

**THE EFFECTIVENESS OF CANVA LEARNING MEDIA AND QUIZIZZ  
ON STUDENT VOCABULARY AT SD INPRES 14**



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**THE EFFECTIVENESS OF CANVA LEARNING MEDIA AND QUIZZZ  
ON STUDENT VOCABULARY AT SD INPRES 14**

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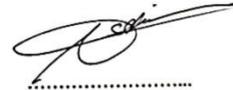
  
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As a result of this thesis, I declare that the thesis not a work that has been submitted to obtain and academic degree in a University and in my knowledge there is no literature work that has been written and published by the other researchers, except in the writing referenced in the references.

Sorong, 27 May 2025

The Researcher



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## **MOTTO AND DEDICATION**

### **MOTTO**

“ Verily, with hardship comes ease.”

(Qur'an Surah Al- Inshirah: 6)

### **DEDICATION**

This thesis is dedicated with gratitude and love to:

Allah Subhanahu wa Ta'ala, the Most Gracious and Most Merciful, who has granted me strength, patience, and guidance throughout the process of writing this thesis.

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I am open to constructive criticism and suggestions because I realize that this thesis is still far from perfect. I hope readers find this thesis beneficial and that it contributes to the advancement of knowledge.

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## ABSTRACT

**Madhulika Sevrandi Dissanayaka /148820321012, 2025.** The Effectiveness of Canva Learning Media and Quizizz on Student Vocabulary at SD Inpres 14 **in the academy year 2024/2025. Thesis, English Education Department, Faculty of Education Language, Society and Sport, University of Education Muhammadiyah Sorong. March 2025.**

The objective of this research is to find out the effectiveness of Canva and Quizizz on the student vocabulary at SD Inpres 14. This research employed pre-experimental design. The population of this research is students of SD Inpres 14. The sample of this research was class five consists of 11 students. In the collecting data, the researcher used a pretest and posttest, each test consists of 20 questions, namely 10 multiple choice questions and 10 matching items. In analyzed the data researcher used IBM SPSS statistics 25.0 program to calculation the data. The null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. After analyzed data the result of N-Gain test. According to the Normalized Gain classification criteria, an N-Gain value of 0.45 falls into the medium category, as it is within the range of  $0.30 \leq N < 0.70$ . It means the use of Canva and Quizizz as learning media provides a moderate but significant improvement in students' vocabulary mastery. The results of this study indicate that the use of Canva and Quizizz effective on the student vocabulary at SD Inpres 14, Although the N-Gain results showed moderate effectiveness, this study was still declared effective because there was a significant increase in students' average scores, as well as increased student participation and learning motivation during the learning process with Canva and Quizizz. A digital-based approach using Canva and Quizizz can help students better understand and remember vocabulary through engaging visuals and interactive assessments. Considering the results of this study, it is hoped that the integration of Canva and Quizizz can be more widely implemented in English language learning to improve students' vocabulary mastery and learning motivation.

**Keyword : Canva, Quizizz, Vocabulary**

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

Limited vocabulary can hinder students' ability to understand and express themselves in the target language (Rifa'i, 2021). Schmitt (2020) explains that the richer the vocabulary a young learner has, the better their ability to understand context and express themselves. This is very crucial considering that elementary school age is the golden period in second language acquisition. Therefore, elementary school students' vocabulary learning needs to be packaged in a fun form and in accordance with their characteristics as digital natives. This shows the need for an innovative approach in teaching English, especially in vocabulary development.

The challenges faced in learning English vocabulary in elementary schools are quite diverse. One of the main problems is the lack of interactive and interesting learning media for students. The limitations of interactive media are one of the main obstacles in learning vocabulary. Zein & Stroupe (2019) revealed that many elementary schools still rely on textbooks, blackboards, and simple flashcards as the main learning media. These conventional media are less able to accommodate students' diverse learning styles and are less effective in creating meaningful learning experiences. Conventional methods that are often used, such as lectures and repetition, tend to make students feel bored and less involved. A study conducted by Haryadi (2024) showed that students who were involved in more interactive learning showed a significant increase in vocabulary mastery

compared to those who followed conventional learning methods. Therefore, innovation is needed in the learning approach to increase students' motivation and understanding of English vocabulary.

Based on observations at SD Inpres 14 Kabupaten Sorong, the researcher found that fifth-grade students faced difficulties in mastering English vocabulary and showed low learning motivation. Students tended to feel bored and uninterested, especially when the material was delivered in a monotonous and unengaging way. They also mentioned that learning English felt challenging and confusing, which affected their enthusiasm for learning. This situation highlights the need for a more innovative and interactive teaching approach to enhance students' motivation and support the effective development of their vocabulary skills.

The role of technology in today's learning cannot be ignored. Digital media such as Canva and Quizizz offer new opportunities to create more engaging and interactive learning experiences. Canva, as a graphic design platform, allows teachers to create visually appealing teaching materials, while Quizizz provides a fun and competitive evaluation platform. The combination of Canva as an interactive presentation medium and Quizizz as a quiz-based evaluation tool has great potential in improving students' vocabulary mastery (Rosalina & Arifi, 2024). By using Canva, teachers can design learning materials that are not only informative but also visually appealing, so that students are more interested in learning. On the other hand, Quizizz can be used to test students' understanding in real-time, provide instant feedback, and create a competitive learning atmosphere.

By considering all these factors, the researcher wants to try to develop a Canva learning media based on Quizizz which is effective in improving the English vocabulary mastery of students of SD Inpres 14. Through this approach, it is hoped that students will not only be able to master vocabulary better, but also enjoy an interactive and enjoyable learning process.

### **1.2 Research Formulation**

Based on the background of the problem above, the formulation of the problem in this study was : Does the use Canva and Quizizz effective on the student vocabulary at SD Inpres 14 ?

### **1.3 Objective of Research**

Based on the formulation of the problem above, the purpose of this study was : To find out the efectivitnness of Canva and Quizizz on the student vocabulary at SD Inpres 14 !

### **1.4 Hypothesis of Research**

#### **1. Null Hypothesis (H<sub>0</sub>)**

The use of Canva and Quizizz media is not effective on the student vocabulary at SD Inpres 14

#### **2. Alternative Hypothesis (H<sub>a</sub>)**

The use of Canva and Quizizz media is effective on the student vocabulary at SD Inpres 14

### **1.5 Significance of the Research**

The results of this study can provide contributions to students, teachers and other researchers.

a. Student

Providing a more interactive and enjoyable learning experience through the combination of Canva and Quizizz in learning English vocabulary. Helping to increase learning motivation because it uses modern learning media that is close to students' daily lives. Making it easier for students to understand and remember new vocabulary through attractive visualizations from Canva and interactive exercises in Quizizz. Providing opportunities for independent learning and measuring learning progress in real-time.

b. Teacher

Providing innovative learning media alternatives to teach English vocabulary. Helping teachers create more visual and interactive learning materials using Canva. Facilitating the learning evaluation process through the automatic assessment feature in Quizizz. Providing insight into the effectiveness of using the latest learning technology in teaching English at the elementary school level.

c. Researcher

To be a reference and basis for further research on the development of technology-based learning media. To provide empirical data on the effectiveness of using Canva and Quizizz in learning English at the elementary school level. To open up opportunities for similar research for other subjects or levels of education. To contribute new insights in the field of educational technology, especially related to English learning.

## 1.6 Operational Definition

To understand the topic of this research easily, this study uses 2 variable methods, as follows :

1. Canva's quizziz based learning media

Integration of two digital learning platforms that combines Canva's visual design capabilities with Quizizz's interactive quiz features. By using Canva learning media based on Quizizz can help students understand the material better through visuals, provide direct feedback on learning outcomes, create a fun learning atmosphere and make it easier for teachers to manage learning and assessment.

2. Vocabulary

Vocabulary is understood as a fundamental component of language learning that plays a crucial role in shaping students' language skills. For the students of SD Inpres 14, having a strong vocabulary is considered essential in preparing them for learning English at higher levels. Vocabulary is not merely a collection of words, but a key element that supports comprehension, pronunciation, and the ability to express ideas. It significantly contributes to students' success in acquiring and using the English language effectively.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Vocabulary**

##### **2.1.1 Defination of Vocabulary**

Vocabulary is fundamental in learning a language, therefore, teaching vocabulary plays important roles in language acquisition because the mastery vocabulary would help the students in mastery all language skill such as, listening, speaking, reading and writing skill. More vocabulary recognized the better student in practicing and expressing their idea. Vocabulary is useful for the students in order to communicate in daily life and would be strengthen believe that English language can be used to express some ideas, thought, and feeling. Tarigan in Tawali (2018) states that the quality of someone`s language very much depends on his or her vocabulary quality and quantity. It means that the bigger quality and quantity of someone`s vocabulary, the better is his or her language will be.

According to Nappu (2017), found that vocabulary is a group of words that create a language. Vocabulary is very important because without learning vocabulary we are difficult to communicate with others. According to Triariani (2020) Vocabulary is typically a matter of remembering, as opposed to learning grammar, which is primarily a rule-based system. To teach as effectively as possible, it is necessary to understand how words are remembered and stored in students' minds, as well as how long term memory is organized.

According to Karamoy (2021), vocabulary is defined as the words that are used. Foreign language instruction it was discovered that vocabulary is mainly

defined as words used in a foreign language course. In general, vocabulary can be defined as a list of words and their definitions. In other words, vocabulary is inextricably linked to words and dictionaries. Vocabulary refers to all of the words that a person knows and uses. It typically grows and evolves and serves as a useful and fundamental tool for communication and knowledge acquisition.

According to Elvriza & Nurcholis (2023), the Vocabulary Learning Theory through Extensive Reading can enhance students' vocabulary mastery in English. This method involves reading a large amount of material for pleasure and general understanding, which fosters a positive attitude toward reading and language learning. Students who engage in extensive reading show significant vocabulary improvement compared to those who do not.

According to Ramadhan (2021), the Vocabulary Learning Theory through Task-Based Learning aims to improve students' reading vocabulary through task-based instruction. The study shows that task-based instruction can enhance students' mastery of reading vocabulary and help retain the vocabulary two weeks after the implementation.

Vocabulary mastery indicators generally include several aspects, such as :

1. Understanding Word Meaning. The ability to comprehend the meaning of words in various contexts and in different forms.
2. Using Words in Sentences. The ability to use words correctly in grammatically accurate and contextually appropriate sentences.
3. Correct Pronunciation and Spelling. The ability to pronounce and spell words correctly.

4. **Speaking and Writing Skills.** The ability to incorporate vocabulary into speaking and writing activities fluently, demonstrating active vocabulary mastery.
5. **Contextual Appropriateness.** The ability to select and use appropriate words according to the situation or communication context

According to Nursalim and Mari (2023), vocabulary plays a pivotal role in language acquisition, especially for young learners, including students with disabilities. Their study highlighted that visual aids, such as flashcards and contextual illustrations, significantly enhance vocabulary retention and understanding. The researchers concluded that interactive and visually supported vocabulary learning helps students engage better and accelerates vocabulary acquisition. This supports the growing emphasis on multimedia and digital tools in vocabulary instruction.

Furthermore, Fithriyah (2024) emphasized that vocabulary acquisition is not just about word recognition, but also about building meaningful associations. She noted that implementing educational media that integrates repetition, usage in context, and multi-sensory input—like visuals and sounds—can significantly strengthen long-term memory retention. This theory aligns with the cognitive approach to language learning, where vocabulary is more effectively retained when linked with real-life use and engaging media.

These findings further support the idea that innovative, media-assisted vocabulary instruction methods—such as Canva and Quizizz—are well-aligned

with contemporary learning theories and can lead to better vocabulary outcomes in students.

From the explanations above regarding the understanding of vocabulary, Vocabulary plays a crucial role in language learning as mastering it helps students develop language skills such as listening, speaking, reading, and writing. The more vocabulary a person possesses, the better they can express ideas, thoughts, and feelings. Vocabulary mastery also contributes to students' confidence in using English for daily communication. Moreover, vocabulary is a fundamental component of language that continuously evolves and serves as an essential tool for communication and knowledge acquisition. Therefore, understanding how vocabulary is stored and retained in long-term memory is a key factor in effective language teaching.

### **2.1.2 Indicator Vocabulary**

Vocabulary mastery is a complex process that includes several measurable aspects. Recent studies have redefined vocabulary competence not only as the ability to recognize and recall words, but also to apply them functionally in context. According to Elvriza & Nurcholis (2023), vocabulary mastery can be assessed through learners' ability to understand meaning, use words appropriately in context, pronounce and spell them correctly, and apply them in speaking and writing activities.

Additionally, Ramadhan (2021) emphasized that vocabulary indicators should reflect learners' capacity to retain and retrieve words through meaningful tasks. These indicators should include the recognition of word meaning, the

correct usage of words in both oral and written forms, and the understanding of grammatical roles of words.

To strengthen the framework of indicators, Nation (2001) also stated that vocabulary mastery includes aspects such as form (word form: pronunciation and spelling), meaning (general meaning and contextual meaning), and use (grammatical functions, collocations, and constraints on use in specific situations). This indicates that vocabulary mastery is not only about the number of words known, but also about how accurately those words can be used in various contexts.

Based on these perspectives, the vocabulary mastery indicators in this research include:

1. Understanding Word Meaning – Ability to understand the meaning of words accurately.
2. Using Words in Context – Ability to use vocabulary in appropriate and grammatically correct contexts.
3. Spelling Accuracy – Ability to spell vocabulary items correctly.
4. Pronunciation – Ability to pronounce vocabulary items properly.
5. Application in Productive Skills – Ability to use vocabulary in speaking and writing tasks.
6. Grammatical Function Recognition – Ability to identify the word class (e.g., noun, verb, adjective).

These indicators are used as the framework to measure students' vocabulary development as influenced by Canva and Quizizz-based learning media.

Recent studies show that indicators of vocabulary mastery have evolved to meet the needs of more practical and contextual learning. Syamsidar et al. (2023) stated that vocabulary mastery indicators include pronunciation, spelling, word meaning comprehension, and the quantity or number of vocabulary items mastered by students. This quantity indicator is a significant addition for assessing how extensive the students' vocabulary repertoire is.

Haryadi (2022) emphasized that vocabulary mastery indicators consist of understanding word meanings, using words in grammatically appropriate contexts, spelling accuracy, and correct pronunciation. The focus on the ability to use words in context is crucial as it reflects the practical application of vocabulary in communication.

Meanwhile, Afifah (2023), in her study on the use of a Vocabulary Notebook, adopted similar indicators, namely comprehension of word meanings, contextual usage, pronunciation, and spelling. All these indicators are interconnected in supporting students to recognize, recall, and apply vocabulary in productive activities such as speaking and writing.

Based on these studies, it can be concluded that vocabulary mastery indicators in modern language learning include:

1. understanding word meanings,
2. contextual usage,

3. pronunciation,
4. spelling, and
5. the range or quantity of vocabulary mastered by the students.

### **2.1.3 Type of Vocabulary**

In learning English, vocabulary mastery is a fundamental aspect that influences overall language proficiency (Rohmah, 2020). English vocabulary can be categorized into several types based on word classes, including :

1. Nouns: Words used to name people, places, things, or abstract concepts.
2. Verbs: Words that indicate actions, events, or states.
3. Adjectives: Words that describe or provide more information about nouns.
4. Adverbs: Words that give additional information about verbs, adjectives, or other adverbs.
5. Pronouns: Words used to replace nouns.

In other word, the above statement about the types of vocabulary. A vocabulary has to be learned from the simple to the difficult word. Starting from listening to the word, understanding it and then speaking it. The learner will not be burden in learning a foreign language if the teachers offer the language from the simple level to the higher level.

Vocabulary mastery is essential in learning English and develops gradually from listening, speaking, reading, to writing. The classification of vocabulary based on function and language skills facilitates the learning process. A gradual introduction of vocabulary, from simple to complex, enables students to understand and use English more naturally and effectively.

## **2.2 Canva**

### **2.2.1 Defination of Canva**

Canva is a graphic design tool created in 2012 by Australian entrepreneur Melanie Perkins. Its design concept uses a drag-and-drop format, a term that is familiar to professional design users. New Canva users can go to [canva.com](https://canva.com) and sign up for a free account. The Canva application is very easy to access, this application is also available from the Apple App Store or Google Play Store. Once the designs are uploaded, they can be edited as often as needed. There are various upgrades and some content is premium, so users can pay as they go (Gehred, AP, 2020).

According to Wahyuni (2018), Canva is one of the practical digital technologies that is good for designing infographics, collages, pamphlets, and slides. Canva is a new, simple way to create beautiful designs where we can choose from millions of images, thousands of customizable layouts, easy photo editing, and we can also collaborate with anyone and anywhere. Using Canva is very easy, first install the application and after that create an account then find the template needed according to the topic of the material, then do the layout and give text. The template background can be changed, and the last process is to upload the learning design that has been made. Canva is very helpful in the learning process, especially with conditions that require online learning activities.

In the Canva application, there are various media that can be accessed for various materials, there are also many images, fonts, and designs available. We can combine several graphics into the new design we want. Canva is a source of

visual media that can be used as a window to the wider world outside the language classroom and of course is a collection of easily accessible materials (Widyaningrum & Sondari, 2021).

### **2.2.2 The Application of Canva**

Canva is an online graphic design platform that provides various templates and tools for creating different types of media, such as presentations, posters, pamphlets, graphics, banners, invitation cards, and more. This application makes it easier for users, including educators and students, to design engaging and interactive learning media. With its user-friendly features, Canva allows teachers to implement skill-based, creative, and technology-integrated learning, thereby increasing students' interest in learning (Tri & Adam, 2022). Additionally, Canva can be accessed via mobile devices or web browsers without the need to download any additional applications, making it flexible for use in various learning situations (Dwi & Agus, 2024).

Canva is an online graphic design platform that provides various templates and tools for creating different types of media, such as presentations, posters, pamphlets, graphics, banners, invitation cards, and more. This application makes it easier for users, including educators and students, to design engaging and interactive learning media. With its user-friendly features, Canva allows teachers to implement skill-based, creative, and technology-integrated learning, thereby increasing students' interest in learning (Tri & Adam, 2022).

### **2.2.3 The Advantages of Canva**

Learning media has an important role in the learning process, namely the role of media as a teaching aid or known as dependent media because it acts as an aid (effectiveness) and the role of media as a learning resource used by students independently or called independent media (Surtiyani, 2016). Learning media is not only able to increase learning motivation, but the increase in student learning outcomes is also seen significantly with the use of learning media (Rahmila et al., 2022). Canva is a graphic design processing application that is easy and practical to use, and also free. Canva can help provide easy services for educators and students related to the creation of educational content with only a stable internet connection (Citradevi, 2023).

The use of Canva learning media for teachers can be observed in terms of its practicality so that it can save time in designing learning media, which then has an impact on the ease of teachers in delivering learning materials. Canva media can also facilitate students in digesting abstract learning materials because Canva can display a variety of animations, audio, video, images, graphics and texts as well as other interesting elements according to the desired display needs so that students can focus more on paying attention to lessons because of its attractive appearance (Hapsari et al., 2021). Media must be designed in such a way as to facilitate students in learning. Become the main tool in terms of intermediaries in delivering material. Therefore, learning media must lead to the ultimate goal, namely to improve the quality of teaching and learning. If the media used for learning is more interesting, the level of student learning motivation will be

higher. Students will be more enthusiastic in participating in learning (Yusnidah, 2022).

## **2.3 Quizizz**

### **2.3.1 Defination of Quizizz**

Quizizz is a fun and engaging learning platform that features avatars, themes, memes, and entertaining music. Quizizz is an interactive learning platform that encourages students to compete with each other to improve their learning outcomes. The platform motivates students to learn by providing them with clear details and rich content. Quizizz can help improve learning outcomes by providing learning motivation. Quizzes are designed to keep students engaged and challenged, and instant feedback encourages them to continue learning. Game-based learning has the potential to be an effective way of learning, stimulating both visual and verbal components, especially in today's era. (Setiawan et al., 2019).

Quizizz is an educational game application that can significantly support the learning process. This application was initially often used for measuring or assessing the learning process. Quizizz provides various types of questions that can be done by anyone, but users can also create their own questions. Users can add images and videos to questions, the form of questions can be multiple choice, polls, essays, and users can also create questions where the answers are in the form of images. There is a time setting so that each question can be worked on with different time limits according to the level of difficulty of the question (Sitorus & Santoso, 2022). According to De Freitas (in Sitorus & Santoso, 2022) presenting questions in the form of games has several benefits in learning, including the following:

1. Motivate and involve all students in learning,
2. Train students' abilities such as literacy skills and numeracy skills,

3. As a therapeutic medium to overcome learning difficulties,
4. Practicing a certain role or profession in real life,
5. Make students more creative.

Several studies have shown that the use of games in learning is very effective if implemented properly and correctly. (Winatha & Setiawan, 2020) conducted a study using a card game that modified the appearance and rules of the uno game. The research they conducted on students of STMIK and STIKOM Indonesia, Denpasar showed that the use of card games can increase student learning motivation and learning achievement. In line with this, research by (Nurhayati, 2020), (Dian Ayu Afiani & Nanda Faradita, 2020), (Salsabila et al., 2020) that the use of quizizz can increase student activity during the online learning process, improve student learning outcomes, students are more careful and calm in working on questions or quizzes, and train students to have good time management. The quizizz application is very helpful for teachers and students in the learning process if it is well prepared and in accordance with the needs and characteristics of learning.

### **2.3.1 The Application of Quizizz**

The application of Quizizz in learning has become increasingly popular as digital technology continues to evolve. Quizizz is a web-based platform that allows teachers to create interactive quizzes that can be used in the learning process. This platform features engaging question formats, making it an effective tool for both individual and group competitions. The application of Quizizz in learning can be carried out through several steps.

1. Registration and Account Creation

Before using Quizizz, teachers need to create an account by visiting the official website [quizizz.com](https://quizizz.com). They can sign up using a Google account or personal email. Once

registered, they will be directed to the Quizizz homepage, where they can create new quizzes or choose from a library of pre-existing quizzes made by other users (Lestari, 2021).

## 2. Creating a Quiz

To create a new quiz, teachers can select the "Create" option. At this stage, they can:

- Set the quiz title according to the subject matter.
- Choose the question type, such as multiple choice, short answer, or image based questions.
- Set a time limit for each question to maintain students' focus.
- Add images, videos, or memes to enhance engagement.

These features allow teachers to design varied quizzes that align with students' comprehension levels (Mahanani, 2021).

## 3. Conducting the Quiz

Once the quiz is created, teachers have several options for conducting it:

- Live Game: Students answer the quiz in real-time in a competitive environment. Scores are assigned based on accuracy and speed.
- Homework Mode: The quiz is assigned to students as independent work with a deadline. This mode is ideal for self-paced learning.

To participate, students simply enter a game code provided by the teacher on the Quizizz website or app (Saputra, 2024).

## 4. Integration with Google Classroom

Quizizz can be integrated with Google Classroom to streamline quiz distribution and student progress tracking. With this integration, teachers can:

- Share quizzes directly to their virtual classroom.

- Monitor student participation.
- Analyze results without manual grading.

This integration makes evaluation more efficient, especially for online or hybrid learning environments (Bahar, 2019).

#### 5. Monitoring and Analyzing Quiz Results

One of Quizizz's advantages is its automated reporting and analysis. After students complete a quiz, the system instantly provides insights, including:

- The number of correct and incorrect answers.
- Time spent on each question.
- Overall comprehension percentage.

This data helps teachers evaluate students' understanding of the material. If many students answer a particular question incorrectly, it serves as a reference for adjusting teaching strategies in future lessons (Lestari, 2021).

The use of Quizizz in learning provides various benefits, such as increasing student engagement, making assessments more enjoyable, and offering instant feedback. With its comprehensive features and integration with platforms like Google Classroom, Quizizz has become one of the most effective tools for modern learning, whether in traditional classrooms or online settings.

#### **2.3.2 The Advantages of Quizizz**

One of the main factors that make Quizizz effective is the interactivity and gamification elements it offers. With features like leaderboards and time-limited answering, students feel challenged to compete in a healthy manner. This aligns with the constructivist learning theory, which states that learning involving direct experience and interaction is more effective. The implementation of Quizizz

supports a student-centered learning approach. Students become more independent in learning and more responsible for their learning outcomes. They also have the opportunity to learn in ways that suit their learning styles, whether visual, auditory, or kinesthetic (Zuhriyah & Pratolo, 2020).

The fast feedback provided by Quizizz allows students to immediately recognize and correct their mistakes. This is crucial in the learning process as it helps students continuously improve and enhance their understanding. According to behaviorism theory, quick and appropriate reinforcement strengthens the desired behavior in this case, better comprehension of negotiation texts. Technology does not merely act as a supporting tool but also transforms how students learn and interact with lesson materials. The implementation of technology like Quizizz in the classroom can create a richer and deeper learning experience, ultimately improving student learning outcomes (Suharni et al., 2021).

The Quizizz application can increase students' active engagement in the learning process. Through Quizizz, students can take quizzes interactively and enjoyably, which boosts their learning motivation. Additionally, Quizizz provides instant feedback on students' answers, making it easier for them to monitor their learning progress. Other research also shows that using the Quizizz application can improve students' learning outcomes. In the study, students who used Quizizz in learning showed a significant improvement in their learning results compared to those who did not use Quizizz (Rochadiani & Santoso, 2023).

Furthermore, features available in the Quizizz application, such as scoreboards and ranking systems, can also enhance students' learning motivation.

Students feel challenged to achieve high scores and strive to improve their learning outcomes. However, in its implementation, several challenges need to be considered, such as the availability of digital devices and the stability of the internet connection in schools. Therefore, proper preparation from schools and teachers is necessary to optimize the use of the Quizizz application in learning (Pohan et al. 2024).

## **2.4 Teaching Step**

### **1. Preparation**

In the preparation stage, the teacher selects appropriate vocabulary themes such as animals, plants, or food. Then, the teacher creates interactive slides in Canva containing pictures, words, and engaging animations to support students' understanding. A Quizizz quiz is also prepared with various question types such as multiple choice, true/false, or fill-in-the-blank, using visuals from Canva to reinforce the material.

### **2. Implementation**

During the implementation stage, the teacher begins by introducing the vocabulary using Canva slides and practicing pronunciation with the students. Next, the teacher shows example sentences and engages the students in simple games like word matching or guessing. To strengthen understanding, students play a Quizizz quiz on their own devices, creating a fun and competitive learning atmosphere. At the end of the session, the teacher reviews the quiz answers with the students, discusses difficult words, and wraps up with a light game to maintain enthusiasm.

### 3. Evaluation

In the evaluation stage, the teacher analyzes the Quizizz results to assess students' understanding. Then, students are given a task to write sentences using the vocabulary they have learned. As a follow-up activity, the teacher may assign a game or a mini project using Canva to enhance students' comprehension and creativity.

## 2.5 Previous Research

Several researchers have highlighted similar methods, some of them are as follows:

First, in the research of (Dadi, 2023) entitled "Visual-Based Learning with Quizizz and Canva Graphic Design" explains that the use of Quizizz and Canva graphic design in visual-based mathematics learning is effective in increasing students' interest in learning and their understanding of mathematical concepts. The use of the Quizizz application and Canva graphic design can create an active, innovative, creative, effective, and enjoyable learning atmosphere. The Quizizz application and Canva graphic design can help explain the Relation and Function material in grade X mathematics subjects. With these results, researchers recommend mathematics teachers to integrate visual-based learning with Quizizz and Canva graphic design in their teaching methods.

Second, in the research of (Martha Lestari et al., 2024) entitled "The Role of Canva Applications in Developing Mathematics Learning Media" explains that the use of the Canva application contributes to improving students' mathematical abilities. These results indicate the behavior of students who find it easier to

understand the material with the support of Canva-based audio-visual learning media. This improvement is considered very good according to the established criteria. In addition, the use of Canva has also been shown to increase student motivation in learning, which plays a role in encouraging their enthusiasm and creativity. Thus, students do not feel bored with the information conveyed by the teacher. The researcher also suggests that other educational institutions, especially in Mathematics learning, can use Canva as an effective tool. In addition, educational institutions are expected to utilize learning media that follow technological developments to make it easier for teachers to deliver material more interactively.

Third, in the research of (Yesi Maylani Kartiwi1 & Yeni Rostikawati, 2022) entitled "Utilization of Canva Media and Quizizz Applications in Learning Fable Texts for Junior High School Students" explains that the use of Canva media in learning is very effective, especially in implementing online learning. Canva is an online application that has various templates and interesting features to help teachers (teachers) and students (learners) facilitate online learning based on technology, skills, creativity, and other benefits obtained. The Quizizz application has many advantages and helps teachers in processing quiz or exercise results, while for students Quizizz helps activate comprehension and provides active responses between students in competing. The use of both applications makes the learning process not boring because the designs in both applications are diverse and can be used to create interesting digital learning media. For this reason, the use of Canva and the Quizizz application is expected to be an

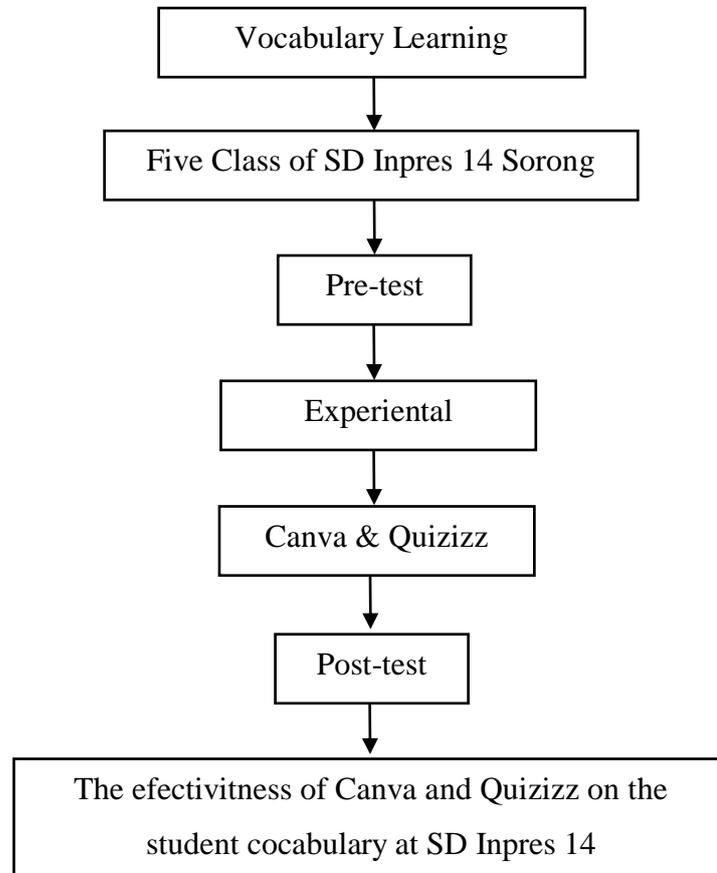
alternative for teachers in improving fable text learning and can also be used in other materials.

The similarity between the researchers and this study is that all of them use Canva and Quizizz media as learning media. The difference is that this study intends to evectivitness of Canva and Quizizz media on the student vocabulary at SD Inpres 14.

Based on the previous studies mentioned, it can be concluded that Quizizz helps in creating interactive quizzes that improve student comprehension and engagement. Canva is used for graphic design that visualizes mathematical concepts in an interesting and easy-to-understand way. The combination of the two applications creates active, innovative, creative, effective, and fun learning. Canva-based visual media helps explain abstract concepts more concretely. Quizizz encourages healthy interaction and competition that improves conceptual understanding through quizzes and practice questions. In this study, the researcher used a quasi-experiment focusing on two classes on the Development of Quizizz-Based Canva Learning Media for the Development of English Vocabulary in Elementary School Inpres 14.

## 2.6 Conceptual Framework

**Table 2.1 Framework of Thought**



In the conceptual study above, this research focuses on elementary school students' vocabulary learning because, based on observation results, students experience difficulties in understanding new vocabulary, challenges in pronunciation, lack of listening practice, limited learning resources, and often feel bored learning English. Therefore, the researcher will apply the Canva and Quizizz-based learning method. This study will use a pre-experimental design to examine the effectiveness of Canva and Quizizz on students' vocabulary at SD Inpres 14.

**CHAPTER III**  
**RESEARCH METHOD**

**3.1 Research Instruments**

This study used quantitative research method, quantitative research involved collecting numerical data and applying analytical techniques to test hypothesis, draw collaction and understand the relationships between the variable studied (Prasetiyo, 2019). The research method used in this research was the experimental method, because it deliberatery caused an event or condition. The experimental method chosen used a pre-experimental model. The research design was illustrated in table 3.1 below :

**Table 3.1 One Group Pre-test & Post-test Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experiment	X1	O	X2

*Source : Sugiyono in Yuliana (2021)*

Information :

E : Experimental Class

X1 : Pretest

X2 : Posttest

O : Learning treatment uses Canva and Quizizz Media

**3.2 Research Variable**

In this research there are two variables, namely independent variable and dependent variable. Both variables are identified as follows :

1. Dependent Variable : Canva
2. Dependent Variable : Students English Vocabulary

### 3.3 Research Background

#### 3.3.1 Research Location

The research was conducted at SD Inpres 14 Jl. Poros TSM Kamp. Klasmek-Distrik Mayamuk

#### 3.3.2 Research Time

This research was conducted for 6 meetings, starting in April 2025 and continuing until completion.

### 3.4 Population and Sample

#### 3.4.1 Population

The total population in this research is divided into six classes, as shown in the following table :

**Table 3.2 Population Data of Class and Students at SD Inpres 14**

<b>CLASS</b>	<b>MAN</b>	<b>FEMALE</b>
I	10	10
II	4	6
III	10	3
IV	4	6
V	6	5
IV	11	5
<b>TOTAL</b>	45	35

### **3.4.2 Sample**

The sample in this study consists of SD Inpres 14 class V, by taking one class consisting of 11 students (6 male students and 5 female students) in following all stages of the research from pretest to posttest, it was assumed that each individual or group in the population had an equal opportunity to be used as a research sample and it was hoped that elements of subjectivity could be avoided.

### **3.5 Research Instruments**

According to Sugiyono (2017), research instruments are used to collect data, and the most common instruments used in research studies are a list of questions submitted and given to each respondent being sampled in research at the time of observation. The researcher used a pretest and posttest. Each test consists of 20 questions, namely 10 multiple choice questions and 10 matching items. The pretest and posttest will be carried out using quizizz media.

### **3.6 Technique of Collecting Data**

In this research the researcher will collect the data which consists of:

#### **3.6.1 Pre-test**

The purpose of the pre-test is to assess the students' vocabulary before they enter the Experimental class. The researcher used a vocabulary test where the test consisted of 20 questions, namely 10 multiple-choice questions and 10 matching items. This test was given at the first meeting.

#### **3.6.2 Post-test**

The purpose of the post-test is to assess the effectiveness of the application of quizizz-based Canva learning media in developing students' vocabulary. The

researcher used a vocabulary test where the test consisted of 20 questions, namely 10 multiple-choice questions and 10 matching items. This test was given at the last meeting.

### 3.7 Technique of Data Analysis

#### 3.7.1 Scoring The Students Vocabulary

In testing students' vocabulary the researcher used vocabulary test which consists of 20 questions, namely 10 multiple choice questions and 10 matching items. The scoring was following the table below:

**Table 3.3 Test Scoring Rubric**

Test Item	Scoring Rules		Amount
	True	False	
Multiple Choice	1	0	10
Matching	1	0	10

$$\text{Student score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

**Table 3.4 Classification Scoring of Vocabulary Rubric**

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

### 3.7.2 Mean

The following formula is used by the researcher to calculate the mean score:

$$M = \frac{\sum x}{N}$$

Notes:

M = Means of students' scores

$\sum x$  = The sum of students' scores

N = Total number of students

### 3.7.3 Normality Test

This normality test aims to determine whether the data are netting from each variable with a normal distribution. This normality test uses the Shapiro-Wilk method. Decisions-making of normality results using the Shapiro-Wilk method are if the significance value  $> 0.05$ , then the data is considered to be normally distributed and if the signi ficance value  $< 0.05$ , then the data is not normally distributed.

### 3.7.4 N-Gain Test

To measure the effectiveness of using Canva and Quizizz media on students' vocabulary in this study, an academic ability test was designed before and after the treatment. Since this study only uses one group, the research design is called a one-group pretest-posttest design. Shadish, Cook & Campbell (in Mirani Oktavia, 2019) stated that in a one-group pretest and posttest design, a pretest is conducted on the research subject group, followed by the treatment, and then a posttest is carried out using the same measurement. The students who take

the pretest and posttest come from the same class. The pretest is conducted by giving a set of questions related to the material that will be reviewed in the class. The treatment consists of an intensive program and the provision of learning modules. After the treatment, a posttest is given in the form of answering questions again.

After obtaining the pretest and posttest scores, the researcher analyzes the obtained scores. The analysis used is the normality gain test, which is used to determine the effectiveness of the given treatment. The following formula is used to calculate the normality gain:

$$\text{N-Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}}$$

The effectiveness criteria interpreted from the normality gain value, according to Meltzer, can be seen in Table 1 below.

**Table 3.5 Classification of Normality Gain Values**

<b>Normality Gain Value</b>	<b>Criteria</b>
$0.70 \leq n \leq 1.00$	High
$0.30 \leq n < 0.70$	Medium
$0.00 \leq n < 0.30$	Low

*Source : Mirani et al 2019*

If the N-Gain score less than 0,30 it mean that the method is effective or in other word, the use of canva is not effective, in the N-Gain score is higher than 0,30 it means that the use of canva is not effective.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Findings**

##### **4.1.1 The Description of Treatment**

The researcher presented the research data from the students vocabulary learning by canva and quizizz. The researcher used pre-experimental. The researcher chose class V of SD Inpress 14 as experimental class. The experimental class consists of 11 students with 6 male and 5 female when the researcher is doing the presents, treatment and posttest.

The pretest is given the first meeting. This is to determine the students vocabulary abilities. This test consists of of 20 questions : 10 items multiple choice questions and 10 items matching items and the test carried out using quizizz media. After getting the pretest, the student of experimental will be given treatments. On the first day, students will learn the theme Food using presentation slides prepared with Canva, followed by an interactive quiz using the Quizizz application. On the second day, the topic will be Animals, delivered in the same way through Canva slides and a quiz activity via Quizizz. On the third day, students will be introduced to the theme Vegetables using Canva-based learning slides and a quiz as a comprehension check. On the fourth day, the lesson will focus on the theme Fruits, also presented through Canva slides and concluded with a Quizizz quiz to assess students' understanding. When the treatment finished, the researcher give the posttest to the students.

The use of Canva as a learning medium allows teachers to present learning materials in a visually engaging, colorful, and easy-to-understand format for elementary students. Visuals designed creatively through Canva help students associate words directly with images, thereby strengthening their memory and understanding of new vocabulary. Meanwhile, Quizizz serves as an interactive evaluation tool that provides a fun learning experience through game-based quizzes. By answering questions right after receiving the material, students are encouraged to recall and apply the vocabulary they have just learned. Features like scores, timers, and leaderboards in Quizizz also foster a sense of competition and increase student participation in the learning process. By applying the themes Food, Animals, Vegetables, and Fruits which involve concrete vocabulary familiar to students' everyday lives the combination of Canva and Quizizz creates an active, contextual, and meaningful learning environment. This effectively enhances students' vocabulary mastery in a gradual and enjoyable way.

#### 4.1.2 Scoring The Students Vocabulary

**Table 4.1 Average Percentage Change in Student Grades**

Classification	Range	Pretest		Posttest	
		F	P	F	P
Very Good	90-100	1	9%	2	18%
Good	70-89	3	27%	3	27%
Fair	50-69	0	0%	5	46%
Poor	30-49	2	18%	1	9%
Very Poor	10-29	5	46%	0	0%
Total :		11	100%	11	100%

Table 4.1 if showed a significant improvement in students' learning outcomes after the implementation of learning using Canva and Quizizz with the vocabulary topics *Food, Animals, Vegetables, and Fruits*. In the pretest, the majority of students were in the *Very Poor* category (46%) and *Poor* category (18%), indicating that their vocabulary mastery was still very low before the learning process. However, after the learning activities took place, a positive shift occurred. The number of students in the *Very Poor* category dropped to 0%, and only 1 student (9%) remained in the *Poor* category. On the other hand, students in the *Fair* category increased significantly from 0% to 46%, showing that nearly half of the students improved their vocabulary knowledge to an intermediate level.

Furthermore, there was also an increase in the *Very Good* category, from only 1 student (9%) in the pretest to 2 students (18%) in the posttest, while the *Good* category remained stable with 3 students (27%). This indicates that the learning method involving Canva for visually engaging material delivery and Quizizz as an interactive evaluation tool successfully enhanced students' engagement and understanding of the vocabulary taught. The learning process became more interesting, contextual, and enjoyable, which positively impacted the overall effectiveness in student scores.

#### **4.1.3 The Student Mean Score**

The table bellow explained the students mean score and standard deviation in pretest and posttest for experimental.

**Table 4.2 The Mean Score and Standard Deviation in Pretest and Posttest**

	Descriptive Statistics			Std. Deviation Statistic
	N Statistic	Mean Statistic	Std. Error	
Pretest	11	44.55	8.352	27.700
Posttest	11	70.00	6.142	20.372
Valid N (listwise)	11			

The table 4.2 showed the students' scores pretest and posttest of the learning process using Canva and Quizizz. The number of students involved in the study was 11 ( $N = 11$ ). The mean score in the pretest was 44.55, indicating that students' vocabulary mastery was relatively low before treatment. After the implementation of the learning process, the mean score increased to 70.00 in the posttest. This increase shows an effectiveness in vocabulary understanding after students participated in the educational media based learning.

Additionally, the standard deviation in the pretest was 27.70, which means there was a wide range of student scores, reflecting considerable variation in performance. However, in the posttest, the standard deviation decreased to 20.37, indicating that students' performance became more consistent after the learning process. Therefore, the data in this table supports previous findings that the use of Canva and Quizizz is effective in teaching students' vocabulary mastery through engaging materials and enjoyable learning methods.

#### 4.1.4 Normality Test

**Table 4.3 Normality Test in Pretest and Posttest**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.246	11	.062	.856	11	.051
Posttest	.143	11	.200*	.935	11	.467

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

I  
n this  
study,

the Shapiro-Wilk normality test was used to determine whether the pretest and posttest data were normally distributed. The primary reason for choosing this test is that Shapiro-Wilk is more suitable for small sample sizes, as in this study, which involved only 11 students. Compared to other normality tests, Shapiro-Wilk has a higher test power, making it more sensitive in detecting whether the data follow a normal distribution or not. The table above showed that the significant score pretest the pretest is 0.051, and for the posttest is 0.467. Since both significance values are greater than 0.05, it can be concluded that the pretest and posttest data are normally distributed.

#### 4.1.5 N-Gain Test

In this study, the average value of the pretest is 44,55 and the average value of the posttest is 70. Then, to find out the N-gain score as follows :

$$\begin{aligned} \text{N-Gain} &= \frac{70-44,55}{100-44,55} \\ &= \frac{25,45}{55,45} \\ &= 0,45 \end{aligned}$$

According to the Normalized Gain classification criteria, an N-Gain value of 0.45 falls into the medium category, as it is within the range of  $0.30 \leq N < 0.70$ . This indicates that the use of Canva and Quizizz as learning media provides a moderate but significant effectiveness in students' vocabulary mastery. The effective is evident from the pre-test and post-test results, which show progress in students' ability to understand and master vocabulary after participating in lessons that used these interactive digital tools. Canva and Quizizz helped capture

students' attention and provided an enjoyable learning experience, which made them more active and motivated in the learning process.

Based on the N-Gain value, hypothesis testing was conducted as Null Hypothesis ( $H_0$ ) states that there is no effective in students' vocabulary mastery after using Canva and Quizizz ( $N\text{-Gain} \leq 0.30$  / low category). Conversely, the Alternative Hypothesis ( $H_a$ ) states that there is an effective in students' vocabulary mastery after using Canva and Quizizz ( $N\text{-Gain} > 0.30$  / medium or high category).

Since the obtained N-Gain value is 0.45, which is greater than 0.30 and falls into the medium category, then the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. Thus, it can be concluded that there is a notable effectiveness in the vocabulary mastery of fifth-grade students after participating in lessons using Canva and Quizizz as learning media. Although the improvement is not at the highest level, it is still meaningful and indicates that interactive digital learning media can be an effective solution in enhancing students' learning outcomes, especially in English vocabulary mastery.

#### **4.2 Discussion**

This study aimed to examine the effectiveness of Canva and Quizizz learning media in effective English vocabulary mastery among fifth-grade students at SD Inpres 14 Kabupaten Sorong. Based on six days of classroom implementation, there was a noticeable effectiveness in both cognitive outcomes and students' learning attitudes. These findings are supported by quantitative data from the pre-test and post-test, which showed an increase in the average score

from 44.55 to 70.00, and a drop in the "Very Poor" category from 46% to 0%. These results support the alternative hypothesis that the use of Canva and Quizizz is effective in enhancing students' vocabulary skills.

From Day 1 to Day 5, the learning process used theme-based lessons (food, animals, vegetables, fruits), with Canva serving as a medium for presenting visual learning content, and Quizizz as a formative assessment tool. Classroom observations revealed a gradual effectiveness in student engagement, willingness to ask questions, and collaboration during group work. For instance, on the first day, many students were still passive during group activities such as A and F but by the fifth day, they began actively sharing opinions and engaging in discussions. This indicated that technology-based approaches gradually helped create an inclusive and socially supportive learning environment.

This aligns with Zein & Stroupe (2019), who stated that traditional media alone are insufficient for supporting the learning styles of digital-native students. Canva allows materials to be presented in an attractive and concrete manner, helping students to directly associate words with images. Meanwhile, Quizizz provides real-time assessments, fostering a sense of competition and encouraging student participation. This combination is in line with cognitive learning theory (Fithriyah, 2024), which emphasizes that enjoyable, multisensory learning enhances long-term memory retention.

The sixth-day evaluation (post-test) showed effectiveness in students' accuracy and independence. Some students, such as R and N, achieved high scores, demonstrating not only a conceptual understanding of vocabulary but also

the ability to apply it independently. This indicates successful learning outcomes not only in academic results but also in developing independent and responsible learning behaviors. However, students like A and D still required additional time and support, showing the importance of differentiated instruction to address diverse needs in the classroom.

These results are also supported by Task-Based Learning theory (Ramadhan, 2021), which emphasizes that task-driven instruction using visuals and real-life interaction helps students retain vocabulary more effectively. The use of Canva to design themed tasks and Quizizz for competitive practice supports this approach. Furthermore, the theory from Nursalim and Mari (2023) about the role of visual aids in vocabulary instruction shows that good visuals increase engagement and retention, particularly for students with limited attention spans.

Students' learning motivation also improved, as evidenced by their enthusiasm during quiz sessions, their eagerness to ask questions, and growing confidence when speaking in class. Observational data from day to day show students like J and A initially disruptive gradually became more serious and could be directed better. This supports findings by Winatha & Setiawan (2020), who found that game-based learning can improve motivation and academic achievement when applied appropriately.

However, some challenges persisted. One major issue was limited social interaction from students like F and R. Although academically active, they remained passive in group discussions. This highlights the importance of addressing affective aspects alongside cognitive development. Teachers must

design strategies that encourage collaboration without neglecting students' individual learning styles.

Overall, the use of Canva and Quizizz in teaching vocabulary proved beneficial in improving students' vocabulary mastery. Based on the normality and N-Gain test, which produced an average score of 0.38 (moderate category), this method is considered effective, especially in small classes that benefit from interactive and visual approaches. However, the N-Gain score did not reach the "high" category, suggesting there is still room to optimize the method possibly by enhancing reflection sessions, providing additional practice outside of class, or integrating project-based enrichment activities.

This research presents a significant novelty in the context of English language learning at the elementary school level, particularly at SD Inpres 14 Kabupaten Sorong. The main uniqueness of this study lies in the integration of digital learning media Canva and the online quiz platform Quizizz as tools for teaching English vocabulary. Unlike conventional approaches that rely on lectures, blackboards, or picture cards (Zein & Stroupe, 2019), this approach leverages visual and interactive technology, which aligns better with the characteristics of digital-native learners (Schmitt, 2020). In the context of elementary education, this integration has not been systematically explored, thereby offering a new contribution to the literature on technology-based English language education.

The implications of this study are broad, both practically and theoretically. For teachers, these findings can serve as a foundation for developing more

contextual and enjoyable vocabulary teaching models. Canva offers ease in designing engaging and flexible instructional materials, while Quizizz facilitates quick, accurate, and entertaining assessments (Citradevi, 2023; Hapsari & Zulherman, 2021). For students, technology-based learning increases learning motivation, confidence, and engagement in the learning process. This is reflected in the change in student attitudes from previously passive to more active, independent, and collaborative during the learning process.

Theoretically, this study enriches the literature on the effectiveness of digital media in foreign language learning, particularly vocabulary acquisition. Several learning theories support the success of this method, including behaviorist theory, where positive reinforcement through scores and praise in Quizizz enhances learning motivation (Suharni et al., 2021), and cognitive theory, which emphasizes the importance of visual engagement in long-term memory retention (Hartati & Pangabea, 2023). The combination of Canva and Quizizz also supports the principles of social constructivist theory, where learning occurs in social interaction contexts supported by media that encourage student collaboration (Fajarnita & Herlitawati, 2023).

Despite the highly positive results, there are several limitations to note. First, the sample size was relatively small, consisting of only 11 fifth-grade students, limiting the external validity or generalizability of the findings. This limitation has been acknowledged in similar studies and serves as an important consideration for future research on a larger scale (Afifah, 2023). Second, the success of implementation heavily depends on the availability of technological

devices and stable internet connectivity, which may pose challenges in areas with limited infrastructure (Pohan et al., 2024). Third, classroom dynamics such as dominant students in discussions or varying learning speeds among students require more refined differentiated instruction strategies.

The strengths of this approach also deserve mention. In addition to being innovative and enjoyable, these media offer flexibility for teachers in designing materials and ease in reporting learning outcomes. Canva allows for customizable visual designs according to material needs, while Quizizz automates the assessment process with instant feedback. The efficiency and visual appeal of these two tools make learning more meaningful and aligned with the characteristics of 21st-century learners (Rosalina et al., 2024; Daniyati et al., 2023).

Compared to previous studies that used Canva and Quizizz in the context of mathematics learning (Dadi, 2023; Lestari et al., 2024), this study expands their application to the field of English language learning, specifically basic vocabulary mastery. This provides evidence that such digital media are cross-disciplinary and can be adapted to various content learning needs.

In conclusion, English vocabulary learning using Canva and Quizizz has proven effective in teaching vocabulary skills among students at SD Inpres 14 Kabupaten Sorong. Through visual reinforcement from Canva and gamification from Quizizz, students not only showed quantitative effective in learning outcomes but also attitudinal changes and active engagement that contribute to more meaningful and contextual learning. It is hoped that this approach can be

replicated in other contexts and subjects, while taking into account infrastructure readiness and teacher capacity in integrating technology effectively.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the findings and discussion above, the researcher can draw the following conclusions that the use of Canva and Quizizz effective on the student vocabulary at SD Inpres 14, Although the N-Gain results showed moderate effectiveness, this study was still declared effective because there was a significant increase in students' average scores, as well as increased student participation and learning motivation during the learning process with Canva and Quizizz.

#### 5.2 Suggestion

##### 1. For Teachers

It is recommended that educators be more proactive in exploring and adapting various digital learning media, such as Canva and Quizizz, not only as tools for presentation and assessment but also as instruments to create a collaborative, inclusive, and student centered learning environment. Nevertheless, it is important to critically note that during the implementation process, there were still gaps in student participation. Therefore, teachers are expected to apply differentiated instruction strategies to ensure that every student has equal opportunities to engage actively, especially those who are less vocal or have different learning paces.

##### 2. For Students

the use of Canva and Quizizz is expected to enhance their interest and motivation in learning English, particularly in vocabulary acquisition. However, it must be remembered that successful learning does not solely depend on the media used, but also

on students' discipline, curiosity, and commitment to the learning process. Thus, students need to build learning independence and make positive use of technology not only during class sessions but also in independent learning beyond the classroom. Students are encouraged to use media like Quizizz as a regular practice tool to reinforce their understanding and memory of the vocabulary they have learned.

### 3. For Future Researchers

A key critique that must be addressed is the limitation in sample size and the relatively short implementation period. This study involved only eleven students over six meetings, which limits the generalizability of its findings. Therefore, it is recommended that future researchers conduct further studies with a broader scope, both in terms of the number of participants and the duration of the study, in order to obtain a more comprehensive picture of the effectiveness of digital media in enhancing vocabulary mastery. In addition, the exploration of technology-based learning media should be expanded to other language skills such as speaking, reading, and writing, to gain a more holistic understanding of the role of technology in the overall development of English language competence.

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## APPENDICES

### Appendix 1 Lesson Plan

#### LESSON PLAN

#### RENCANA PELAKSANAAN PEMBELAJARAN

<b>Nama Sekolah</b>	: SD Inpres 14 S
<b>Nama Penyusun</b>	: Madhulika Sevrandi Dissanayaka
<b>Mata Pelajaran</b>	: Bahasa Inggris
<b>Kelas</b>	: V / 5 ( Ganjil )

#### RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS KELAS V

##### INFORMASI UMUM

##### A . IDENTITAS UMUM

Penyusun	: Madhulika Sevrandi Dissanayaka
Instansi	: SD Inpres 14
Tahun Penyusunan	: Tahun 2025
Mata Pelajaran	: Bahasa Inggris
Kelas	: V / 5 ( Ganjil)
Chapter	:
Elemen	:

##### B. KOMPETENSI AWAL

- ❖ Siswa mampu mengenali dan menyebutkan kosakata yang berhubungan dengan kata benda dalam bahasa inggris.
- ❖ Siswa mampu mengikuti instruksi sederhana dalam bahasa inggris.
- ❖ Siswa pernah diperkenalkan media pembelajaran berbasis teknologi sederhana.

##### C. PROFIL PELAJAR PANCASILA

- ❖ Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia.
- ❖ Bernalar kritis.
- ❖ Bergotong royong.

##### D. SARANA DAN PRASANA

1. Sumber Belajar Utama :
  - Media presentasi canva tentang kosakata benda dalam bahasa inggris.
  - Platform quizizz kuis online berisi soal-soal kosakata benda dalam bahasa inggris.
2. Sumber Alternatif
  - Peneliti juga bisa memanfaatkan sumber belajar dari lingkungan sekitar yang relevan dan disesuaikan dengan tema pembelajaran.

## E. TARGET PESERTA DIDIK

- ❖ Peserta didik regular.

## F. JUMLAH PESERTA DIDIK

- ❖ Maksimal 11 peserta.

## G. MODEL PEMBELAJARAN

- ❖ Model pembelajaran tatap muka.

## H. MATERI PEMBELAJARAN

### Pertemuan 1 *Pre-test*

1. Memberikan *pre-test* kepada siswa. Siswa akan mengerjakan 10 soal pilihan ganda dan 10 soal mencocokkan gambar menggunakan aplikasi Quizizz.

### Pertemuan 2 *Foods*

1. Tema materi yang akan di pelajari adalah *Food*.
2. Slide materi yang sudah di buat di aplikasi canva dengan tema pembelajaran.
3. Bermain quiz menggunakan aplikasi quizizz.

### Pertemuan 3 *Animals*

1. Tema materi yang akan di pelajari adalah *Animals*.
2. Slide materi yang sudah di buat di aplikasi canva dengan tema pembelajaran.
3. Bermain quiz menggunakan aplikasi quizizz.

### Pertemuan 4 *Vegetables*

1. Tema materi yang akan di pelajari adalah *Vegetables*.
2. Slide materi yang sudah di buat di aplikasi canva dengan tema pembelajaran.
3. Bermain quiz menggunakan aplikasi quizizz.

### Pertemuan 5 *Fruits*

1. Tema materi yang akan di pelajari adalah *Fruits*.
2. Slide materi yang sudah di buat di aplikasi canva dengan tema pembelajaran.
3. Bermain quiz menggunakan aplikasi quizizz.

### Pertemuan 6 *Post-test*

1. Memberikan *Post-test* kepada siswa. Siswa akan mengerjakan 10 soal pilihan ganda dan 10 soal mencocokkan gambar menggunakan aplikasi Quizizz.

## KOMPONEN INTI

### A. TUJUAN KEGIATAN PEMBELAJARAN

1. Siswa dapat memahami dan menguasai kosakata benda bahasa inggris dasar.
2. Siswa dapat mendengarkan dan menyebutkan kosakata bahasa inggris dengan baik dan benar.

3. Siswa dapat menggunakan kosakata yang telah dipelajari dalam kegiatan sehari-hari.

## **B. PERSIAPAN PEMBELAJARAN**

1. Menyiapkan bahan ajar/materi pembelajaran
2. Menyiapkan alat/bahan
3. Menyiapkan soal *pre-test* dan *post-test*

## **C. KEGIATAN PEMBELAJARAN**

### **Kegiatan Pembelajaran Pertemuan 1 *Pre-test***

**Tujuan :** Mengetahui kemampuan awal siswa

**Pendahuluan : (10 Menit)**

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Memperkenalkan diri kepada siswa. Dengan menggunakan Bahasa Inggris atau Bahasa Indonesia.
3. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
4. Menjelaskan tujuan pembelajaran pada pertemuan pertama
5. Memberikan penjelasan singkat tentang Canva dan Quizizz yang akan digunakan dalam pembelajaran

**Inti (50 menit) :**

1. Siswa mengerjakan *pre-test* secara individu menggunakan aplikasi Quizizz.
2. Setelah memberikan *Pre-test* guru akan menanyakan seputaran Vocabulary pada siswa.
3. Mengevaluasi bersama tentang soal yang telah di berikan.

**Penutup (10 menit) :**

❖ Review dan refleksi

1. Guru memberikan umpan balik umum mengenai hasil *Pre-test*.
2. Guru menyimpulkan pembelajaran hari ini dan memberi gambaran tentang pembelajaran di pertemuan selanjutnya yang akan melibatkan penggunaan Canva untuk belajar vocabulary
3. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

### **Kegiatan Pembelajaran Pertemuan 2 *Foods***

**Tujuan :** Mengenal vocabulary foods

**Pendahuluan : (10 Menit)**

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
3. Menjelaskan tujuan pembelajaran pada pertemuan kedua

**Inti (50 menit) :**

❖ Penyampaian materi

1. Guru memperkenalkan kosakata foods dalam Bahasa Inggris dengan menggunakan Canva untuk membuat materi presentasi yang menarik
2. Guru menunjukan gambar-gambar makanan dari Canva dan menyebutkan nama makanan tersebut dalam Bahasa Inggris.
3. Siswa mengikuti dan mengulangi kata-kata tersebut secara bersama-sama untuk memperkuat ingatan mereka.
4. Siswa mengerjakan latihan menggunakan Quizizz yang berisi soal pilihan ganda tentang kosakata makanan yang baru saja dipelajari.
5. Setelah latihan di Quizizz, siswa dibagi menjadi kelompok kecil.
6. Setiap kelompok diberikan beberapa gambar makanan dan mereka harus mendiskusikan nama-nama makanan tersebut dalam Bahasa Inggris.
7. Kelompok diminta untuk menyusun kalimat sederhana menggunakan kosakata makanan yang baru dipelajari. Contoh kalimat: "I like rice." atau "I eat chicken every day."
8. Setiap kelompok kemudian menyampaikan hasil diskusi dan kalimat yang mereka buat di depan kelas.

**Penutup (10 menit) :**

❖ Review dan refleksi

1. Guru menyimpulkan pembelajaran hari ini dan mengulas kembali kosakata makanan yang di pelajari.
2. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

**Kegiatan Pembelajaran Pertemuan 3 *Animals***

**Tujuan :** Menegal vocabulary animals

**Pendahuluan : (10 Menit)**

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
3. Menjelaskan tujuan pembelajaran pada pertemuan ketiga.

**Inti (50 menit) :**

❖ Penyampaian materi

1. Guru memperkenalkan kosakata animals dalam Bahasa Inggris dengan menggunakan Canva untuk membuat materi presentasi yang menarik
2. Guru menunjukan gambar-gambar hewan dari Canva dan menyebutkan nama hewan tersebut dalam Bahasa Inggris.
3. Guru mengajak siswa untuk mengikuti dan mengulang kata-kata tersebut bersama.

4. Siswa diminta untuk menyebutkan hewan favorit mereka dalam bahasa Inggris.
5. Siswa mengerjakan latihan di Quizizz yang berisi soal pilihan ganda mengenai kosakata hewan.
6. Siswa akan mendapatkan umpan balik otomatis dari Quizizz setelah menjawab setiap soal, sehingga mereka dapat langsung mengetahui jawaban yang benar dan salah.
7. Siswa dibagi menjadi kelompok kecil (4-5 siswa per kelompok).
8. Setiap kelompok diberikan gambar beberapa hewan, dan mereka diminta untuk mendiskusikan nama-nama hewan tersebut dalam Bahasa Inggris.
9. Setelah diskusi, setiap kelompok menyusun kalimat sederhana menggunakan kosakata hewan yang mereka pelajari. Contoh kalimat: "I like cats." atau "Lions are wild animals."
10. Kelompok-kelompok tersebut lalu mempresentasikan hasil diskusi dan kalimat yang mereka buat di depan kelas.

#### **Penutup (10 menit)**

##### ❖ Review dan refleksi

1. Guru menyimpulkan pembelajaran hari ini dan mengulas kembali kosakata makanan yang di pelajari.
2. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

#### **Kegiatan Pembelajaran Pertemuan 4 *Vegetables***

**Tujuan** : Menegal vocabulary vegetables

**Pendahuluan** : (10 Menit)

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
3. Menjelaskan tujuan pembelajaran pada pertemuan keempat.

**Inti (50 menit)** :

##### ❖ Penyampaian materi

1. Guru memperkenalkan kosakata vegetables dalam Bahasa Inggris dengan menggunakan Canva untuk membuat materi presentasi yang menarik.
2. Guru menunjukan gambar-gambar sayuran dari Canva dan menyebutkan nama sayuran tersebut dalam Bahasa Inggris.
3. Guru mengajak siswa untuk mengikuti dan mengulang kata-kata tersebut bersama.
4. Siswa diminta untuk menyebutkan sayur favorit mereka dalam bahasa Inggris.

5. Siswa mengerjakan latihan di Quizizz yang berisi soal pilihan ganda mengenai kosakata sayur.
6. Siswa akan mendapatkan umpan balik otomatis dari Quizizz setelah menjawab setiap soal, sehingga mereka dapat langsung mengetahui jawaban yang benar dan salah.
7. Siswa dibagi menjadi kelompok kecil (4-5 siswa per kelompok).
8. Setiap kelompok diberikan gambar beberapa sayuran, dan mereka diminta untuk mendiskusikan nama-nama sayur tersebut dalam Bahasa Inggris.
9. Setelah diskusi, setiap kelompok menyusun kalimat sederhana menggunakan kosakata sayuran yang mereka pelajari. Contoh kalimat: "I like carrots" atau "Tomatoes are red."
10. Kelompok-kelompok tersebut lalu mempresentasikan hasil diskusi dan kalimat yang mereka buat di depan kelas.

**Penutup (10 menit) :**

❖ Review dan refleksi

1. Guru menyimpulkan pembelajaran hari ini dan mengulas kembali kosakata sayuran yang di pelajari.
2. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

**Kegiatan Pembelajaran Pertemuan 5 Fruits**

**Tujuan :** Mengenal vocabulary fruits

**Pendahuluan : (10 Menit)**

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
3. Menjelaskan tujuan pembelajaran pada pertemuan kelima.

**Inti (50 menit) :**

❖ Penyampaian materi

1. Guru memperkenalkan kosakata fruits dalam Bahasa Inggris dengan menggunakan Canva untuk membuat materi presentasi yang menarik.
2. Guru menunjukan gambar-gambar buah-buahan dari Canva dan menyebutkan nama buah tersebut dalam Bahasa Inggris.
3. Guru mengajak siswa untuk mengikuti dan mengulang kata-kata tersebut bersama.
4. Siswa diminta untuk menyebutkan buah favorit mereka dalam bahasa inggris.
5. Siswa mengerjakan latihan di Quizizz yang berisi soal pilihan ganda mengenai kosakata buah-buahan.

6. Siswa akan mendapatkan umpan balik otomatis dari Quizizz setelah menjawab setiap soal, sehingga mereka dapat langsung mengetahui jawaban yang benar dan salah.
7. Siswa dibagi menjadi kelompok kecil (4-5 siswa per kelompok).
8. Setiap kelompok diberikan gambar beberapa buah-buahan, dan mereka diminta untuk mendiskusikan nama-nama buah tersebut dalam Bahasa Inggris.
9. Setelah diskusi, setiap kelompok menyusun kalimat sederhana menggunakan kosakata buah-buahan yang mereka pelajari. Contoh kalimat: "I like apple" atau "mangoes are sweet."
10. Kelompok-kelompok tersebut lalu mempresentasikan hasil diskusi dan kalimat yang mereka buat di depan kelas.

**Penutup (10 menit) :**

- ❖ Review dan refleksi
  1. Guru menyimpulkan pembelajaran hari ini dan mengulas kembali kosakata sayuran yang di pelajari.
  2. Menyampaikan tugas atau persiapan yang di perlukan untuk pertemuan selanjutnya.

**Kegiatan Pembelajaran Pertemuan 6 *Post-test***

**Tujuan :** Mengerahui kemampuan akhir siswa

**Pendahuluan : (10 Menit)**

1. Guru mengawali pembelajaran dengan menyapa siswa dan memeriksa kehadiran.
2. Memperkenalkan diri kepada siswa. Dengan menggunakan Bahasa Inggris atau Bahasa Indonesia.
3. Mempersiapkan kelas sebelum memulai kegiatan pembelajaran.
4. Menjelaskan tujuan pembelajaran pada pertemuan terakhir.
5. Memberikan penjelasan singkat tentang materi terakhir.

**Inti (50 menit) :**

- ❖ Penyampaian materi
  1. Guru membagikan soal *Post-test* berupa pilihan ganda dan mencocokkan gambar menggunakan aplikasi Quizizz.
  2. Siswa mengerjakan soal secara individu.
  3. Setelah *post-test* selesai, guru memberikan penjelasan singkat tentang keseluruhan kosakata .
  4. Mengevaluasi bersama siswa soal yang telah di berikan.

**Penutup (10 menit) :**

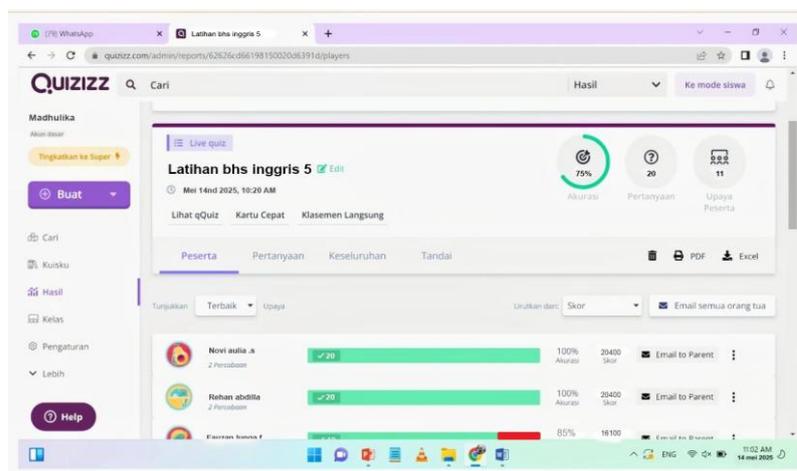
- ❖ Review dan refleksi
  1. Guru menyimpulkan kegiatan pembelajaran hari itu.
  2. Memberikan semangat untuk terus belajar Bahasa Inggris di luar kelas.

3. Memberitahukan bahwa hasil post-test akan di gunakan untuk melihat perkembangan mereka.

## Appendix 2 Quizizz



The imageable showed the final results of the quiz game based on the Quizizz application with game code 471 334. A leaderboard is visible showing the names of the participants along with the scores they obtained during the quiz.



This image was a display of the quiz result report from Quizizz with the title "English Practice 5" which was held on May 14, 2025 at 10:20 AM. This shows the performance of students in answering quiz questions. The number of questions is 20 questions, the number of participants is 11 students

	B	C	D	E	F	G	H	I	J	K	L	M
1	First Name	Last Name	Attempt #	Accuracy	Score	Correct	Incorrect	Unattempted	total Time Taken	Started At	Info	
2	Novi	aulia.s	20	100%	20400	20	0	0	01:15	Wed, May 14 2025, 11:20am	Chrome Mobile on Android	
3	Rehan	abdilla	20	100%	20400	20	0	0	01:20	Wed, May 14 2025, 11:20am	Chrome Mobile on Acer	
4	Fauzan	lunga.f	20	85%	16100	17	3	0	01:20	Wed, May 14 2025, 11:20am	Chrome Mobile on Lenovo	
5	A. husna		20	75%	14150	15	5	0	01:20	Wed, May 14 2025, 11:20am	Chrome Mobile on Android	
6	Olivia	sandrina	20	55%	9760	11	9	0	01:25	Wed, May 14 2025, 11:20am	Chrome Mobile on Acer	
7	korneles	baho	20	50%	8830	10	10	0	01:15	Wed, May 14 2025, 11:20am	Chrome Mobile on Lenovo	
8	Allmendo		20	40%	6380	8	12	0	01:20	Wed, May 14 2025, 11:20am	Chrome Mobile on Android	
9	Sevia	naila	20	85%	16100	17	3	0	01:15	Wed, May 14 2025, 11:20am	Chrome Mobile on Acer	
10	Muhamad	alfatan	20	65%	10320	13	7	0	01:25	Wed, May 14 2025, 11:20am	Chrome Mobile on Lenovo	
11	Dekiy	d.k	20	60%	10480	12	8	0	01:25	Wed, May 14 2025, 11:20am	Chrome Mobile on Android	
12	Joni	kocu	20	55%	9760	11	9	0	01:15	Wed, May 14 2025, 11:20am	Chrome Mobile on Acer	

The image is a display of the complete Quizizz quiz results data presented in spreadsheet format (Excel).

### Appendix 3 Student Score

Name	Pretest	Posttest
Ahkwatul Husna	80	75
Fauzan Lunga Fharayesi	90	85
Novi Aluia Santoso	70	100
Atikah Olivia Sandrina Dewi	30	55
Allmendo Imanuel Tenau	20	40
Joni Kocu	15	55
Muhamad Alfatan Maulid	25	65
Deciy Derek Kamuru	25	60
Sevia Naila	70	85
Korneles Baho	20	50
Rehan Abdillah Ramadhan	45	100

## Appendix 4 Data Analysis

### Average Percentage Change in Student Grades

Classification	Range	Pretest		Posttest	
		F	P	F	P
Very Good	90-100	1	9%	2	18%
Good	70-89	3	27%	3	27%
Fair	50-69	0	0%	5	46%
Poor	30-49	2	18%	1	9%
Very Poor	10-29	5	46%	0	0%
Total :		11	100%	11	100%

### The Mean Score and Standard Deviation in Pretest and Posttest

#### Descriptive Statistics

	N Statistic	Mean		Std. Deviation Statistic
		Statistic	Std. Error	
Pretest	11	44.55	8.352	27.700
Posttest	11	70.00	6.142	20.372
Valid N (listwise)	11			

### Normality Test in Pretest and Posttest

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.246	11	.062	.856	11	.051
Posttest	.143	11	.200*	.935	11	.467

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### **N-Gain Test**

$$\begin{aligned} \text{N-Gain} &= \frac{70-44,55}{100-44,55} \\ &= \frac{25,45}{55,45} \\ &= 0,45 \end{aligned}$$

## Appendix 5 Documentation



**UNIMUDA**  
SORONG

**FAKULTAS PENDIDIKAN BAHASA, SOSIAL, DAN OLAHRAGA/**  
**UNIVERSITAS PENDIDIKAN MUHAMMADIYAH (UNIMUDA) SORONG**  
Office: Jl. KH. Ahmad Dahlan, 01 Marlyat Pantal, Almas, Kabupaten Sorong, Papua Barat Daya

Nomor : 269/L.3.AU/SPm/FABIO/B/2025 Sorong, 06 Mei 2025  
Lamp. : -  
Perihal : *Permohonan Izin Penelitian*

**Kepada Yth.**  
**Kepala SD Inpres 14 Kabupaten Sorong**  
Di\_ *Tempat*

*Assalamu 'alaikum warohmatullahi wabarokatuh.*

Dekan Fakultas Pendidikan Bahasa, Sosial, dan Olahraga Universitas Pendidikan Muhammadiyah (UNIMUDA) Sorong dengan ini mengajukan permohonan kepada Bapak/Ibu, kiranya dapat menerima dan mengizinkan mahasiswa kami:

**Nama** : Madhulika Sevrandi Dissanayaka  
**NIM** : 148820321012  
**Semester** : VIII (Delapan)  
**Program Studi** : Pendidikan Bahasa Inggris  
**Judul Penelitian** : *"The Effectiveness of Canva Learning Media and Quizizz on Students Vocabulary at SD Inpres 14"*.

Untuk melaksanakan Penelitian Skripsi di instansi yang Bapak/Ibu pimpin. Pelaksanaan penelitian direncanakan mulai tanggal 08 - 16 Mei 2025.

Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

*Wassalamu 'alaikum warohmatullahi wabarokatuh.*

**Dekan,**  
  
**Roni Andri Pramita, M.Pd.**  
NIDN. 1411129001

Tembusan disampaikan Kepada:

1. Ketua Program Studi Pendidikan Bahasa Inggris;
2. Dosen Pembimbing Skripsi;
3. Yang bersangkutan;

[www.fabio.unimudasorong.ac.id](http://www.fabio.unimudasorong.ac.id)

**PROGRAM STUDI:**  
Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD



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DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SEKOLAH DASAR INPRES 14 KABUPATEN SORONG**  
Alamat : Jl.Poros Kampung Klasmek Distrik Mayamuk

**SURAT KETERANGAN**

Nomor: 420.1 / 201 / SD / 2025

Yang bertanda tangan dibawah ini :

Nama : MAGI NGADIRI,S.Pd.SD  
NIP : 197202121998081001  
Jabatan : Kepala Sekolah  
Unit Kerja : SD Inpres 14 Kabupaten Sorong

Menerangkan dengan sesungguhnya bahwa :

Nama : Madhulika Sevrandi Dissanayaka  
NIM : 148820321102  
Semester : VIII ( Delapan )  
Program Studi : Pendidikan Bahasa Inggris

Telah kami setuju untuk mengadakan Penelitian Skripsi di SD Inpres 14 Kabupaten Sorong yang dimulai Sejak tanggal 08 – 16 Mei 2025.  
Dengan Judul Penelitian “ The Effectiveness Of Canva Media and Quizizz On Students Vocabulary at SD Inpres 14 Kabupaten Sorong.

Demikian Surat Balasan ini kami sampaikan untuk dapat digunakan sebagaimana mestinya.

Klasmek, 07 Mei 2025  
Kepala Sekolah  
  
MAGI NGADIRI,S.Pd.SD  
NIP. 197202121998081001











