

BOOSTING VOCABULARY MASTERY WITH QUIZLET: A STUDY ON SEVENTH GRADE STUDENTS

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Abstract. This research aims to explore the improvement of vocabulary mastery using Quizlet. The method used is quantitative with a pre-experimental research design and data collection using tests and questionnaires. The data analysis technique used is descriptive statistics. The results of the analysis show that the difference in students before and after the application of Quizlet usage is significantly different. The average pre-test score of students in vocabulary was 43.2, rising to 78.5, with a percentage increase of 81.7%. Data collection results were calculated using SPSS. The Wilcoxon signed-rank test analysis showed that Sig. (2-tailed) = 0.00, which is less than $\alpha = 0.05$. This means that there is a significant difference in students' vocabulary before and after using Quizlet.

Keywords: Quizlet, Vocabulary, Learning Media, English, Junior High School

Abstrak. Penelitian ini bertujuan untuk menelusuri peningkatan penguasaan kosa kata menggunakan Quizlet. Metode yang digunakan adalah kuantitatif dengan desain penelitian pre-eksperimental dan pengumpulan data menggunakan tes dan kuesioner. Teknik analisis data yang digunakan adalah statistik deskriptif. Hasil analisis menunjukkan bahwa perbedaan siswa sebelum dan sesudah diterapkan penggunaan Quizlet berbeda secara signifikan. Nilai rata-rata pre-test siswa dalam jumlah kosakata adalah 43,2 menjadi 78,5 dengan presentasi peningkatan 81,7%. Hasil pengumpulan data dihitung menggunakan SPSS. Analisis wilcoxon signend test menunjukkan bahwa Sig. (2-tailed) = 0,00 yang mana lebih kecil dari $\alpha = 0,05$. Ini berarti bahwa terdapat perbedaan yang significant terhadap kosa kata siswa sebelum dan sesudah menggunakan Quizlet.

Kata Kunci: Quizlet, Kosa Kata, Media Pembelajaran, Bahasa Inggris, Sekolah Menengah Pertama

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INTRODUCTION

Vocabulary is one aspect that connects the skills of speaking, listening, reading, and writing. In this case, learning to read, speak, write, and listen all require a strong vocabulary (Tambunan, 2018) Regarding to vocabulary, (Sitorus, 2021) defines that most of learners struggle to translate every word in the text, and they frequently do not know what the word means. This indicates that learners' vocabulary is still lack of mastery. In other words, students cannot properly communicate and convey their ideas without a sufficient vocabulary both orally and writing. Thus, learners who master vocabulary will be able to effectively speaking, writing reading, and listening, as well as communicate and express their feelings or ideas.

Regarding to the explanation of the experts above which identify the learners still struggle to learn vocabulary and still lack in vocabulary mastery. According to (Gilakjani, 2017) that the use of technology in teaching and learning activities help to perform and reshape the material in classroom activities. Media in teaching and learning process can create effective communication between teacher and students. Media, as a tool in teaching learning process, contain the aspects of learning tools and teacher's techniques that are very close with teaching methods. It is used to stimulate the students' motivation and interest to the lesson. Furthermore, teacher can apply the media as a strategy to make students' learning foreign language easier, more enjoyable, effective, creative and transferrable to the new situation. The success or failure of the teaching-learning process depends on several factors. One of them is the media used by the teacher. Media is a tool of communication to help transfer material in learning, so that knowledge can be easily understood and last longer in the memory retention of students' brains. Many Mobile Assisted Language Learning applications are commonly used in teaching and learning activities, such as Quizlet, Kahoot, and Worwall, (Yudhiantara & Saehu, 2017).

In this research, the researcher used Quizlet application based -learning media in teaching and learning process. The quizlet application has several interesting features as a medium for language learning that can be used in the classroom activities, they are learn flashcards, spelling, writing, match, gravity, live quizlet and test. Quizlet has become a popular tool used by foreign language teachers to help students learn vocabulary. According to (Wright, 2016) that Quizlet is a digital application that can be used on both computers and smartphones. Quizlet allows the learners to create study flashcards, games, and quizzes for any subject. It can be especially useful for vocabulary learning, as it helps students memorize words, definitions, and examples in engaging and interactive way.

There are many studies in previous research have shown that digital vocabulary instruction enhances students' language learning. Specifically, Quizlet's interactive features can improve vocabulary of the students. Previous study found significant improvements in vocabulary mastery among EFL learners using quizlet. This study investigates Quizlets' impact on Indonesian Student, Quizlets' Interactive features improve vocabulary retention. Also propose that online vocabulary tools, such as Quizlet, are able to promote students engagement and motivation. Thus, the researcher expects that by using Quizlet in teaching vocabulary emphasizes interactive learning, time-efficient, and classroom management. Teachers can increase the use of technology in vocabulary learning by using Quizlet application. This means Quizlet application is totally good to be applied in the class. Quizlet application is a fun activity to help students learn a concept or study vocabulary (Tran, 2022).

In line with the background for the research above, the researcher hopes that all the difficulties encountered by the students in learning vocabulary at the seventh-grade students was able to be solved and teachers were expected to apply Quizlet in teaching and learning English that suitable with the need of the students at the school, in order to achieve the purpose of education especially in English education.

METHOD

The method of the research was quantitative design. Quantitative research was the process of using numerical data collection to explain problems and phenomena. This suggested that research that uses numerical data collection to explain specific phenomena was known as quantitative research, (Yoga, 2021). Quantitative approach, because the researcher wanted to find out the differences between before and after the students being taught by using Quizlet. This study used a pre-experimental method with one group pre-test and post-test design. It meant that, pre-test, and post-test testing all included, because the outcomes of the treatment was compared to the pre-treatment and post-treatment to determine that they were more accurate. Sample is a small group that is observed and population was all members of any well-defined class of people or subjects. Sample was a sub group of the target population that the researcher plant to study for the purpose making generalization about the target population. In this research, the researcher took the seventh-grade students (VII) as the sample of this research. that consisted of 20 students in SMPN 1 Buntulia. In this research, the researcher used purposive sampling technique. Purposive sampling was signified that one sees sampling as a series of strategic choices about whom, where, and how one does one's research.

In collecting the data the researcher applied two kinds of instruments, they were test and questionnaire. The test was conducted in two sections. The researcher gave pre-test. The pre-test was administered adopt the material from English Book for Junior High School about vocabulary "fruits & vegetables and food & drink" comprising 20 items, each was presented in a multiple-choice format before the treatment to get the data on the students' prior knowledge in the vocabulary test and the researcher gave the post-test to know the students' vocabulary mastery after the treatment.

The procedure of collecting data was presented in chronological order as follow: Pre-test is an activity to test the level of students' vocabulary mastery. The researcher provided pre-test to the students. The Researcher administered and give the students' pre-test to measure their vocabulary mastery. After giving pre-test the researcher analyzed the students' results to know the students' level of vocabulary mastery.

After the researcher conducted the pre-test, the researcher gave Treatment to the students. The treatment was conducted for four meetings. The procedure of the treatment as follow: The first meeting, the researcher taught the students vocabulary using Quizlet Application, start with 30 vocabularies with the theme fruits and vegetables. The second meeting, the vocabulary was examined that had been taught previously using the features in Quizlet, namely matching, then teach 30 vocabularies with the theme fruits and vegetables. The third meeting, the researcher taught the students vocabulary using Quizlet Application, start with 30 vocabularies with the theme food and drinks. The fourth meeting, they continued to examine the vocabulary that had been taught before, namely by asking students to spell vocabulary that had been taught before with the theme food and drink. The fifth meeting, the writer continued to teach vocabulary with the features in Quizlet, namely the test feature and again teach 30 vocabularies about fruits and vegetables & food and drinks and the last meeting, the writer gave post-test.

Then, the Post-test was a test that researcher conducted after the treatments. Post-test was the final evaluation was given to the students to find out whether students have improved in English vocabulary. A similar test had provided from the pre-test. The post-test was administered adopt the material of a vocabulary comprising 20 items, each was presented in a multiple-choice format. This evaluative instrument aims to assess students' comprehension of vocabulary, involving vocabulary with the themes that the researcher provided before. After collecting the data, the researcher analyzed the data focus on the following data namely pre-test, and post-test. The following formula was used to analyze the data from the test of students' vocabulary.

$$Score = \frac{\text{student correct answers}}{\text{total number of items}} \times 100\%$$

Tabel 1.

Table 1. Classifying the score of the students

No	Score	Classification
1	81-100	Very Good
2	61-80	Good
3	41-60	Fair
4	21-40	Poor
5	0-20	Very Poor

Calculating the improvement of the percentage the students' score pre-test and post-test by using the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where:

P = The percentage of improvement

X₂ = The total score of Posttest

X₁ = The Total Score of Pre-test

FINDINGS

Scoring and Classifying the Students Answer of Vocabulary Mastery in Pre-Test and Post-Test

The findings of the research consist of the result data analysis through the pre-test and post-test in vocabulary mastery using Quizlet. The pre-test gave to find out the first students' vocabulary mastery before using Quizlet, and post-test gave to find out the improvement of the students' vocabulary mastery after giving the treatment by using Quizlet. They were the students' score classification, the mean scores and the improvement of percentage of the pre-test and post-test.

Based on the students' results of pre-test, it was found that there are 23 students in the seventh grade with a minimum score of 25 and the highest score with 60, with a mean score pre-test 43,2. It shows that students still lack vocabulary mastery. Based on the rate percentage and frequency in pretest it was found that there were not students got good and very good categories. There were 14 (61%) students got fair and 9 (39%) students got poor category. After that, the researcher gave treatment to the seventh-grade students by using Quizlet for 4 times. Then, the researcher tests the students' vocabulary mastery again with giving them the post test to see if there is an improvement in their vocabulary mastery. there is a significant change in students after given treatment by showing the score obtained by students. With students obtaining a minimum score of 65 and a maximum score obtained by students of 95, with a mean score post-test 78, 5. Based on the rate percentage in post-test it was found that There were 6 (26%) of students got very good, 17 (74%) students got good categories, and there were no of students got into fair, poor and very poor categories. It means that after giving the treatment by using Quizlet there was significant improvement in improving students' vocabulary mastery at the seventh-grade students of SMP Negeri 1 Buntulia.

The Mean Score of the Students Vocabulary Using Quizlet

The following table showed the distribution of mean score and the percentage improvement in pre-test and post-test in terms of the use Quizlet to improve vocabulary mastery at the seventh-grade students at SMP Negeri 1 Buntulia.

Table 2. The mean score and the percentage improvement of the students'

Category	Mean score		Percentage Improvement
	Pre-test	Post-test	
Vocabulary	43,2	78,5	81, 7%

Based on Table above it showed that the score of the students' vocabulary mastery improved (81,7%) from the mean score in pretest was 43,2 and Post-test was 78,5. It indicated that the score of English vocabulary mastery in each indicator in posttest was higher than pretest. Based on these results, it concluded that using Quizlet could improve the students' vocabulary mastery of the students. it showed that the total mean score of students in vocabulary mastery in pre-test was 43,2 and the total mean score of the students in vocabulary mastery in post-test was 78,5. The improvement showed based on the mean score was 81,7%. Based on the result above, it can be concluded that that there was significant improvement in students' English vocabulary mastery after using Quizlet at SMP Negeri 1 Buntulia.

Students' Significant Analysis by Wilcoxon Signed Ranks

Through the result of pre-test and post-test of the Wilcoxon Signed Ranks Test analysis, it indicated that there was a significant difference of students' English vocabulary mastery in scores before and after the test. The result of Ranks test analysis showed total 23 students' post-test had positive ranks, it indicated that the students' scores of pre-test and post-test had significant difference. Therefore, there was an improvement on the students' scores before and after using Quizlet. Based on the results in Wilcoxon Signed Ranks of Statistic, the results obtained where Z. value -4.217, and Asymp. Sig. (2-tailed) value -0.000, which means smaller than the significance level of 0.05.

DISCUSSION

Based on the results of pre-test, the researcher found out that the initial condition of students in vocabulary mastery still limited. Therefore, in this study, the researcher aims to improve students' vocabulary mastery by using Quizlet. The researcher gave treatment to the

students by teaching the students vocabulary using Quizlet, then examined the students' vocabulary. The treatment was carried out during four times. In the last meeting the researcher gave post-test. Post-test was the final evaluation was given to the students to find out whether students have improved in English vocabulary. A similar test had provided from the pre-test to assess students' comprehension of vocabulary.

The results in post-test showed that Quizlet was able to improve the students' vocabulary mastery significantly. It can be seen from the mean score in pre-test was 43,2 and Post-test was 78,5. It indicated that the score of English vocabulary mastery in each indicator in post-test was higher than pre-test. Based on these results, after giving the treatment by using Quizlet, it concluded that using Quizlet could improve the students' vocabulary mastery of the students. It showed that the total mean score of students in vocabulary mastery in pre-test was 43,2 and the total mean score of the students in vocabulary mastery in post-test was 78,5. The improvement showed based on the mean score was 81,7%. Based on the result above, it can be concluded that that there was significant improvement in students' English vocabulary mastery after using Quizlet at SMP Negeri 1 Buntulia.

This finding is in line some previous research, the first by (Susanti & Fitriani, 2020), which showed that Quizlet effectively enhances vocabulary learning through its interactive and engaging features. Second, by Annisa & Siti (2021) *The Use of Quizlet Application on the Tenth Grade Students' Vocabulary Mastery at MA Laboratory UINSU*, the result indicated improvement in students' scores from the pre-test to post-test. It was concluded the implementation of the Quizlet application has significant impact on the students' vocabulary. And third by Jesi (2021) *Improving Students' Vocabulary Mastery through the Utilization of Quizlet Application at The Tenth Grade of Mas Ibadurrahman in 2020/2021 Academic Year*. The result showed that students' scores, there was improvement from cycle I to cycle II, thus vocabulary learning activities utilizing Quizlet application was effective. By the explanations above, the results of the study from all of the researcher shows that the use of Quizlet gave good effect for students in learning English vocabulary, effective learning, and personalized learning. Thus, the researcher deduced that students need an interesting and interactive method to improve their motivation in learning vocabulary. This finding is in line with previous research that emphasizes the effectiveness of digital media in language learning. The use of Quizlet not only assists students in memorizing vocabulary but also enhances the learning process by making it more enjoyable and engaging. Therefore, it can be concluded that the integration of technology such as Quizlet into classroom activities supports the achievement of both cognitive and affective aspects in language learning.

Then, the result of the data analysis through Wilcoxon signed ranks test as explained in the previous section indicated that there was significant improvement and significant difference between the students' result of pretest and posttest. "The Wilcoxon test is a nonparametric statistical hypothesis test that compares two paired groups and does not assume a normal distribution. The Wilcoxon rank sum test can be used to test the null hypothesis that two population have the same continuous distribution (Gio, P.U. & Suyanto. 2017). It was showed after calculating the entire score of variables, the students' vocabulary categorized into fair and poor on pretest, and after treatment vocabulary of the students categorized into good and very good category. It indicated that there was an improvement 81,7% from the mean score in pretest 43,2 and the mean score of post-test 78,5. It took by manual counting and using Wilcoxon Signed Test using SPSS 25 version. It indicated that the score of vocabulary in posttest was higher than pretest.

Based on the explanation above, it indicated that the seventh grades students of SMP negeri 1 Buntulia, students' vocabulary mastery had improved after using Quizlet application. The result of data analysis above showed the improvement significantly in vocabulary after taught by using Quizlet application where the results' pre-test and post-test of students had a higher difference in score comparing to the students before using the Quizlet application. Therefore, the use of Quizlet application in teaching and learning process leads the students to significant improvement due to students engaged with interactive learning and increasing students' motivation to learn vocabulary and reinforce the students' understanding. Therefore, Quizlet was able to improve the students' vocabulary mastery significantly at the seventh grades students of SMP Negeri 1 Buntulia.

CONCLUSIONS

Based on the results of data analysis the scores of students after using the Quizlet application in post-test were higher than students who were taught before using the Quizlet application in pre-test. Before treatment, students' average pre-test score was 43,2% but after giving the treatment using Quizlet the average score of post-test increased to 78,5%. The percentage improve to 81,7%, while the results of hypothesis testing indicated Asymp. the Sig. (2-tailed) was 0.00. which smaller than $\alpha = 0,05$. So, it can be concluded, the null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted. It means that the use of Quizlet significantly improves students' vocabulary mastery and Quizlet is a valuable tool for learning English providing engaging, interactive, and effective way to improve students' vocabulary mastery and motivation in learning.

RECOMMENDATION

Based on the conclusion above, the researcher provides several recommendations as follows:

- The head of SMPN 1 Buntulia is advised to provide directions to English teachers about strategies for teaching English using the Quizlet application. Although using conventional methods is also effective, if using a new method in learning English, students will be more fun and enthusiastic in learning.
- English teacher is advised to use new innovations such as the Quizlet application in the learning and teaching process to influence students' vocabulary mastery. English teacher can evaluate students to find out how deep the students understand the material in each meeting.
- Students can develop each new vocabulary in the concept because the Quizlet application is easy to understand and each student will be more active and enthusiastic in learning.
- Other researcher who are also interested in conducting research related to this research should also try to apply the Quizlet application to students from different levels through different genres. This is to prove the effectiveness of vocabulary mastery from the Quizlet application for students. And finally, the researcher views that this research can be a reference for future researchers who also have the same topic as this research.

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