THE USE OF QUIZZIZ AS A TEACHING TOOL TO ENHANCE ESL STUDENTS' VOCABULARY

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SULTAN IDRIS EDUCATION UNIVERSITY

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TO ENHANCE ESL STUDENTS'
VOCABULARY

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ABSTRACT

This case study aimed to investigate teachers' implementation of Quizziz during vocabulary activity incorporated in reading lessons, identify the factors which influence teachers to use Quizziz as a teaching tool in enhancing students' vocabulary and explore the students' perspective in Quizziz usage to enhance their vocabulary integrated with the reading lesson. The purposive samplings were four English teachers and 16 students from a secondary school in Kuala Lumpur. Three research instruments were observations, semi-structured interviews and document analysis. The qualitative method of analysis used is thematic analysis. The findings showed that ESL teachers opted to implement Quizziz in vocabulary learning via instructor-paced during the lesson development stage of the reading lesson. The themes indicated that Quizziz facilitates teachers as a teaching tool to enhance the students' vocabulary. Quizziz creates engaging and interactive lessons, Quizziz is used as an assessment tool in vocabulary learning, Quizziz promotes higher participation in vocabulary activity, Quizziz affects vocabulary retention and challenges of using Quizziz as a teaching tool in vocabulary learning. The themes also indicated students' insight towards vocabulary learning with Quizziz usage during reading lessons were the sense of enjoyment and competitiveness in learning vocabulary via Quizziz, Quizziz enticed students' interest in vocabulary learning, Quizziz reinforced retention and understanding of vocabulary and gamification elements in Quizziz motivates vocabulary learning. The findings showed significant implications of Quizziz usage as a teaching tool in enhancing ESL students' vocabulary. It is a beneficial teaching tool that facilitates teachers to enhance students' vocabulary and attain positive insight into vocabulary learning during the reading lesson for the students.

PENGGUNAAN QUIZZIZ SEBAGAI ALAT BANTU MENGAJAR BAGI MENINGKATKAN KOSA KATA MURID-MURID ESL

ABSTRAK

Tujuan kajian kes ini bagi mengkaji penggunaan Quizziz oleh guru sewaktu aktiviti kosa kata dalam pengajaran kemahiran membaca, mengenal pasti faktor terhadap penggunaan Quizziz sebagai alat bantu mengajar oleh guru bagi meningkatkan kosa kata murid dan perspektif murid ESL berdasarkan pembelajaran melalui Quizziz dalam meningkatkan kosa kata semasa pengajaran kemahiran membaca. Peserta kajian yang terpilih adalah empat guru Bahasa Inggeris dan enam belas murid dari sebuah sekolah menengah di Kuala Lumpur. Tiga instrumen digunakan adalah pemerhatian, temu bual separa berstruktur dan analisis dokumen. Kaedah analisis kualitatif yang digunakan adalah kaedah analis bertema. Hasil kajian menunjukkan guru-guru Bahasa Inggeris memilih instructor-paced sewaktu menggunakan Quizziz dalam pelajaran kemahiran membaca. Tema-tema menunjukkan bahawa Quizziz sebagai alat pengajaran memudahkan para guru bagi meningkatkan kosa kata murid apabila Quizziz menjadikan sesi pembelajaran menarik dan interaktif, Quizziz menjadi alat penilaian, Quizziz meningkatkan penglibatan murid semasa pembelajaran kosa kata, Quizziz memberi kesan dalam mengingati kosa kata dan cabaran menggunakan Quizziz sebagai alat bantu mengajar. Manakala, tema-tema daripada sudut perspektif murid terhadap mempelajari kosa kata menggunakan Quizziz sewaktu kemahiran membaca adalah keseronokan dan persaingan dalam mempelajari kosa kata melalui Quizziz, Quizziz menimbulkan rasa minat murid dalam mempelajari kosa kata, Quizziz menguatkan daya ingatan dan pemahaman terhadap kosa kata dan elemen gamifikasi dalam Quizziz menggalakkan murid mempelajari kosa kata. Hasil kajian menunjukkan terdapat kesan yang signifikan terhadap penggunaan Quizziz sebagai alat bantu mengajar dalam meningkatkan kosa kata murid. Ia adalah alat pengajaran yang berguna bagi memudahkan para guru meningkatkan kosa kata murid dan daripada sudut penggunaannya adalah positif bagi murid sewaktu mempelajari kosa kata semasa pengajaran kemahiran membaca.

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LIST OF ABBREVIATIONS

DELIMa	Digital Education Learning Initiative Malaysia
DEO	District Education Office
DSKP	Standard-based English Language Curriculum Document
ESL	English as a Second Language Learner
ESL/EFL	English as a second language / English as a foreign language
ICT	Information and Communication Technology
KSSM	Standard Based Curriculum for Secondary School
MALL	Mobile-Assisted Language Learning
MCO	Malaysia Government Movement Control Order
MEB	Malaysia Education Blueprint
MOE	Ministry of Education
MOOCs	Massive open online courses
SDT	Self Determination Theory
SISC+	School Improvement Specialist Coaches
SPM	Sijil Pelajaran Malaysia
UNESCO	United Nations' Scientific and Cultural Organizations
WIFI	Wireless fidelity

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CHAPTER 1

INTRODUCTION

1.1   Introduction

Dewey (1916) once said, "If we teach today as we taught yesterday, we rob our children of tomorrow". This implies on how important it is for teachers and educators to progress especially in teaching and learning. According to Malaysia Education Blueprint 2013-2025, it is important for teachers to reform their teaching strategies in order to improve the quality of education. This can be achieved by incorporating the usage of technology to accommodate with the 21st century education and cater the technology literate generation. Ebrahimi & Yeo (2018) indicated that the perceptions of teachers and students on the usage of Information and Communication Technology (ICT) in school has a positive outlook yet in reality the implementation is still low. This is quite common since schools tend to not have enough facility to cater the needs of implementing technology such as lack of computer lab and internet connection which discourages teachers to use technology in their teaching. However, due to -

recent Covid-19 pandemic occurrence, the teachers and students face the ultimate shift from traditional face-to-face classroom into a fully online learning classroom.

The transition is inevitable due to Malaysia Government Movement Control Order (MCO), a national quarantine measures by the federal government of Malaysia. The MCO was implemented in order to prevent Covid-19 virus to spread at an alarming rate involving the restrictions on movement, assembly and international travel, and mandated the closure of business, industry, government and educational institutions. Due to this emergency closure, teachers immediately need to be familiarized with online teaching and therefore exposed with educational platform. The examples such as Kahoot!, Socratives, Quizziz, Google Classroom, etc., is used by teachers to engage with their students during online classroom environment. Candel et al., (2021) point out that an innovative approach in a lesson has a positive feedback and make the lesson becomes significant. Therefore, to ensure the lesson to be as meaningful as the face-to-face classroom setting, the usage of educational platform is essential for teachers to teach reading, listening, speaking and writing skills during the online learning.

During previous teaching and learning before the pandemic, teachers mostly use the common multimedia as teaching tool such as YouTube video and Power Point slides to assist in their lesson. The lack usage of education application could also be due to the biased perception of games within the classroom and also the internet connectivity issues (Qing & Abdul Halim, 2021). There are many choices of educational application yet among the choices of education application available

online, the most popular choice to be implemented during the lesson by teachers is Quizziz (Qing & Abdul Halim, 2021).

This application is basically a quiz with a multiplayer question game (Candel et al,. 2021) which teachers create questions and answers that require students to respond with a playful manner. The usage of Quizziz as a teaching tool produces an interactive lesson that motivates the students to concentrate during the teaching and learning session (Darmawan, 2020; Zhao, 2019) hence it is a useful tool to be utilized specifically to enhance ESL students' vocabulary through reading skill. The reason why the implementation on the usage of Quizziz to enhance ESL students' vocabulary should be investigated in this research is due to the reason that vocabulary hold the key aspect when it comes to language learning. The four skills in English learning will not be unlocked without a good foundation of vocabulary. As Bai (2018) stated; "word knowledge is a necessary competence, and it is important for production and comprehension in a second language" (p.850). Therefore, with the finding on how it is implemented and why the usage of Quizziz improve on students' vocabulary, it will eventually help teachers to improve on their students' proficiency in other skills as well as resulting a better outcome towards English language learning at school.

1.2   Background of Study

When it comes to language skills in English learning, the four main skills (reading, speaking, listening and writing) are important elements for ESL students to master in order to acquire the language. However, it is deemed as a challenge for the ESL students to grasp the skills due to their low vocabulary acquisition. Without adequate

words of the targeted language learned, students will not be able to have a good proficiency of using the language.

Students' experience difficulty to answer comprehension questions, lack of ability to interact with others using English language and follow instructions in the lesson. Misbah et al., (2017) indicated that it is crucial to note the importance of a solid vocabulary knowledge since lack of vocabulary is an impediment for the students to acquire the four basic skills in English learning. The interaction between teachers and English as a Second Language Learner (ESL) students should also be students-centred, fun and enjoyable since students require the positive environment to acquire the language they have learned. This adhere to the Affective Filter hypothesis by Krashen (1982) that emotion is a variable which determine whether acquiring a language will be a succes or a failure. This indicates that teachers should provide a comfortable and postive learning environment in order for students to have lower anxiety level hence resulting lower affective filter.

However, teachers in school tend to practice the traditional classroom style of teaching which is the teacher-centred approach. This could be due to the characteristics of a teacher-centred approach whereby teachers have full authority over the lessons, students, and learning materials. The teachers do most of the talking such as lecturing, instructing, and demonstrating while the learners listen attentively to the teachers and follow their instruction (Kesevan & Kesevan , 2022). This practise creates a tendency for students to have a high level of anxiety resulting a high affective filter that form a "mental block" which interfering the language acquisition (Feng & Lu, 2020). This also causes the students to feel bored and lack of motivation

and interest in learning English thus contributing to the factor that challenge students' mastery in English language proficiency (New Strait Times, 2019).

Therefore, in this 21st century teaching and learning era, it is highly encouraged for educators especially teachers to be aligned with globalization by integrating technology in their teaching. One of the ways to integrate technology is by implementing teaching tool with gamification element in the lesson as it motivates the learners and includes element of fun. In spite of that, teachers do not perceive the usage of gamification aspect in their teaching until the recent emergency MCO impacting the education sector such as schools and educational institution. The transition from face-to-face classroom environment to a virtual classroom setting requires teachers to be familiarized with the online teaching and learning methods, internet data, suitable devices to be used, materials and guidance in order to cater students need throughout the learning process. The emergency closure was implemented worldwide as well since it is the best option to curb the spread of coronavirus disease (Covid-19) by flattening the curve.

The United Nations' Scientific and Cultural Organizations (UNESCO) acknowledging the challenge of online learning, as they proposed the learning session to be incorporated with technologies via free education application listed at their website to assist the teaching and learning process despite the pandemic outbreak. Throughout the online classroom, many education applications started to gain wide attention from teachers around the world in engaging with their students and to keep them focus throughout the teaching and learning process. The usage of education applications such as Quizziz, Kahoot!, Padlet, Wordwall, etc., during the pandemic

phase inspire researchers to conduct studies on the effectiveness and beneficial usage of educational application which consist of gamification element during online learning.

Most of the result findings indicated that education application has positive impact towards the lesson. Zhao (2019) pointed out about one of the education applications, which is Quizziz, that able to stimulate the learners' motivation and very effective in helping the teachers in terms of classroom facilitation. This makes Quizziz a fascinating teaching tool for teachers to gain students attention and participate actively during the activity session especially in vocabulary learning.

The characteristic of 'Game elements' (Landers, 2014) such as points, leader boards, achievements or badges, feedback, rewards and progress and challenge identified in Quizziz contributes to its popularity as an application used by teachers. When students feel motivated to learn, their affective filter decreased as they become confident and their anxiety level lessen (Krashen, 1982). This encourages the students to acquire the language, especially in term of understanding the vocabulary learned as they are focus and ready to absorb the word during class. Therefore, since Quizziz has a great impact towards the students emotion as it makes the teaching and learning becomes enjoyable, fun, interactive and generally positive (Fakhruddin & Nurhidayat, 2020), this should encourage teachers to implement Quizziz usage thus assisting the students' vocabulary to be improved in an interactive manner.

1.3   Problem statement

Based on Malaysia Education Blueprint (MEB) 2013-2025, the data obtained concerning Malaysian students' low operational proficiency in English indicates the worrisome reality of student's proficiency in English language. This is a public concern since it has been reported that fresh graduate nowadays faced employment issue due to their incompetency in English language as mentioned in New Strait Times (2019) and The Star (2020). According to the articles, proficiency in English still maintains as one of the crucial features considered by employers when selecting the employee. The main factor of poor command in English language which affects the students' ability to communicate using the language is related to their lack of vocabulary (Kashinathan & Azlina, 2021). The Malaysian students' vocabulary knowledge does not show any expansion although the students have entered the tertiary level (Alice et.al., 2019).

This is a matter of concern since the average ESL students should have 3000-5000-word level for basic comprehension (Nation & Warring, 2017) in English as a second language. However, Malaysian ESL students' vocabulary size is merely beyond the 2000-word level thus indicates the level of English proficiency is low (Wong et al., 2019). The lack of ESL students' vocabulary at tertiary level implicate that the vocabulary knowledge that they received at secondary school is insufficient. Hence, secondary schools' teachers should consider seriously onto this matter to develop their students' vocabulary at school. According to the Standard-based English Language Curriculum Document (DSKP), the four main language skills which are reading, writing, listening and speaking are the skills to be mastered by the students.

However, without sufficient vocabulary knowledge, students will not be able to communicate and express their ideas using the intended language (Bai, 2018). Moreover, lack of vocabulary also influence student's comprehension skill resulting them as poor readers as well (Kiew & Shah, 2020). Although vocabulary learning is not emphasized in learning English language yet it is one of the important elements in language acquisition in order for students to be able to communicate efficiently (Alghamdi, 2018). Align with 21st century learning, the teaching and learning of English language are encouraged to be incorporated with the usage of technology in the classroom activity.

By implementing technology, this changes the interaction between the teachers and students in the classroom to become interactive and student-centred instead of the traditional way of teaching and learning which is teacher-centred (Yunus, 2018). The examples of emerging technology that can be used during the teaching and learning are cloud computing, mobile technology, massive open online courses (MOOCs), games and gamification, augmented reality and virtual reality (Hashim, 2018). Based on all the technologies mentioned that can be used in teaching and learning English language, games and gamification or also known as game-based learning is the most popular choice by teachers to be implemented in their lesson (Qing & Abdul Halim, 2021). This is due to the nature of gamification that resulting positive learning outcomes especially in terms of students' motivation in learning (Chapman & Rich, 2018).

Due to the Covid-19 pandemic, it created an impact towards Malaysian education system as teachers required to become creative in planning their lesson to

attract and sustained their students' involvement through educational application (Sufian et al., 2020). Despite various choices of game-based learning applications that can be found online, Quizziz is used by most Malaysian secondary English teachers (Qing & Abdul Halim, 2021). The usage of Quizziz helps to assist the teachers to instil interest and affection within students towards learning English language (Yunus & Hua, 2021). The gamification characteristics of Quizziz such as the leader board enable students to see their ranking through the activity, the fun element resulting enjoyable nature of learning encourages them to participate even more in the lesson (Zhao, 2019).

These factors contribute towards the usage of Quizziz making it a favourable tool among teachers and students in the classroom in terms of students' motivation in learning and teachers supervision of the learning process (Irwansyah & Izzati, 2021).

Based on the researcher's observation, for ESL students to improve on their English proficiency is by improving on their vocabulary knowledge. Without a good foundation of vocabulary, students faces difficulty to understand the reading materials during reading comprehension activity, to understand the words used in the audio during listening activity, to elaborate and express themselves during speaking activity and to produce a decent essay which requires them to share their ideas and thoughts in writing activity. Thus, vocabulary is the key of language learning as students with limited words consequently narrow their scope of thought resulting a communication challenges for them (Bai, 2018).

Therefore, in order for teachers to enhance their students vocabulary, the usage of teaching tool to overcome this matter is required in teaching and learning activity. Vocabulary learning incorporated with Quizzz makes the activity becomes enjoyable and motivate the students to learn and focus during the activity (Wulandari, 2019; Huei et.al, 2021). However, based on the Standard-based English Language Curriculum Document (DSKP), vocabulary is one of the language components which is embedded in the teaching of the main four skills (reading, listening, speaking and writing). Since students learn vocabulary mostly from reading lesson (Alghamdi, 2018), the researcher chose reading as the main skill to be embedded as students nowadays tend to feel boredom in learning reading (Zuhriyah & Partolo, 2020).

Despite the positive findings on Quizziz, the researcher noticed that in the Malaysian context, there is a scarcity of research papers and studies on the usage of Quizziz as a teaching tool from vocabulary aspect. Therefore, the researcher is interested to find out how teachers conduct their lesson using Quizziz in its natural setting which is in the classroom at school. The positive research findings on Quizziz are mostly based on the perceptions of language learners with the used of self-reported data collection methods (survey, interview and focus group discussion), this study can diminish the effect of bias which occur in self-reporting responses (Dehghanzadeh et al., 2021). Through this empirical study, the researcher has an insight of teachers' implementation on using Quizziz as a teaching tool to enhance ESL students' vocabulary incorporated in reading lesson at secondary school students in Malaysia context.

1.4   Research objectives

This study aims to investigate on the usage of Quizziz as a teaching tool to enhance ESL students' vocabulary. Therefore, the objectives of this study are to:

RO1:   investigate teachers' implementation of Quizziz during vocabulary activity incorporated in reading lesson

RO2:   identify the factors which influence teachers to use Quizziz as the teaching tool in enhancing students' vocabulary

RO3:   explore the students' perspective in Quizziz usage to enhance their vocabulary integrated in reading lesson

1.5   Research questions

There are three research questions in order to gain in depth understanding of the central phenomenon for this study. Based on the research objectives, the research questions this research intends to answer is as follow:

RQ1:   How do teachers use Quizziz implement vocabulary activity incorporated in reading lesson?

RQ2:   What are the factors which influence teachers to use Quizziz as the teaching tool in enhancing students' vocabulary?

RQ3:   What are the students' perspective of Quizziz usage to enhance their vocabulary integrated in reading lesson?

1.6   Significance of the study

This research provides an insight on how ESL secondary students learn vocabulary using Quizziz as a teaching tool improves on their understanding and their vocabulary size. This plays a significant role since vocabulary acquisition will help students to improve on their English skills and also the benchmark for ESL students second language proficiency. Therefore, since the use of technology is able to attract the students and producing enjoyable lesson, teachers are encouraged to implement Quizziz in their lesson in order for their students to become motivated and concentrate when learning vocabulary.

At the district level, the School Improvement Specialist Coaches (SISC+) which specializes on mentoring teachers at schools under the category of Band 5 and 6 should consider using Quizziz as one of the teaching tools. Since their role is to help teachers to improve on pedagogical aspect especially towards schools with low proficiency students, the SISC+ should consider the input of Quizziz implementation in enhancing students' vocabulary. Through this research, the SISC+ will gain an input on how the Quizziz is conducted in the classroom and thus develop on how the implementation can be replicated by other teachers. They can provide guidance and materials as module for teachers to use Quizziz effectively in the lesson through their on-the-ground training to teachers. Subsequently, it will improve on English teachers' pedagogical skill especially in incorporating 21st century teaching tool to enhance students' vocabulary. Thus, resulting the students' proficiency in English skills to be improved as well.

Quizziz is an education application which requires internet connection and the proper facility in order to be conducted during the lesson. Therefore, the administrator is accountable for the sake of Quizziz implementation as a teaching tool to improve on students' vocabulary to be achieved successfully at school. The usage of technology in the lesson is always encouraged yet the teachers always faced the issue of internet connection and inadequate computer lab to use in schools. These factors demotivated teachers to incorporate technology element in their lesson. Through this research, the schools' administration should consider this matter as using Quizziz is a significant change for ESL students in terms of motivation in learning English vocabulary and eventually cater the other basic skills (reading, listening, speaking and writing) to boot.

Since the usage of Quizziz as a teaching tool impacting towards ESL students' improvement in English proficiency, the policy maker or the Ministry of Education (MOE) should weigh up to initiate a collaboration with Quizziz company to add on Quizziz in the DELIMa (Digital Education Learning Initiative Malaysia) which is the digital platform that has been designed for students, teachers and educators Malaysia with the full version without any charges required (New Straits Time, 2020). Therefore, the usage of Quizziz can be fully explored by teachers via the platform and encouraging teachers to create lesson to develop ESL students' vocabulary resourcefully and subsequently increased Malaysia ESL students' proficiency.
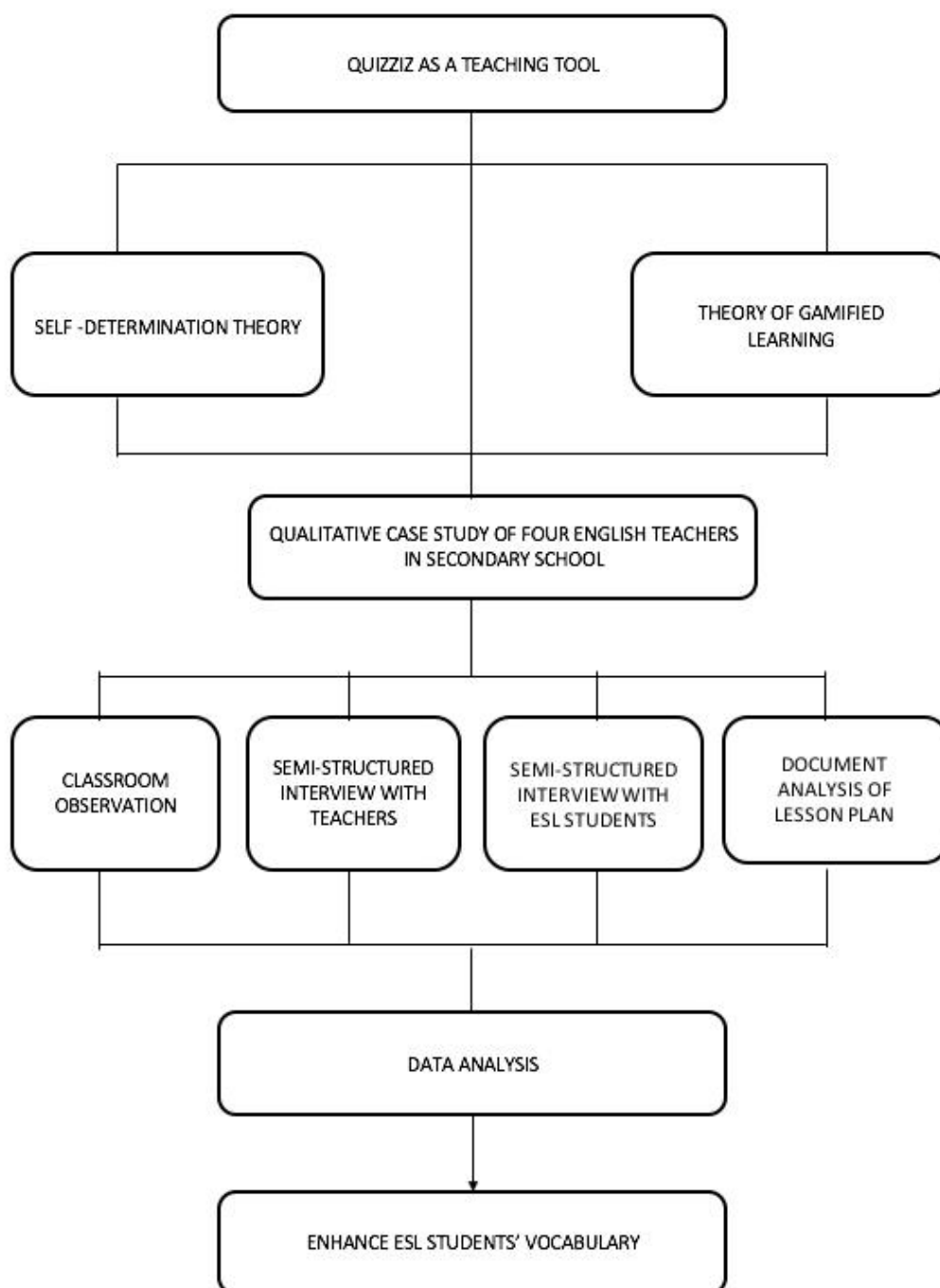
1.7   Conceptual framework

This study is categorized as exploratory case design as observation is one of the main data collected in the research. The conceptual framework of the research is shown using diagram (Refer Figure 1.1) as a visual representation to show the relationship between the variables in the study. Based on this conceptual framework, it shows that the usage of Quizziz as a teaching tool act as the independent variable whereas the enhancement of students' vocabulary is the dependent variable. As an education teaching tool, Quizziz has the element of gamification which motivates the students' in their learning lesson. Past studies findings proven that motivated students tend to learn and focus more during the activity conducted by the teacher in the classroom.

The theory of Self Determination Theory (SDT) by Ryan & Deci (2000) is applied in the motivation concept of using Quizziz as a teaching tool. SDT is related with encouraging autonomous motivation which is driven by the basic human needs of competence, autonomy and relatedness. Therefore, in Quizziz, the three elements are applied when using the application for vocabulary learning thus making students to become self-determined or willingly to participate and join the activity conducted. This intrinsic motivation subsequently improves on the students' vocabulary as Landers (2014) key relationship in the Theory of Gamified Learning, indicated that positive behavior makes an impact towards academic performance. Therefore, when teachers use Quizziz during the lesson, students participate willingly during the activity and enjoy the teaching and learning process (motivation). This encourages the students to easily understand and remember the words that they have learned in the lesson (vocabulary enhancement).

The research design of this study is a case study approach which involves four English teachers at a secondary school in Kuala Lumpur, Malaysia. The four teachers are the purposive sampling that is investigated using the research instruments of classroom observation, semi-structured interviews and document analysis of the lesson plan. Eventually, from the data collection acquired, the researcher analysed the data to relate the usage of Quizziz as a teaching tool by teachers could enhance the ESL students' vocabulary through reading lesson. The research conducted adhered to this conceptual framework. It is referred as a guideline for the researcher to be certain that the investigation is conducted appropriately and cover all the aspects needed to ensure the validity of the result findings.

*Figure 1.1.*Conceptual Framework On The Usage Of Quizziz as a Teaching Tool to Enhance ESL Students Vocabulary.

1.8   Definition of terms

1.8.1   ESL Students

ESL students' definition originally by Peregoy & Boyle (2008) referred to non-native speakers who were learning the English language in an English language schooling environment, often used to refer to the acquisition of English as a non-native language and the term is broadly and widely used internationally as cited in Webster & Lu (2012). In this study, the use of Quizziz in vocabulary activity which incorporated in the reading lesson is expected to have an impact towards ESL students' vocabulary due to intrinsic motivation. The ESL students in context of this study is the Form Four ESL students from the secondary school in Kuala Lumpur, Malaysia.

1.8.2   Quizziz

Quizziz is a gamification in educational context as it has the element of games such as the competitiveness, the memes and the ranking that usually can be seen in a game. Even though there are other learning application other than Quizziz that can be used in teaching in the classroom, Quizziz interface is easier to be conducted even by beginner user and it is more students friendly compared to the other learning application. The interesting features that makes Quizziz preferable for teachers (Candel et al., 2021) are the statements of the questions are also seen on the mobile device, it allows teachers to send elaborate activities as homework, the activities can be shared with Google Classroom, the activities can be printed to be distributed in

class, the assign avatars for each player which increases the feeling and motivation of the game and teachers can enter funny Memes that are displayed once a question is answered.

In this study, the usage of Quizziz act as the teaching tool that will be observed by the researcher to investigate on how teacher implement it in their lesson to enhance ESL students' vocabulary.

1.8.3   Vocabulary

Vocabulary plays a vital role when it comes to language acquisition. Lack of vocabulary will affect the ESL students' ability to be proficient in the language as it hinders the ability to read, speak, listen and write appropriately. It is one of the three elements of language, the building material and the basic of language (Bai, 2018). It can also be said as a set of lexemes, including single words, compound words and idioms (Nezhad et al., 2015). In this study, the researcher wants to explore how teachers use Quizziz during vocabulary activity incorporated in reading lesson enhance ESL students' vocabulary. The words to be learned are based on the words listed in the syllabus and the textbook assigned to Form Four.

The words are related to the unit of the lesson and teachers determine the words to be introduced to the students whether to be prioritise or appropriate to the local context as mentioned in the DSKP. Other than that, based on the DSKP, the purpose of introducing the words based on the topic is to make the students

understand and able to use them related to the topic or context as well as adding up students' personal vocabulary. Therefore, the selection of words will be related to the unit or topic that teachers introduce during the lesson.

1.8.4 Reading skill

Reading skill is one of the four primary skills in language acquisition. The impact of reading skills on ESL students can be seen based on their language development through the acquisition of vocabulary and sentence structures from the reading text (Kiew & Shah, 2020). Based on the Standard-based English Language Curriculum Document (DSKP), the students are not expected to learn words from the wordlist by heart but rather to understand and use them in a natural topic or context. In this study, the researcher chooses reading skill as the primary skill to be incorporated with vocabulary learning to enhance ESL students' vocabulary as reading skill exposes them to the words they need to know which relate to the topic or context of the reading text.

1.8 Limitation of the study

In the present study, the limitation is related to the methodology of the research. The participant involves as the sampling for this study is limited to four teachers and 16 students. Since the research conducted is an exploratory case study to investigate

Quizziz as a teaching tool for teachers to enhance ESL students' vocabulary, the research finding may not be applicable for other study since the participant involved is limited thus not suitable for a wider population research. However, this decision is to ensure for the researcher to gain in depth responses form the participant. The data collected from the participants during the observation and interview are analysed in details by the researcher. There is also the setting factor of the study which is the research conducted at a secondary school particularly Form 4 students in Kuala Lumpur.

Therefore, the result finding might be applicable only for the selected area conducted in the study. This study also suggests for future researcher to do a quasi-experiment with a larger sampling of students' involvement in order to make the result finding to be generalizable with other studies.

1.10   Summary

This chapter is briefly about the issue of ESL students' low proficiency in English language that is related to their lack of vocabulary acquisition. In order for this matter to be resolved, teaching and learning process should be improved as well by incorporating the use of technology especially that contains the element of gamification. Since the pandemic occurred, online learning requires teachers to be creative to attract their students in the virtual classroom via education application such

as Quizziz. Although many research findings point out the positive impact on the usage of Quizziz yet the implementation by teachers in the classroom is inconclusive. Therefore, in this chapter the researcher proposed to investigate how the usage of Quizziz as a teaching tool will be able to enhance ESL students' vocabulary.