Unleashing the Power of Quizizz Paper Mode to Refine Senior High School Students' Islamic Vocabulary Mastery

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ABSTRACT

The present study is purposed to refine the mastery of Islamic vocabulary of 40 students in the English Conversation Club at MAN Blitar by implementing Quizizz paper mode. Utilized a classroom action research design, the study followed structured procedures, encompassing planning, acting, observing, evaluating, and reflecting. The finding revealed a substantial improvement in students' Islamic vocabulary proficiency, with average scores increasing from 60.65 to 85.00 after one action cycle. The positive outcome underscores the efficacy of Quizizz paper mode as a valuable tool in language learning. As a recommendation, English teachers are encouraged to incorporate interactive platforms like Quizizz paper mode to enrich vocabulary learning outcomes and foster an engaging and effective learning environment that caters to the diverse needs of students. This study contributes insights into the practical implementation of technology-enhanced language instruction, emphasizing its potential to facilitate English language skills or sub-skills.

Keywords: *Islamic Vocabulary, Quizizz Paper Mode, Classroom Action Research*

INTRODUCTION

Vocabulary is of paramount importance for students studying English as a foreign language, as it serves as the linchpin for mastery in all four essential language skills: listening, speaking, reading, and writing (Alqahtani, 2015; Fadhilawati et al., 2022; Reskiawan et al., 2020). A rich vocabulary that the students master enhances their listening skills by enabling them to comprehend spoken language more accurately (Bulut & Karasakaloğlu, 2017; Ataş, 2018; Zhang & Graham, 2020; Nu Nhu Linh, 2021; Maulana et al., 2022) In addition, adequate vocabulary facilitates students' effective speaking by providing the necessary words and phrases for clear communication, without a diverse vocabulary, the students would struggle to grasp the thoughts and expressions of others, as well as hinder their ability to effectively convey ideas and opinions in a meaningful manner (Fadhilawati, 2015; Khan et al., 2018; Rashid et al., 2022). In reading, a robust vocabulary aids students in comprehension, allowing them to easily decipher texts (Furqon, 2013; Puspita et al., 2023; Ismaiyah & Fadhilawati, 2022). Moreover, in writing, an extensive vocabulary empowers students to articulate their thoughts fluently, express ideas coherently, and craft well-structured essays or reports (Fadhilawati & Sari, 2018; Tovar, 2017; Fitriani & Fadhilawati, 2022). From the statements

above, we can infer that vocabulary is the bedrock upon which the English four language skills are built, making it an indispensable component for successful English language acquisition.

Despite the paramount importance of vocabulary in aiding students' English proficiency, numerous students grapple with limited word knowledge (Rohmatillah, 2014; Fadhilawati, 2016; Alqahtani, 2015; Sriati et al., 2023). Regarding the difficulties in learning vocabulary, Rohmatillah, (2014) asserted that nearly every English as a Foreign Language (EFL) student faced challenges when it comes to grasping vocabulary, particularly in aspects such as enunciation, orthography, word selection, colloquial phrases, and the intricate nuances of grammatical inflections. Besides, Fadhilawati et al. (2022) argued that the students' vocabulary challenges include word definitions, appropriate usage, and memorization.

Furthermore, Sriati et al. (2023) claimed that mastering vocabulary can pose significant challenges, especially for individuals who have not yet acquired the essential skills of defining words, discovering synonyms and antonyms, and effectively applying these terms in various situations. Moreover, (2015) said that she has observed notable neglect or oversight of fundamental vocabulary teaching and learning principles in Saudi Arabia, as well as the challenges in teaching vocabulary, primarily because numerous educators lack confidence in determining the most effective methods for vocabulary instruction. Sometimes, they may struggle to identify the starting point for establishing a curriculum that prioritizes acquiring new words.

Islamic education plays a pivotal role in nurturing Muslim students' faith, knowledge, and character. Mastering Islamic English vocabulary is paramount in learning English as it underpins effective communication, comprehension of religious texts, and the expression of one's beliefs and values, especially for those who study and live in "Pondok". However, an initial assessment conducted on September 8, 2023, among 40 students at ECC MAN Blitar revealed a notable deficiency in their Islamic vocabulary mastery. With a score of 60.65, their performance fell significantly below the target achievement set by the Madrasah, which stands at 75.00. Further, a preliminary study through observation conducted by researchers underscores that the student's motivation to learn Islamic vocabulary is less.

Several factors emerged as contributing to the students' diminished enthusiasm for learning, such as: 1) the instructional media employed by teachers lacked the engaging quality required to teach Islamic vocabulary effectively. The materials were perceived as uninteresting and not ideally suited to the task; 2) A significant portion of students appeared fatigued and passive during classroom activities. This diminished engagement could be attributed to the late afternoon timing of the classes, from 2 PM to 4 PM, which often left students feeling tired and even drowsy; 3) Limited Exposure to Practice: The students' opportunities for review, exercises, and practice related to Islamic vocabulary were notably insufficient. This shortage of reinforcement hindered their ability to grasp and retain the material effectively; 4) Technological Challenges: An additional hindrance was the uneven access to technology among students. Some lacked the necessary packet data for online learning, while the limitations of the school's Wi-Fi network further exacerbated the issue, as it did not cover all classroom areas.

To overcome the students' problem in mastering Islamic Vocabulary in English, incorporating technology and innovative pedagogical approaches is essential (Subiyantoro & Musa, 2022; Fadhilawati, Khan, et al., 2022). In this study, researchers were interested in applying a new feature provided by Quizizz as a medium for vocabulary instruction called Quizizz Paper Mode. Quizizz Paper mode is a new feature provided by Quizizz that allows for offline or in-person classroom engagement with Quizizz activities, catering to situations where students may not have access to smartphones, laptops, or internet connectivity (Ni'am et al., 2021). In this mode, the teacher is a facilitator, guiding students through the questions, collecting their responses on paper, and facilitating discussions or reviews based on the

answers provided. This mode aims to create an interactive and inclusive learning experience while overcoming technological limitations.

Using Quizizz Paper mode in the classroom offers numerous benefits. However, these advantages closely align with those of Quizizz without paper. Primarily, it elevates students' engagement through its interactive and gamified approach, cultivating a dynamic learning environment (Azizah et al., 2023). The Quizizz paper mode feature proves invaluable for educators facilitating offline or face-to-face instruction, and this functionality is particularly beneficial for students who may not have access to smartphones, laptops, or internet data, as the teachers assume the role of the operator (Ni'am et al., 2021). Further, Quizizz's paper-mode feature proves invaluable for educators aiming to facilitate offline instruction, catering to students who lack access to smartphones, laptops, or internet connectivity. During lessons, teachers distribute printed Quizizz paper-mode materials to students, who actively engage by physically displaying their answers. This process maintains student involvement as teachers swiftly scan and project the responses, seamlessly integrating offline participation with effective classroom dynamics (Putra, 2023).

In addition, Fauziah & Hadi (2023) noted that the use of technology like Quizizz Paper Mode has many benefits such as: 1) allows students to actively engage in learning through interactive features such as engaging questions, instant responses, and interactive answer choices, students can directly participate in the learning process; 2) increasing Engagement: Technology can provide a more exciting and enjoyable learning experience for students. By combining the elements of gamification, competition, and instant feedback, Quizizz Paper Mode can enhance students' engagement in learning. Students are strongly motivated to actively participate and engage in learning using such technology, and 3) Improving Learning Effectiveness. With technology like Quizizz Paper Mode, students can access learning materials more efficiently and flexibly, learn independently, and receive immediate feedback on their understanding. Furthermore, technology enables teachers to monitor student progress and comprehension more effectively, allowing for necessary adjustments and interventions.

Prior studies have explored and proved the utilization of Quizizz improving the quality of instruction (for examples see; Rahayu & Purnawarman, 2019; Priyanti et al., 2019; Yan mei et al., 2019; Zuhriyah & Pratolo, 2020; Amalia, 2020; Suryaman et al., 2020; Fadhilawati, 2021; Mansur & Fadhilawati, 2021; Mardiyah, 2023). However, the use of paper mode in education is not as much as that of quizzes. There are some studies on the implementation of Quizizz Paper Mode that have mostly been done in the Indonesian context, such as: 1) Puspanegara & Fadhilawati, (2023) proved that the integration of quizizz paper mode had been able to increase the elementary students' proficiency in learning animal vocabulary, 2) Putra, (2023) found that the utilization of Quizizz Paper Mode advanced students' mastery of vocabulary in Junior High School. The report indicated a positive reception from students, highlighting their favorable attitude towards the incorporation of Quizizz Paper Mode as a means to enhance their learning of new vocabulary; 3) Azizah et al., (2023) reported that the seventh-grade students at MTS Tarbiyyatul Falah Karawang had a strong motivation to learn and easily understood the materials after taught by applying Quizizz Paper Mode; 4) Rini & Zuhdi, (2023) asserted that the utilization of Quizizz Paper Mode exerted a noteworthy impact on the educational outcomes related to the implementation of Pancasila values in the fourth-grade class at UPT SD Negeri 220 Gresik; 5) Ni'am et al., (2021) revealed that the coorporation of Quizizz paper-mode was effective to enhance the eight grade students' mathematics achievement sat SMP Negeri 2 Wiradesa; 6) Fauziah & Hadi, (2023) argued that the integration of Quizizz Paper Mode presented possitif effect to escalate the third grade students' learning achievement and motivation at SDN Singabraja 02; 7) Dewi et al., (2023) presented that Quizizz paper mode is significant to enhance students' learning outcome and understand the concept of the water cycle, and 8) Khasanah et al., (2023) claimed that Quizizz

paper mode could boost students' motivation from 47% to 67% in the first cycle of action, 77 % in the second cycle of action and 86% in a third of action.

From the problem faced by students at ECC in MAN Blitar, the strong points of Quizizz paper mode presented by experts before, the results of previous studies that proved Quizizz Paper Mode was effective in enhancing students' learning outcome and motivation as well as is lack of research on the use of Quizizz paper mode in English language Teaching and learning, especially Islamic Vocabulary for students in Madrasah because most of the previous studies on the use of Quizizz paper mode were done in elementary school, and junior high school in the field of mathematics, Civics, Science. Therefore, the researchers were interested in conducting research titled "Unleashing the Power of Quizizz Paper Mode to Refine Senior High School Students' Islamic Vocabulary Mastery". This study aimed to refine the students' Islamic vocabulary using Quizizz Paper Mode.

Additionally, this research aligns with the Islamic University of Balitar's research scheme, focusing on the intersection of Islam and science. This alignment enriches the research's objectives and methodologies, emphasizing exploring pedagogical tools like Quizizz Paper Mode in Islamic education, bridging the gap between tradition and modernity. It underscores the commitment to advancing knowledge at the intersection of Islamic principles and contemporary educational practices, nurturing informed and spiritually grounded individuals.

METHODS

The researchers employed Classroom Action Research (CAR) design to address the research questions formulated. CAR is an approach that focuses on improving teaching strategies within the classroom to enhance student learning outcomes, with the teacher taking the lead in initiating these improvements (Khasinah, 2013). In this study, CAR was applied by the researchers to enhance the students' Islamic vocabulary mastery of 40 students at ECC MAN Blitar. The Data collection in this study used a test. The test was distributed to assess the students' Islamic vocabulary mastery. The research methodology aligned with the four-stage model Kemmis et al. proposed. These stages encompass meticulous planning, Acting, observing and evaluating the outcomes, and reflecting on the process and result. Each phase of the research process that researchers have done is elaborated in detail in the following sections.

Planning

During this phase, the researchers prepared a series of preparatory activities, including formulating a comprehensive lesson plan as guiding for Islamic vocabulary instruction using Quizizz Paper Mode, arranging the classroom setup to facilitate smooth platform integration, preparing relevant Islamic vocabulary materials for students, crafting engaging Islamic vocabulary quizzes within the Quizizz application, prepared a post-test assessment and defined success criteria whereby students were deemed successful in learning Islamic Vocabulary if their post-test scores reach or exceed 75, with a target average score of 75.00, collectively laying the groundwork for the subsequent.

Acting

In this section, the researchers executed the instructional strategies outlined in the lesson plan. In this case, the researchers conducted a teaching-learning process of Islamic vocabulary by using Quizizz Paper Mode. The earning process for Islamic vocabulary was conducted using Quizizz Paper Mode. This instructional phase spanned four crucial sessions, each contributing to the overall vocabulary learning experience. Meeting 1 focused on introducing Quizizz Paper Mode and acquiring Islamic Vocabulary related to the Five Pillars of Islam through the use of Quizizz Paper Mode. Meeting 2 centered on learning Islamic Vocabulary associated with fasting during Ramadan using Quizizz Paper Mode. Meeting three

was dedicated to acquiring vocabulary related to the Hajj Pilgrimage and its Rituals through the utilization of Quizizz Paper Mode while Meeting 4 was designated for learning Islamic Vocabulary about The Life and Teaching of Prophet Mohammad using Quizizz Paper Mode. Further, the topics in every meeting and examples of vocabulary that the students learned are elaborated as follows;

Table 1. The examples of Islamic vocabulary Materials that must be learned by Students

No	Meeting 1 Vocabularies of Five Pillars of Islam	Meeting 2 Vocabularies of Fasting during Ramadhan	Meeting 3 Hajj Pilgrimage and its Rituals	Meeting 4 The Life and Teaching of Prophet Mohammad
1	*Shahada* The declaration of faith, affirming the oneness of Allah and the prophethood of Muhammad	*Ramadan* The ninth month of the Islamic lunar calendar is observed by fasting from dawn to sunset.	*Hajj* The pilgrimage to Mecca, undertaken by Muslims who are physically and financially capable, symbolizes unity and equality	*Prophet* A messenger of God, specifically referring to Muhammad in Islam
2	*Salah* The ritual prayer is performed five times a day, connecting Muslims with Allah and emphasizing spiritual discipline.	*Fasting* The act of abstaining from food, drink, and certain other physical needs for a specific period, for religious or spiritual reasons.	pilgrimage occurs annually during the Islamic month of Dhu al-Hijjah and involves a series of rituals that symbolize unity, equality, and submission to Allah.	*Revelation* The divine disclosure of knowledge or guidance, often referring to the Quranic revelations received by Prophet Muhammad
3	*Zakat* The act of giving a portion of one's wealth to the less fortunate, promoting charity and social justice	*Iftar* The evening meal with which Muslims end their daily Ramadan fast at sunset.	*Tawaf* The act of circumambulating the Kaaba in a counterclockwise direction symbolizes the unity of the Ummah.	*Messenger* One who conveys divine messages or revelations to the people, such as Prophet Muhammad
4	*Sawm* The practice of fasting during the month of Ramadan, fosters self-discipline, empathy, and spiritual growth	*Suhoor* The pre-dawn meal before the fast begins at sunrise.	*Wuquf* The standing and supplication of pilgrims at the plain of Arafat, a crucial ritual observed on the 9th day of Dhu al-Hijjah.	*Khadijah* The first wife of Prophet Muhammad and a respected businesswoman.
5	*Hajj* The pilgrimage to Mecca, undertaken by Muslims who are physically and financially capable, symbolizes unity and equality.	*Sawm* The Arabic term for fasting refers to the act of abstaining from food, drink, and certain behaviors during specific times.	*Miqat* the designated boundary points from where intending pilgrims (those planning to perform Hajj or Umrah) must enter into a state of ritual consecration called Ihram. Ihram involves wearing specific clothing and abstaining from certain activities.	*Hijjrah* The migration of Prophet Muhammad and his followers from Mecca to Medina is a pivotal event in Islamic history and marks the beginning of the Islamic calendar ...
6	Tawhid The concept of the oneness of Allah is a fundamental principle in Islamic theology.	*Laylat al-Qadr* The Night of Power, considered the holiest night in the Islamic calendar, occurs during the last ten nights of Ramadan.	*Sa'i* The ritual of walking or running seven times between the hills of Safa and Marwah,	*Companions (Sahabah)* Individuals who were contemporaries of Prophet Muhammad and embraced Islam during his lifetime.
7	*Imam* A religious leader who leads congregational prayers in a mosque and provides spiritual guidance.	*Taqwa* God-consciousness or mindfulness of God, a central goal of fasting during Ramadan	**Tahallul** the act of exiting the consecrated state of Ihram, often accomplished by cutting or shaving the hair, marking the completion of pilgrimage rites during Hajj or Umrah.	*Sunnah:* The traditions and practices of Prophet Muhammad, serve as a guide for Muslims.
8	*minaret* a tall, slender tower, typically part of a mosque,	*Haram* Prohibited or forbidden according to Islamic law	*Al Jamrah* A place where pilgrims throw stones at pillars	*Orphan* a child who has lost one or both parents and is

	with a balcony from which a muezzin calls the faithful to prayer. worship.		representing the devil during the Hajj pilgrimage	typically in need of care, support, and guidance
9	**Qama** The second call to prayer is recited immediately before the start of the obligatory prayer.	**Tarawih** *Special nightly prayers are performed by Sunni Muslims at night during the month of Ramadan.*	**Ihram** the sacred state of consecration that Muslim pilgrims enter into before performing the Hajj or Umrah pilgrimage rituals. It involves specific rituals and restrictions, including wearing special clothing for men and refraining from certain actions, symbolizing a state of purity and devotion during the pilgrimage	**Caliph** a political and religious leader in Sunni Islam regarded as the successor to Prophet Muhammad, responsible for leading the Muslim community and upholding Islamic principles.
10	**Wudu** The ritual ablution before prayer involves washing specific parts of the body.	**Sadaqah Jariyah** Continuous charity refers to ongoing charitable acts that benefit others over time.	**Mina** A valley near Mecca where pilgrims stay overnight during Hajj.	**Halimah binti Abi Dhuayb.** The person who breastfed Prophet Muhammad
11	**Qibla** The direction faced during prayers is the Kaaba in Mecca**.**	**Mubah** Actions or things that are considered permissible in Islam	**Zamzam** The sacred well in Mecca near the Kaaba is believed to have been miraculously provided by Allah for Hagar and Ishmael.	**Hadit** Recorded sayings, actions, and approvals of Prophet Muhammad, guiding Muslims.
12	**Adhan** The Islamic call to pra please add a list of words related to that matter	**I'tikaf** Spiritual retreat or seclusion in the mosque, often observed in the last ten days of Ramadan	**Qurban** The act of offering an animal as a symbolic gesture during Hajj, representing submission to Allah's	**Battle of Uhud** A battle was fought in 625 CE between the Muslims and the Quraysh, resulting in a partial victory for the Muslims.
12	**Muezzin** The person who calls the Adhan, the Islamic call to prayer.Qiyam: Night prayers performed during the month of Ramadan**.**	***Nuzulul Quran*** is commemorated during the month of Ramadan, marking the momentous occasion when the first verses were sent down to Mohammad	**Qiran** A type of Hajj where the pilgrim combines Umrah and Hajj with a single state of Ihram.	**Tawaf Wada/ Farewell Tawaf** Tawaf that done After completing all the rituals of Hajj, including the Stoning of the Devil at Mina,
13	**Khatib** *The person who delivers a compelling sermon, addressing the congregation with words of wisdom, encouragement, and guidance during the Friday prayer service*	**Tadarus** the act of studying, learning, or reciting the Quran. It often involves memorization, understanding, and reflecting upon the teachings of the Quran.	**Ramy al-Jamarat**: Pilgrims throw stones at three pillars representing Satan, symbolizing the rejection of temptation and evil.	**Jihad** an Islamic concept that can be understood as a striving or struggle, and it can encompass various forms, including the spiritual struggle against sin, the moral for righteousness, and, in certain contexts, a physical struggle for self-defense
14	**Wajib** *An obligatory act that is derived through scholarly consensus or inference from Islamic sources. Although not as clear-cut as Fard, Wajib acts are still mandatory, and neglecting them may incur sin.*	**Halal** Permissible or lawful according to Islamic law; refers to food and actions that are acceptable in Islam.	**Tallbiyah** A prayer is chanted by pilgrims as they enter the state of Ihram, declaring their intention to perform Hajj.	**Battle of Badr** A significant battle in Islamic history was fought in 624 CE between the Muslims of Medina and the Quraysh of Mecca.

15	**Fitrah**	**Fajr**	**Hajar al-Aswad**	**Isra Mi'raj**
	a kind of Zakat given before Eid al-Fitr, ensuring the poor can also celebrate the festival	The pre-dawn prayer that marks the beginning of the daily fast.	an ancient, sacred stone set into the corner of the Kaaba in Mecca. Pilgrims performing Tawaf, the circumambulation of the Kaaba	the miraculous night journey of Prophet Muhammad from Mecca to Jerusalem and ascension to heaven.

Observing and Evaluating

After completing the four teaching and learning sessions dedicated to learning Islamic vocabulary, the researchers conducted an assessment by administering a post-test during the first cycle on October 30, 2023. The test comprised 50 multiple-choice items designed to evaluate the students' Islamic vocabulary grasp objectively. The allotted time for the test was 1 hour 15 minutes, aiming to gauge the extent of the student's achievement in Islamic vocabulary after being instructed using Quizizz Paper Mode. The Complete test items can be seen by clicking the following link https://drive.google.com/file/d/1SjqM7_6EsYPHwOQImAKEwbI-MGBx3na-/view?usp=sharing Moreover, the researchers made a test by applying Quizizz application as figured in the following figures:
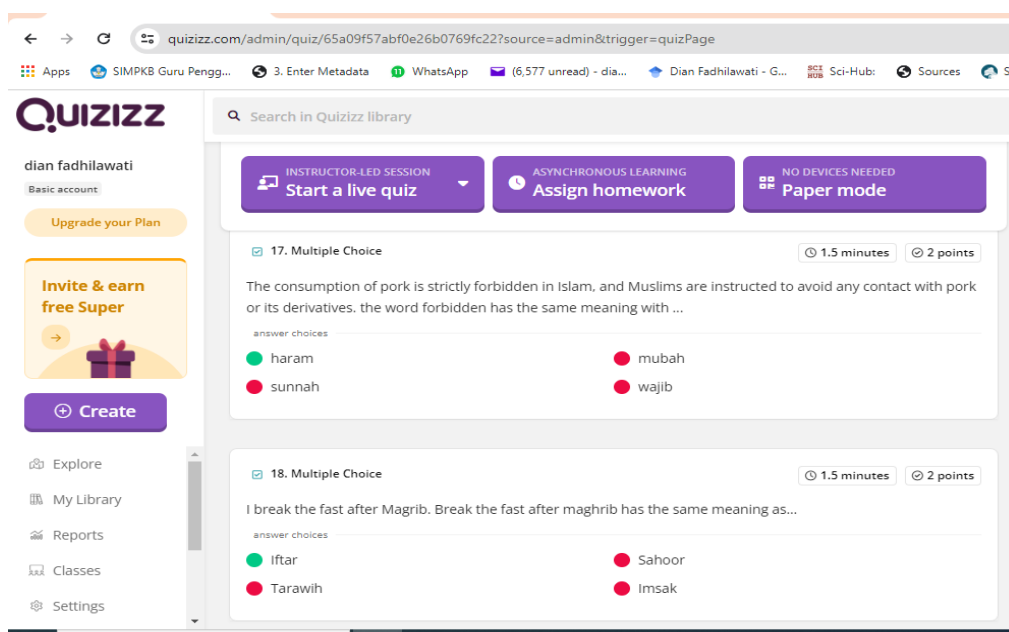

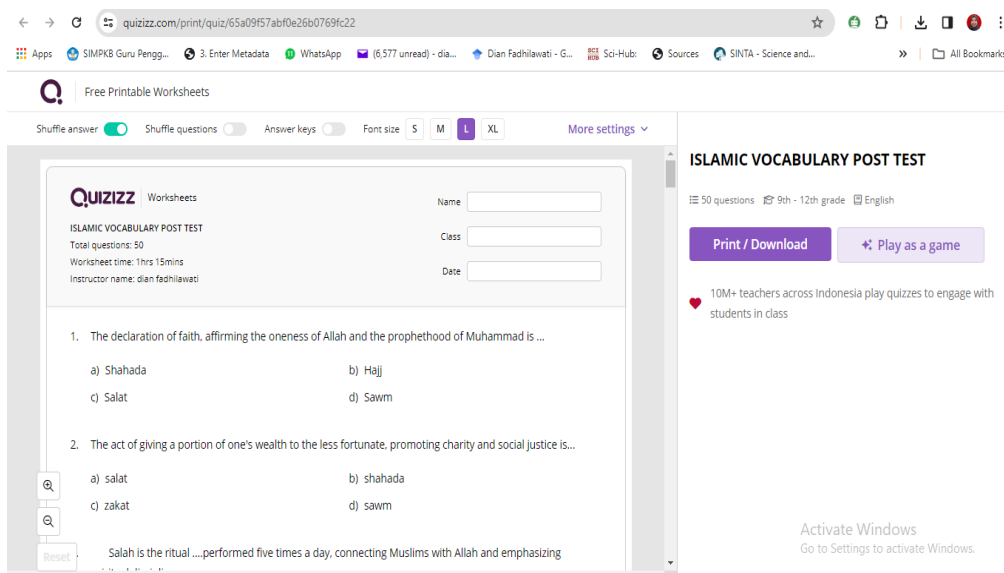**Figure 1. The Example of Islamic Vocabulary Post-Test (Finding Synonym)**

18

Figure 2. Example of Islamic Vocabulary Post-Test (Defining the Term)

Reflecting
The last step in every classroom action research is the researcher's reflection on what they have done. The success of the action depended on the success criteria that formed in the planning. In Reflection, the researchers consulted the students' Islamic vocabulary achievement in cycle 1 with success criteria set in the planning. Reflection has the function of knowing whether the student's progress has met the standards of achievement or not; if the student's progress did not meet the criteria, the researchers would continue in the next cycle (cycle 2).

RESULTS AND DISCUSSION
Result of Cycle 1
In this part, the researchers present the results of using Quizizz paper mode on students' Islamic Vocabulary instruction in cycle 1. Table 1 provides a comprehensive overview of the students' proficiency mastery before and after being taught through the application. a. This comparative analysis aims to shed light on the power of the Quizizz paper mode in enhancing students' Islamic Vocabulary mastery. The results presented in the table offer insights into the transformative potential of incorporating Quizizz into English instruction, highlighting any significant improvements in students' learning outcomes.

Table 1. The students' Islamic Vocabulary Mastery before and after Taught by Applying Quizizz Paper Mode of Cycle 1

NO	Respondents' Initial Names	Pre- Action Test	Post Action Test
1	AZEMP	46	78
2	ASA	54	82
3	AN	62	88
4	LSP	52	82
5	YR	60	86
6	RVA	62	88
7	AL	66	90
8	APD	68	90
9	BCP	76	92
10	SA	68	90

NO	Respondents' Initial Names	Pre- Action Test	Post Action Test
11	US	48	78
12	DAM	62	86
13	AWP	64	86
14	LFZ	48	80
15	MHP	78	96
16	STB	68	88
17	AHRK	74	90
18	DAH	66	86
19	NARA	60	84
20	RNA	62	84
21	TAFZ	68	88
22	AYP	58	80
23	ANF	68	86
24	EHB	42	76
25	HANIFA	62	84
26	ALL	54	80
27	AYP	54	80
28	NPPD	48	78
29	SLS	60	86
30	AFNF	66	88
31	AHA	58	82
32	FUN	62	84
33	SR	52	84
34	ADCR	54	82
35	TRF	68	88
36	CDR	58	84
37	CCV	58	84
38	CPW	62	86
39	FA	62	88
40	KNK	68	88
Average		**60,65**	**85,00**

Discussion

The research finding significantly improved students' Islamic vocabulary mastery from 60.65 to 85.00 after implementing Quizizz Paper Mode. This positive outcome aligns with the literature emphasizing the importance of engaging instructional methods, especially in vocabulary acquisition Bulut & Karasakaloğlu; Fadhilawati, 2021; Mansur & Fadhilawati, 2021)). The success observed in improving students' Islamic vocabulary mastery, as facilitated by Quizizz Paper Mode, underscores the critical role of a robust understanding of Islamic terminology in fostering a comprehensive knowledge of the faith. Islamic vocabulary encompasses diverse terms, each carrying deep spiritual, cultural, and historical significance within the Muslim community. The examples of vocabulary that are easy to master such as "Shahada," "Salah," "Zakat," " Swam" and others, represent key pillars of Islamic belief and practice. The unique nature of Islamic vocabulary extends beyond linguistic elements; it encapsulates the essence of Islamic teachings, principles, and rituals. For instance, terms like "Hajj," "Sawm," and "Tawhid" not only convey linguistic meanings but also embody profound spiritual concepts integral to Islam. Therefore, enhancing Islamic vocabulary proficiency is a linguistic exercise and a pathway to a more profound comprehension of Islamic theology and culture.

Moreover, the study's focus on specific Islamic vocabulary related to the Five Pillars of Islam, fasting during Ramadan, the Hajj pilgrimage, and the life of Prophet Muhammad ensures that students not only grasp linguistic nuances but also develop a nuanced understanding of core Islamic tenets. This approach aligns with the broader pedagogical goal of nurturing students' holistic knowledge, fostering a sense of cultural identity, and promoting tolerance and understanding in diverse societies. Furthermore, including vocabulary related to important events and figures in Islamic history, such as the Battle of Badr, the migration (Hijrah) of Prophet Muhammad, and the role of companions (Sahabah), enriches students' historical and cultural literacy. It enables them to connect linguistic elements with the broader context of Islamic civilization, fostering a well-rounded understanding of their religious heritage. The substantial increase in scores suggests that Quizizz Paper Mode effectively addressed the challenges identified in the literature, such as unengaging instructional media and limited exposure to practice.

Using Quizizz Paper Mode introduces a technological solution to the observed deficiencies in Islamic vocabulary mastery. The literature supports the effectiveness of technology in enhancing learning experiences and engagement, as highlighted by the benefits of Quizizz Paper Mode, including its gamified approach and interactive features (Azizah et al., 2023; Fauziah & Hadi, 2023; Puspanegara & Fadhilawati, (2023). The positive outcomes also resonate with the broader literature on the advantages of technology in facilitating an enjoyable and effective learning environment (Fauziah & Hadi, 2023).

Moreover, the study's emphasis on addressing technological challenges, such as uneven access to technology among students, echoes previous research discussing the importance of overcoming disparities in technology use operators (Ni'am et al., 2021). By introducing a mode that functions in offline or face-to-face settings, Quizizz Paper Mode emerges as a practical solution to bridge the technological gap and create a more inclusive learning environment, aligning with the literature on technology's potential to address access issues in education operators (Ni'am et al., 2021)

The recommendation for English teachers to incorporate interactive platforms like Quizizz Paper Mode to enrich vocabulary teaching methodologies is consistent with the literature underscoring the positive impact of technology on learning effectiveness and student motivation Fauziah & Hadi, (2023). This aligns with the broader body of research emphasizing the need for innovative approaches to vocabulary instruction to enhance students' language skills (Alqahtani, 2015; Fadhilawati et al., 2022)

In summary, the research findings corroborate existing literature on the challenges of vocabulary acquisition, the importance of engaging instructional methods, and the benefits of technology-enhanced language instruction. The positive impact of Quizizz Paper Mode on students' Islamic vocabulary mastery adds valuable insights to the ongoing discourse on practical pedagogical tools, especially within the context of Islamic education.

CONCLUSION AND SUGGESTIONS

In conclusion, the result strongly indicates a notable improvement in students' Islamic Vocabulary mastery at ECC MAN Blitar by incorporating Quizizz paper mode into teaching-learning. The shift from an initial score of 60.65 to a significantly enhanced score of 85.00 underscores the efficacy of this method in bolstering students' understanding of Islamic vocabulary. Moving forward, it is highly recommended that English teachers sustain and further optimize the integration of Quizizz paper mode into their teaching-learning methodologist. To maximize the benefits, English teachers should explore the diverse features offered by the platform, such as tailoring quizzes to align with specific learning objectives, incorporating multimedia elements to cater to varied learning styles, and regularly updating quiz content to maintain student engagement and motivation. Furthermore, seeking feedback

from students about their experiences with Quizizz paper mode will provide valuable insights for refining the implementation. This feedback-driven approach ensures that the platform effectively addresses the unique needs of learners at ECC MAN Blitar. Sharing success stories and best practices with other educators within the institution or through professional networks can foster a collaborative environment, promoting a culture of continuous improvement and innovation in language teaching methodologies. To sustain positive outcomes, educators should also focus on continuously monitoring and assessing student performance through Quizizz or similar platforms. This data-driven approach enables informed decision-making regarding instructional strategies, ensuring the ongoing enhancement of students' Islamic Vocabulary mastery. Overall, embracing Quizizz paper mode and implementing these recommendations will improve teaching and learning practices at ECC MAN Blitar.

CONFLICT OF INTEREST

The authors declare that they have no financial, personal, or professional conflicts of interest that could influence the work presented in this manuscript.

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