THE USE OF QUIZLET APPLICATION ON THE TENTH GRADE STUDENTS' VOCABULARY MASTERY AT MA LABORATORIUM UINSU

Annisa Mutiah Matondang[1]
Universitas Islam Negeri Sumatera Utara

Siti Ismahani[2]
Universitas Islam Negeri Sumatera Utara

annisa0304201002@uinsu.ac.id[1]

ABSTRACT

This article aims to determine the effect of using the Quizlet application on students' vocabulary mastery at the MA Laboratory UINSU Medan. The method used is a pre-e-experimental design with a quantitative approach. The population that was the research subject was tenth-grade students at MA Laboratorium Uinsu Medan. Consisting of 22 students in it. The researcher gave a pre-test - treatment – and post-test to all samples to collect the required data. After that, the data was processed using the T-test in SPSS. The research findings indicated that the mean pre-test score for students was 51.36, whereas the post-test score averaged 83.63. These results indicate a rise in student's scores from the pre-test to the post-test. It was concluded that the implementation of the Quizlet application had a significant impact on students' comprehension of vocabulary.
Keywords: Use, Quizlet Application, Vocabulary Mastery

INTRODUCTION

One of the most important aspects of learning a language, which is taught in virtually all levels of education, from elementary school right up to university level, is vocabulary. Alqahtani (2015) argues that vocabulary is important for learning languages in one of the language knowledge domains. According to Asyiah (2017), vocabulary plays an essential role in learning a foreign language. All four basic skills of English will be mastered by students who are good at vocabulary. Vocabulary plays an important role in language learning Because, without knowledge of vocabulary, such as Chaesa, Sulaeman, Mulyana, and Yolanda, 2021, it is impossible to learn a language. According to Setiawan and Wiedarti (2020), students need to master the English language before they can use it in conversation and writing. It shows that students need to acquire vocabulary in order to achieve their objectives of studying a language.

A professional teacher must have a wealth of vocabulary that can be transferred from student to student as knowledge. In order to encourage all students to be interested in learning vocabulary in a fun way, professional teachers need to have a lot of teaching methods. This makes it easier for teachers to provide knowledge to their students. This is in accordance with the opinion of Setiawan and Wiedarti (2020) that teachers need to provide media that can motivate students and arouse their interest in learning English vocabulary. Apart from that, Permana (2020) also believes that teachers must use interactive teaching techniques to increase students' vocabulary.

In the current millennial era, many teachers are still teaching using conventional methods in learning vocabulary; teachers only write as much vocabulary as possible using a whiteboard, markers, and LKS (Student Worksheets). Students are assigned to copy the vocabulary in their notebooks and then memorize the vocabulary. Also, teachers only use the teaching method and don't use any other methods. This comes from what experts have seen. In class, there are still many students who do not know basic vocabulary, which causes their English scores to be low. The use of conventional methods in learning vocabulary makes students feel bored when the teacher delivers material in class.

This was demonstrated by the fact that some of the students at one of the schools in Medan had very low English scores when pre-research was conducted during teaching training at the school. It's known that many students don't understand the meaning of the words the researchers are talking about when they explain basic vocabulary to students. Apart from that, when researchers checked students' exam answers, many students answered carelessly. Researchers also saw that when English learning took place, many students ignored and did not pay attention to the teacher who explained the material being presented. This is possible because teachers only use blackboards and books, as well as traditional teaching methods like the talk method. These findings are supported by Yudiastuti et al. (2014), who stated that the majority of teachers still use the lecture method in carrying out their learning activities. So, the learning process becomes monotonous. There are many reasons why the lecture method is used in schools, namely because of a lack of teacher motivation to carry out meaningful learning. This is supported by research by Hashemifardnia et al. (2018); using varied media will increase the possibility of students remembering what is taught while performing skills and what they should get. Therefore, digital tools are one of the mediums that can be used to motivate students to learn vocabulary. As Utku and Dolgunsöz (2018) pointed out, students show greater motivation when using digital tools as educational resources. They also noted that as digital natives, these students are accustomed to online learning.

Smartphones are seen as digital instruments that can be utilized to enhance pupils' comprehension and proficiency in the English language. Rezai et al. (2014) found that mobile applications provide an effective platform for students to engage in enjoyable word learning. Furthermore, there are mobile applications specifically designed to meet the requirements of vocabulary acquisition, such as the Quizlet app. According to Al-Maliki (2020), language learning tools like Quizlet can be beneficial for second-language learners in acquiring vocabulary efficiently. Quizlet offers a diverse range of tools that facilitate and enhance the process of vocabulary acquisition for students, making it both more enjoyable and effortless. According to Sari, Sari, Ftriani, and Saputra (2020), this quiz has characteristics that enhance the enjoyment and involvement in the learning process. Quizlet is an enjoyable and captivating educational platform that offers a wide range of digital flashcards and tools for users to utilize. The features encompass flashcards, learning, writing, spelling, matching, and testing. The inclusion of a flashcard functionality allows students to acquire knowledge of terms and their corresponding definitions by effortlessly selecting a collection of digital flashcards. The Learning function allows students to acquire vocabulary through the completion of multiple-choice or written questions, while the Writing feature necessitates pupils to input their response to a provided question. The matching feature necessitates pupils to pair all terms with their corresponding definitions. The Test function enables students to evaluate their comprehension of a specific vocabulary set by responding to true or false, multiple choice, and written inquiries.

This research is being conducted with the expectation that it will bring new options and additional knowledge that will be valuable to language teachers, students, and educational institutions. This study's goal is to find an answer to the question, "Is there any significant effect of using the quizlet application on the vocabulary mastery of students in class X MA Laboratorium UINSU?"

LITERATURE REVIEW

Some prior research has evaluated the use of the Quizlet application as a tool for learning vocabulary. One of the first studies was carried out by Hikmah (2019), who investigated the use of Quizlet as a digital medium for the purpose of learning informatics terminology. The findings indicated that the majority of students have responses that are favorable to the Quizlet application and consider it to be an engaging kind of media. On the basis of these good findings, it can be concluded that the Quizlet Application is suitable for usage in the context of enhancing students' enthusiasm to acquire language. The second study was carried out by Sitorus (2021), and it investigated the topic of enhancing students' vocabulary mastery through the utilization of the Quizlet application in the tenth grade at MAS Ibadurrahman. These findings are also corroborated by research that

was conducted in the past, specifically Quizlet. Because students are more engaged in the application that is utilized as a vocabulary learning exercise and because they are more motivated to increase their vocabulary mastery, the application proved to be beneficial. Karlina (2019) carried out the third study, which investigated the utilization of Quizlet as a tool for enhancing students' vocabulary through the use of flashcards, exams, and gravity. Following the implementation of the Quizlet Application with those modes, the results demonstrated a noteworthy enhancement in the pupils' total scores. The subject and the setting of this research are what set it apart from other studies that have been conducted in the past. In every one of these investigations, there are a variety of things that have vocabulary issues that are comparable. In addition, with regard to the site of the research, this particular school has never been the subject of this investigation. In terms of objectives, the purpose of this research is to investigate the impact that utilizing the Quizlet application has on the vocabulary of students who are enrolled in the tenth grade at the MA UINSU Laboratory. Consequently, the things and settings that were utilized in this research set it apart from other relevant studies.

METHOD

Using Quizlet, the researcher conducted a pre-experimental design by using a quantitative approach to determine students' vocabulary acquisition as a medium in vocabulary teaching. Pre-Experimental research methods are used to determine the effects of some treatments on other treatments under controlled settings, as stated by Sugiyono (2015). This is the definition of pre-experimental research methods. A pre-experimental design was the primary emphasis of the researchers in this particular investigation. According to Creswell (2018), this architecture does not call for the use of control classes. Furthermore, the pre-experimental research method is centered on the observation of the impact that changes in treatment have on the individual who is the topic of the research.

In order to conduct the analysis, the researcher only employed one group and used both a pre-test and a post-test. Class X IIK participated as the sample for this investigation. The total number of students who took part in this research was twenty-two. A test serves as the instrument for the investigation. A pre-test, a treatment, and a post-test are the three stages that make up the data collection process.

The tests in this study are a pre-test before the treatment and a post-test after the treatment. The study took six weeks to complete. In the first week first, the students took a pre-test. In the test, the students were instructed to answer the meaning of the vocabulary in the questions. This test had 20 items. For the next six weeks, Quizlet was used to build the students' vocabulary. At the beginning of each treatment session, students were instructed to read a vocabulary word with a

different partner. After the students finished, each student was instructed to access Quizlet on a smartphone. The students learned new vocabulary words they found in the text through exercises on Quizlet. This activity aims to help students understand the new vocabulary. In this study, students used six features on Quizlet. They used different different Quizlet features in each meeting. This test aims to observe and determine students' progress in mastering their' vocabulary during the treatment process.

After six weeks, a post-test was given to the students to the students. In both the pre-test and post-test, the students had to answer the correct meaning of the vocabulary in the questions. However, the list of words used in the pre-test and post-test was different. The post-test questions had 20 items. In the end, an analytic assessment was conducted to evaluate students' pre-test and post-test results. The data collected from the test was analyzed using the SPSS program.

FINDING

This study includes the researcher's presentation of data, which includes specific information about how well students can use language that was gathered from pre- and post-tests. The researcher got information from the students after the study was over. This included test scores from before and after the study for both the experimental and control groups. You can find more information in Table 1.

Table 1. The score of the pre-test and post-test in the experimental class

No	Experimental Class		
	Pre-Test	Post-Test	Gained Score
1	50	80	30
2	50	90	40
3	50	80	30
4	30	80	50
5	60	100	40
6	40	70	30
7	60	90	30
8	50	80	30
9	60	100	40
10	70	90	20
11	50	70	20
12	60	100	40
13	50	90	40

No	Experimental Class		
	Pre-Test	Post-Test	Gained Score
14	40	80	40
15	70	80	30
16	60	70	10
17	40	60	20
18	60	90	30
19	30	70	40
20	30	90	60
21	50	80	30
22	70	100	30
Total	1130	1840	700
Average	51,36	83,63	33,33
Min	30	60	10
Max	70	100	60

Table 1 displays data indicating that 22 students participated in the tests. The average pre-test score is 51.36, while the average post-test score is 83.63. Upon comparing pre-test and post-test scores, students exhibited an average improvement of 32.27 points following learning with Quizlet. The lowest pre-test score was 30, and the highest was 70, whereas the lowest post-test score was 60, and the highest was 100. Additionally, the experimental group showed a gain of 33.33 points, suggesting enhanced performance in the post-test compared to the pre-test. In summary, the findings underscore the effectiveness of Quizlet in enhancing students' productive vocabulary acquisition.

Moreover, a t-test was employed to assess the impact of Quizlet on the acquisition of productive vocabulary. The t-test serves to determine if there exists a statistically significant difference between pre-test and post-test outcomes. One prerequisite for conducting a t-test is the normality test, which assesses whether the data from the pre-test and post-test follow a normal distribution. This study utilized the Shapiro-Wilk test, devised by Shapiro and Wilk, as a reliable and valid method for testing normality, particularly suitable for small sample sizes.

Table 2. Normality of pretest and posttest

	Tests of Normality					
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.184	22	.052	.914	22	.057

Tests of Normality						
Postest	.171	22	.093	.919	22	.072

Based on the results of the table above, the sig value above is the overall size of the Sig. 0.057 (pretest) and 0.097 (posttest) or more than 0.05. Thus, it can be said that the data are not distributed normally. Because the data above is normal, you can use the paired sample t-test.

After carrying out the normality test To see if the variances of two or more distributions were the same, the researcher used SPSS V 22 to compute a homogeneity test. The homogeneity test is usually used as a requirement in the T-Test and Annova sample analysis.

Table 3. Test of Homogeneity of Variances

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.034	1	42	.856
	Based on Median	.039	1	42	.845
	Based on the Median and with adjusted df	.039	1	41.9 12	.845
	Based on trimmed mean	.033	1	42	.857

The hypothesis behind the homogeneity test decision-making process is that the data distribution is homogeneous if the significance value is greater than 0.05 and non-homogeneous if it is less than 0.05. Based on the data above in the Based on Mean table, it can be seen that the Sig. 0.857 or < 0.05. We may, therefore, say that the data is homogeneous.

After doing homogeneity and normality tests, the researcher used the t-test in SPSS V 22 to figure out if there was a significant distinction between how well the students in the experimental class knew words before and after treatment. The t-test results for the post-test scores for the experimental and control groups are shown below in a table:

Table 4. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	51.3636	22	12.45772	2.65599
	Postest	83.6364	22	11.35801	2.42154

Based on the data in the table above (Table 4), which was obtained from calculating the scores from the students' pre-test and post-test results using the Ttest in SPSS, it was found that there were differences in the mean scores between before and after being given treatment to students using the Scattergories game as a learning medium to overcome students' vocabulary mastery problems. From the pre-test results, the mean student's score was 51.36, then after being given treatment, the mean student's score was 83.63. So, there is a significant difference in the mean value of 32.27. For a more specific explanation, see table 5 below:

Table 5. Paired Sample Test

		Paired Differences							
					Interval of the				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Postest	-32.27273	11.92509	2.54244	-37.56002	-26.98544	-12.694	21	0.000

From the table above, the Sig value is known. (2-tailed) of 0.000 or <0.05. Therefore, it is possible to draw the conclusion that there is a significant distinction in average, meaning there is an increase in the score from pre-test to post-test.

DISCUSSION

The study's results show that using the Quizlet app helps students learn words more than they did before they started using it. After looking at the experimental data from this study, it was clear that the level of vocabulary knowledge was very different between the pre-test and post-test. The students' work was judged before the test, and the average score was 51.36. Students in the experimental class learned new words much better after using the Quizlet app as part of their treatment. This was shown on the post-test. For example, the experimental class saw a rise in their overall score to 83.63. Significant improvements in students' language test scores show that the Quizlet app is a useful tool for learning. The two-tailed Sig. The value for the t-test is 0.000, which is less than 0.05. We can say that there is a significant average change, which means that the score went up from the pre-test to the post-test.

The data above is supported by research that has been previously conducted by (Christanti, 2018) which discovered that the percentage of students' scores improved their comprehension of vocabulary learning when using the Quizlet application as opposed to their comprehension prior to using the application. This finding was also supported by (Apriliani, 2021), who found that students felt positive things after using the Quizlet application to help them learn, understand, and memorize vocabulary. They don't get stressed and hesitate when they learn English vocabulary through Quizlet. This statement is in accordance with the

findings made by (Salsabila, 2018), which showed that students who used the Quizlet application looked more enthusiastic and reduced boredom through the game features. They were competing to see who could do the best job. For example, they can play a game of matching words with each other. Meaning as soon as possible.

This research indicates that the use of the Quizlet application has had a positive impact on increasing the scores of tenth-grade students at MAL UINSU Medan from pre-test to post-test. The positive impact that students get after learning vocabulary through the Quizlet application can be seen in improving students' learning skills. The Quizlet app is designed to help students learn in an interactive and engaging way. This application allows students to gain a deeper understanding of difficult concepts by utilizing features such as flashcards, quizzes, and games, students can deepen their understanding of the subject matter. The Quizlet application also facilitates students' independent learning by allowing students to study anytime and anywhere according to their needs. This finding is supported by research (Wulandari, 2021), which found that students were very interested in practicing using the Quizlet application. Korlu and Mede (2018) discovered that the Quizlet Application has a beneficial influence on the performance of the students and makes them more independent in the process of acquiring vocabulary; this is consistent with their findings. Students are able to learn on their own, autonomously, and it is more practical than doing so through the use of books or handouts. Additionally, students have the opportunity to practice in a variety of modes, which allows for a more engaging and enjoyable learning experience. Therefore, these findings indicate that the use of the Quizlet application has made a positive contribution to increasing the scores of grade 10 students at MAL UINSU Medan because it encourages more effective and in-depth learning.

CONCLUSION

The researcher draws the conclusion that using the Quizlet app significantly improves vocabulary mastery based on the analysis and discussion of data. Because student scores before and after being taught with this quizlet application experienced a significant increase in class X students at MA Laboartorium UINSU Medan. The mean pre-test score for students was 51.36, whereas the post-test score averaged 83.63. Thus, it can be said that the average difference is significant, meaning that there is an increase in the score from the pre-test to the post-test. For this reason, English teachers should teach vocabulary that is integrated with other materials using Quizlet applications. Future researchers can conduct more thorough research to discover the implications of utilizing the Quizlet application on additional linguistic abilities like writing, listening, speaking, and focusing on a different grade level.

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