

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

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ABSTRACT

The purpose of the article was to examine how the Quizlet application affected students' vocabulary mastery at MA Laboratory UINSU Medan. The method used is a pre e-experimental design with a quantitative approach. The study took place in the Tenth grade class of MA Laboratory UINSU Medan, involving 22 students as participants. 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 average pretest score for students was 51.36, while the post-test score averaged 83.63. These results demonstrated an increase in student scores from the pre-test to the post-test. It was concluded that the use of the Quizlet application had a significant impact on students' vocabulary comprehension.

Keywords: Quizlet Application, Tenth Grade Students, Vocabulary Mastery

INTRODUCTION

One of the crucial aspects of language acquisition, covered across all educational stages from primary school to higher education, is vocabulary. Alqahtani (2015) argues that vocabulary is essential for learning languages and is a key part of language knowledge. Asyiah (2017) states that vocabulary is essential for acquiring a foreign language. Students who have a strong vocabulary can master all four basic English skills. Without knowing vocabulary, as Chaesa, Sulaeman, Mulyana, and Yolandri (2021) pointed out, it's impossible to learn a language. Similarly, Setiawan and Wiedarti (2020) stated that students must master vocabulary to effectively use English in conversation and writing. This

shows that acquiring vocabulary is essential for students to reach their language learning goals.

A creative teacher must have a wealth of vocabulary that can be transferred from teacher to student as knowledge. In order to encourage all students to be interested and interested in learning vocabulary in a fun way, a creative teachers need to have a lot of teaching methods. Because this facilitates the process for teachers to impart knowledge to their students. This is in accordance with the opinion of Setiawan & 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 still use traditional methods to teach vocabulary. They write as many words as possible on a whiteboard using markers and Student Worksheets (LKS). Students are asked to copy the words into their notebooks and then memorize them. Teachers often rely solely on this method without trying others. Experts have observed that many students still lack basic vocabulary, leading to low English scores. These conventional methods make students feel bored during lessons.

Some students at a school in Medan had very low English scores during pre-research conducted in teaching training. Many students did not understand basic vocabulary when it was explained to them, and their exam answers were often careless. Additionally, many students ignored the teacher during English lessons, likely because traditional teaching methods like lectures and using blackboards and books were used. Yudiastuti et al. (2014) supported these findings, noting that most teachers still rely on the lecture method, making learning monotonous. The lecture method is often used due to a lack of teacher motivation for meaningful learning.

The researcher chose this topic to solve the problem of students struggling with vocabulary. The solution involves using learning media to make learning more interesting, so students don't find English difficult or boring and can learn more vocabulary. Hashemifardnia et al. (2018) found that using varied media helps students remember what they are taught better. Therefore, digital tools can motivate students to learn vocabulary. Utku & Dolgunsöz (2018) also noted that students are more motivated when using digital tools, as they are familiar with online learning. The media used is the Quizlet application.

Smartphones can be used to help students improve their English skills. Rezai et al. (2014) found that mobile apps are effective for fun word learning. Some apps, like Quizlet, are designed specifically for learning vocabulary. According to Al-Maliki (2020), tools like Quizlet are helpful for second language learners to efficiently learn new words. Quizlet offers various tools to make vocabulary learning easier and more enjoyable. Sari et al. (2020) noted that Quizlet makes learning more fun and engaging.

Researchers find this study important because they want to see if using smartphone apps can increase students' interest in learning. Their goal is to make learning more fun and exciting, especially for students who think learning, particularly English, is boring. Previous research has investigated how effective the Quizlet app is for learning vocabulary. One of the earliest studies was conducted by Hikmah (2019), who explored the use of Quizlet as a digital tool for learning informatics terminology. The findings showed that most students responded positively to Quizlet, finding it to be an engaging medium. Based on these favorable outcomes, it can be inferred that Quizlet is suitable for increasing students' enthusiasm for language learning.

The distinction between this study and earlier research resides in the subject matter, objectives, and methodology. That research and this research have different objects with similar vocabulary problems. In terms of objectives, the research objective above is to explore how to use Quizlet as a digital tool to learn informatics terminology. On the other hand, this study looks at how effectively of using the Quizlet app can help students learn more vocabulary. The previous study collected data through interviews and questionnaires, but this study only uses vocabulary tests. This means the subjects, goals, and methods in this study are different from those in the other studies.

LITERATURE REVIEW

Vocabulary

According to Santosa (2017), vocabulary means all the words in a language and how well someone can use them in speaking and writing. A language's vocabulary includes words with meanings that evolve as life becomes more complex. Additionally, as Karlina (2019) explains, vocabulary consists of words in a language that give meaning when people speak and communicate. The significance of vocabulary in teaching and learning language cannot be overstated. It means that the researcher concludes by Learning new words helps you build a better vocabulary, allowing you to create many sentences effortlessly. This lets students communicate well, sharing their opinions and ideas effectively.

Quizlet Application

According to Blackwell and Kane (2014), Quizlet is a free app or website designed to assist students in learning concepts and vocabulary. It features a user-friendly interface and offers a variety of tools to enrich the learning experience. Quizlet is accessible on both computers and mobile devices. To utilize it, teachers and students simply need to download the app or sign up on the website using their Google or Facebook accounts. Once logged in, they can begin searching for any material they wish to study.

In this study, Quizlet is defined as a free application for learning vocabulary, accessible online and offline via computers and mobile devices, enabling users to study anytime and anywhere.

The features of Quizlet Application

Quizlet is an interactive platform with many digital flashcards and tools. These include flashcards, learning, writing, spelling, matching, and testing. The flashcard feature helps students learn terms and definitions easily. The learning feature uses multiple-choice or written questions to teach vocabulary. The writing feature requires students to type answers to questions. The matching feature has students pair terms with their definitions. The test feature allows students to check their understanding with true or false, multiple choice, and written questions.

METHOD

This study employed a pre-experimental approach using a quantitative design. The participants consisted of 22 students from class X IIK at MA Laboratorium Uinsu Medan. The research utilized a test comprising pre-test, treatment phase, and post-test to collect data. The data collection process begins with a pre-test to measure students' initial abilities in vocabulary mastery. After that, students were given treatment using the Quizlet application as a vocabulary learning tool. After the treatment period, a post-test was carried out to measure the increase in students' vocabulary mastery after using the Quizlet application. The results from the tests taken before and after using Quizlet were analyzed with SPSS software to see how well Quizlet helped students learn vocabulary.

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 the experimental class. You can find more information in Table 1.

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

No	Experimental Class	
	Pre-Test	
1	50	80
2	50	90
3	50	80
4	30	80
5	60	100
6	40	70
7	60	90
8	50	80
9	60	100
10	70	90
11	50	70
12	60	100
13	50	90
14	40	80
15	70	80
16	60	70
17	40	60
18	60	90
19	30	70
20	30	90
21	50	80

No	Experimental Class	
Pre-Test		
22	70	100
Total	1130	1840
Average	51,36	83,63
Min	30	60
Max	70	100

Table 1 displays data indicating that 22 students participated in the tests. The mean pretest score is 51.36, while the mean posttest score is 83.63. Upon comparing pretest and posttest scores, students exhibited an average improvement of 32.27 points following learning with Quizlet. The lowest pretest score was 30, and the highest was 70, whereas the lowest posttest score was 60 and the highest was 100. Additionally, the experimental group showed enhanced performance in the posttest compared to the pretest. 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 pretest and posttest outcomes. One prerequisite for conducting a t-test is the normality test, which assesses whether the data from the pretest and posttest follow a normal distribute on. This research 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
Posttest	.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 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 Median and with adjusted df	.039	1	41.9 12	.845
	Based on trimmed mean	.033	1	42	.857

The homogeneity test decision-making process assumes that if the significance value exceeds 0.05, the data distribution is homogeneous; conversely, if it is less than 0.05, the data is considered non-homogeneous. According to the data in the Mean table above, where the significance value is 0.857 (which is < 0.05), we conclude that the data exhibits homogeneity.

Following homogeneity and normality tests, the researcher employed a t-test in SPSS V 22 to ascertain whether there was a notable difference in the pre- and post-treatment knowledge of words among students in the experimental class. Table 4 presents the t-test outcomes for the post-test scores of the experimental class.

Table 4. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Pretest	51.3636	22	12.45772	2.65599
	Posttest	83.6364	22	11.35801	2.42154

Based on the information in Table 4, which shows scores from students' tests before and after using the Quizlet app, analyzed with the T-test in SPSS, it was found that there was a noticeable increase in average scores after the treatment. Before using Quizlet, the average score was 51.36, while after using it, the average score to 83.63. This difference of 32.27 points in average scores indicates a significant improvement. For detailed data, refer to Table 5 below:

Table 5. Paired Sample Test

		Paired Sample Test								
		Paired Differences					t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Interval of the					
					Lower	Upper				
Pair 1	Pretest- Posttest	-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 pretest to posttest.

DISCUSSION

The findings of the study indicate that utilizing the Quizlet app enhances students' vocabulary mastery more effectively than before they they started using it. After analyzing the experimental data, it was clear that the level of vocabulary knowledge significantly improved between the pre-test and post-test. Before the treatment, the students' average score was 51.36. After using the Quizlet app, the experimental class showed substantial improvement, with their average score rising to 83.63 in the post-test. This significant improvement in test scores indicates that the Quizlet app is a valuable tool for vocabulary learning. The two-tailed Sig. value for the t-test is 0.000, which is less than 0.05, indicating a significant average increase from the pre-test to the post-test scores.

This information is backed by previous research conducted by Christanti (2018), which found that students' comprehension of vocabulary learning improved significantly when using the Quizlet application compared to before

using it. Additionally, Apriliani (2021) found that students had positive experiences with the Quizlet app, which helped them learn, understand, and memorize vocabulary without feeling stressed or hesitant. Salsabila (2018) also reported that students using the Quizlet application were more enthusiastic and experienced reduced boredom due to the app's game features, such as matching words, which encouraged competitive and engaging learning.

This research indicates that the use of the Quizlet application has had a positive impact on the vocabulary scores of tenth-grade students at MA Laboartorium UINSU Medan, as evidenced by improvements from pre-test to post-test scores. The positive impact is also reflected in the enhancement of students' learning skills. The Quizlet app is designed to provide interactive and engaging learning experiences, allowing students to gain a deeper understanding of difficult concepts through features such as flashcards, quizzes, and games. It also facilitates independent learning, enabling students to study anytime and anywhere according to their needs.

This finding is supported by research from Wulandari (2021), which found that students were very interested in practicing with the Quizlet application. Additionally, Korlu and Mede (2018) found that using Quizlet helps students perform better in learning vocabulary on their own. They can study independently, which they find more convenient than using books or printed materials. Also, Quizlet's different study methods make learning more interesting and fun.

CONCLUSION

The researcher concludes that using the Quizlet app significantly improves vocabulary mastery. This conclusion is based on the data analysis, which shows a significant increase in student scores before and after using the Quizlet app in class X at MA Laboratorium UINSU Medan. The average pre-test score was 51.36, while the average post-test score was 83.63. This significant increase suggests that Quizlet is an effective tool for learning vocabulary. Therefore, it is recommended that English teachers use the Quizlet app to teach vocabulary along with other materials. Future researchers have the opportunity to investigate how Quizlet affects various language abilities like writing, listening, and speaking, and on different grade levels.

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