own knowledge. (Mahluf & Khasanah, 2025, p. 655) Quizizz provides a learning environment that encourages students to actively think, choose answers, and directly reflect on the results. Previous research has also shown similar results. Arikunto stated that using varied assessment instruments tailored to student characteristics can increase student engagement and motivation in learning. In the context of this study, Quizizz serves as a variation of the assessment that aligns with the characteristics of elementary school students.

In Arabic language learning, Al-Khuli emphasized that effective assessment must be able to measure both phonics and vocabulary skills in a balanced manner to ensure students' holistic development. The findings of this study indicate that Quizizz is able to integrate these two aspects while increasing student participation. Based on a comparison between the results of this study and previous theory and research, a new concept can be formulated: that gamification-based assessment (Quizizz) acts as a bridge between motivation, active participation, and the effectiveness of Arabic language learning. In other words, Quizizz serves not only as an evaluation tool but also as a pedagogical strategy that encourages active student engagement and strengthens the language learning process.

The process for the Sound Test and Vocabulary Test is as follows:

Figure 2. Process of Language Sound Test and Vocabulary Test using Quizizz medi



CONCLUSION

Based on research findings on the use of Quizizz for Arabic phonology and vocabulary tests at MIN 3 Nagan Raya, it can be concluded that Quizizz has a positive impact on the evaluation process of Arabic language learning for fifth and sixth grade students. The use of Quizizz for the phonology test has been shown to increase student participation, as evidenced by increased student engagement and focus during the assessment. The engaging presentation of questions and clear audio support help students understand and differentiate sounds. Furthermore, administering individual tests through Quizizz reduces psychological stress, allowing students to become more confident in answering questions to the best of their ability.

The use of Quizizz for the Arabic vocabulary test also significantly increased student participation. The evaluation, presented in the form of an interactive, game-like quiz, encourages students to be more engaged and motivated in working on vocabulary questions. Students demonstrate greater attention and are encouraged to complete all questions, resulting in more active and enjoyable vocabulary learning. Overall, the use of Quizizz as an evaluation medium contributes positively to creating an active, enjoyable, and student-centered Arabic language learning environment, and shifts the perception of evaluation from a stressful activity to an integral part of the learning process.

Based on these findings, the following suggestions can be put forward: (1) Arabic language teachers are encouraged to continuously use Quizizz as an alternative evaluation medium, particularly for phonics and vocabulary, to increase student participation; (2) madrasahs are expected to support the implementation of digital-based evaluation by providing adequate facilities and infrastructure, such as internet access and supporting devices; and (3) future researchers are encouraged to expand this research by examining the use of Quizizz in other Arabic language skills, such as speaking, reading, and writing, and combining it with different learning methods. This study has several limitations: (1) the focus was only on phonics and vocabulary tests, thus not encompassing other Arabic language skills; (2) the research subjects were limited to fifth and sixth grade students at MIN 3 Nagan Raya, so the results cannot be broadly generalized; and (3) research focuses more on the aspect of student participation without examining in depth the influence of using Quizizz on improving learning outcomes quantitatively.

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