



The effect of quizlet application towards students' vocabulary mastery at the Eighth Grade of SMP-IT Mathla'ul Anwar Malingping Lebak, Banten in the Academic Year 2023/2024

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Abstract: The research paper aims to investigate the effect of quizlet application towards students' vocabulary mastery at the eighth grade of SMP-IT Mathla'ul Anwar Malingping Lebak, Banten. The method of the research was used quantitative approach and the research design used quasi experimental design and and purposive sampling. The population of this study was 38 students. The sample of this study was 38 eighth grade of SMP-IT Mathla'ul Anwar Malingping, which were divided into experimental and control groups, and each group consisted of 19 students. To collect data, each group was given a pre-test and post-test. The data analysis technique used paired sample t-test which is calculated using SPSS 25. The results of this research of the post-test of the experimental class 88.42 and the control class 84.42 then, this results of the t-test obtained a significance value of $0.000 \leq \alpha = 0.05$. These results show that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. So, this research is a significant effect on vocabulary mastery by using quizlet application.

Keywords: English Teaching Application, Quizlet Application, Vocabulary Mastery.

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1. Introduction

It is impossible to avoid communicating as a human living in a community. Everybody used a language to communicate with other people. They communicate their thoughts, feelings, and emotions through language. As stated by Rabiah, (2018:1). "Everyone used language as a communication tool in daily life to convey arguments and information to others". In this instance, it is impossible to separate language from culture as both serve to symbolize the nation and are closely associated with the mindset and actions of linguistic communities.

According to Khodijah & Alamsyah, (2020, p. 176). "Vocabulary is a very important part of learning English that must be mastered by students to communicate well". It shows that vocabulary holds an important element to master language, although this language is difficult for nonnative speakers as Thai learners in Semarang. In line with, English vocabulary language is the one basic that important used in communication both of document and conversation.

According to Alqahtani, (2015, pp. 21-34). "In learning a foreign language, vocabulary plays an important role. It is one of the components that tie together the four abilities of speaking, listening, reading, and writing". In order to effectively communicate in a foreign language, students must learn a sufficient amount of vocabulary and be proficient in its usage. The words we need to be proficient in both speaking (expressive vocabulary) and hearing (receptive vocabulary) in order to communicate successfully.

When the student is limited in vocabulary development, they would get difficulties in mastering language skills. Prayogi & Wulandari, (2021, p. 88) stated without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary has a big contribution to make the students proficient in language skills including English; reading, speaking, listening, and writing.

2. Method

In this research, the researcher used quantitative method According to Creswell (2012, p. 22)", Quantitative research is a means for testing objective theories by examining the relationship among variables". There are two groups of participants: the experimental class and the control class. Participants in the control group should used a smartphone to study vocabulary using the Quizizz application, whereas those in the experimental group should used a smartphone to learn vocabulary using the Quizlet application. Moreover, the design of the research used in this research was the nonequivalent control class design. In this kind of design, the participant in the experimental class and control are not chosen randomly.

The participants in this research are the eighth grade students in SMP-IT Mathla'ul Anwar Malingping. The number of participants is 38 students. Some participants are included in the experimental class and others are included in the control class. During the classroom activity, both groups would be observed, and data would be recorded by the researcher using the observation checklist.

Table 1. The Data of Population

No	Class	Sum
1.	VIII A	19
2.	VIII B	19
Total		38

Creswell (2012, p. 14) stated that Population is a group of individuals who have the same characteristic. In this research, the subject population are the eighth grade students in SMP-IT Mathla'ul Anwar Malingping. The eighth grade students consisted of 2 classes. Therefore, there were 38 students in total.

Creswell, (2012:142) defines a sample as a subset of the target population that the researcher intends to examine in order to draw conclusions about the target population as a whole. In deciding the sample, the researcher used a purposive sampling technique.

Table 2 The Data of Sample

No	Class	Sum
1.	VIII A (Experimental)	19
2.	VIII B (control)	19
Total		38

a. Pre-test

Creswell (2012, p. 143) stated that a pre-test offers a measurement of certain traits or qualities that are evaluated for research participants prior to their treatment. The pre-test is used to find out how far students' vocabulary mastery before using quizlet application.

b. Treatment

Here, there are two groups that would be teach material, namely the experimental group and the control group. The experimental group is taught by using a quizlet application. Whereas the control group is taught by using quizizz application. The treatment was done in the class in 3 meetings and each study consisted of 40 minutes.

c. Post-test

Creswell (2012, p. 143) stated that a post-test is a measure on some attributes or characteristics that is assessed for participants in an experiment after a treatment. The function of post-test is to know how far the students' vocabulary mastery after the treatment. Then, the question of post-test had the same point with the pre-test.

3. Result and Discussion

In this part, researcher presents of the pre-test and post-test score of understudies totalling 19 students, the experimental class is shown utilizing the application quizlet while the control class is shown utilizing an alternate application, to be specific the application quizizz.

This research was carried out in SMP-IT Mathla'ul Anwar Malingping eighth grade. Throughout a roughly one-month period beginning on 6 May and ended on 6 June, 2024. Then the research begins with a validation test on eighth grade students' at MTs Mathla'ul Anwar Malingping. So, the test result can be obtained and gave the students.

In addition, this research was carried out in five meetings, it started by conducting a pre-test to the students at the commencement of the meeting, which aimed to measure the comprehension of students' understanding of present tense material before getting the treatment. The following meeting, students got their respective treatments, which was carried out for three meetings. In order to asses understudies' understanding of transactional interaction text; giving and requesting information related to circumstances, action, actions, activity, events that are occur routinely or are Common truth and the present tense material after getting the treatment, the students were gave the questions to complete in the most recent meeting which was also known as the post-test.

The following are tables of the experimental and control classes pre-and post-test scores:

Table 3. Descriptive of the data

	N	Minimum	Maximum	Mean	Sum	Std. Deviation
Pre-test experiment	19	52	92	69.05	1312	11.063
Post-test experiment	19	68	96	88.42	1224	8.934
Pre-test control	19	40	92	64.42	1680	15.123
Post-test control	19	60	96	84.42	1604	12.140
Valid N (listwise)	19					

Based on the outcomes, descriptive data statistic above, from 19 students (N) of pre-test experiment class, the minimum score that is 52, while maximum score is 92, the average or mean this score is 69.05, and the standard deviation is 11.063. For the post-test experimental class, the minimum score that 68, while maximum score is 96, so mean of post-test is 88.42, and the standard deviation is 8.934. Meanwhile, for control class from 19 students (N) the score pre-test gets the minimum score that 40, and the maximum score is 92, the average or mean this score is 64.42, and the standard deviation is 15.123 and for the post-test of control class the minimum score is 60, maximum score is 96, so mean of this test 84.42 and standard deviation is 12.140.

a. Normality Test

According to Kim and Park, (2019:332) stated that “Normality is one about the underlying population of data”. The researcher next step is used the following analysis formula the normality of the data:

- If significance > 0.05 = data is normal distribution
- If significance < 0.05 = data is not normal distribute

Table 4. Test of Normality

Class		Kolmogrov-Smimov ^a			Shapiro-Wik		
		Statistic	Df	Sig.	Ststistic	Df	Sig.
Result	Pre Ex	,174	19	.135	,946	19	.338
	Post Ex	,129	19	.200*	,927	19	.153
	Pre						
	Control	,162	19	.200*	,951	19	.416
	PostControl	,172	19	.140	,929	19	.167

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction.

Based on the data above, it can be seen that the significance of data experimental and control class used Kolmogorov-Smirnov is higher than 5% (< 0.05), where for pre-test experimental class is $0.135 > 0.05$ and post-test is $0.200 > 0.05$, while pre-test control class is $0.200 > 0.05$ and post-test is $0.140 > 0.05$. As the result, that the score of data each class is in normal distribution.

b. Homogeneity

According to Verma and Abdel-Salam, (2019:79) “The homogeneity of variances ensures that samples are drawn from the populations having equal variance with respect to some criterion”. The researcher used the SPSS 25 version to examine the data from the pre-test, post-test, and control classes to determine whether or not the variants are comparable.

The after effect of the homogeneity test of pre-test and post-test both experimental class and control class by utilizing the computer-assisted helped program SPSS 25 variant should be visible as follows:

Table 5. Homogeneity test of pre-test Control & Experimental Class

Levene Statistic	df1	Df2	Sig
1.757	1	36	.193
1.510	1	36	.227
1.510	1	31.705	.228
1.754	1	36	.194

If the level of significance is greater than 5% (> 0.05), the data are homogeneous. Based on the preceding table, the data of pre-test both experimental class and control class are homogeneous, because the score of significance is higher than level significance, that the score based on mean is $0.193 > 0.05$, based on median $0.227 > 0.05$, based on median and with adjusted df $0.228 > 0.05$ and score based on trimmed mean $0.194 > 0.05$. As the results, pre-test of experimental class and control class have the identical variants.

Table 6. Homogeneity test of post-test Control & Experimental Class

Levene Statistic	df1	df2	Sig
3.325	1	36	.077
1.329	1	36	.257
1.329	1	30.916	.258
3.260	1	36	.079

In addition, the data of post-test is called homogeneous if the significance is higher than level significance ($\alpha=0.05$). Based on the homogeneity about it is proven that the score of significance is higher than level significance, where score based on mean $0.077 > 0.05$, based on median $0.257 > 0.05$, based on median and with adjusted df $0.258 > 0.05$ and score based on trimmed mean $0.079 > 0.05$. As a result, it is determined that the data are homogenous, which means that post-test both the experimental class and control class have identical variants as well.

a. Hypotheses Test

According to Verma and Abdel-Salam, (2019:83) "Several parametric and alternatenonparametric tests exist for hypothesis testing experiment". In this case, the results of the paired sample t-test are needed to determine whether or not there is a significant effect of hypothesis, and the statistical hypotheses are:

Ha: There is significant effect of quizlet application towards students' vocabulary mastery at the eighth grade of SMP-IT Mathla'ul Anwar Malingping in the academic 2023/2024.

Ho: There is no significant effect quizlet application towards students' vocabulary mastery at the eighth grade of SMP-IT Mathla'ul Anwar Malingping in the academic 2023/2024.

Table 7. Paired Samples Test

	Pried Differences							
	Mean	Std Deviati on	Std Error Mea n	95% Confid ence Interval of the differen ces Lower	Upper	T	Df	Sig (2 tailed
Pair 1 Pre-test Ex – Post- test Ex	-19.368	18.099	4.152	-28.092	-10.645	-4.665	18	.000
Pair2 Pre-test cont - Post- test cont	-20.000	19.900	4.565	-29.591	-10.409	-4.381	18	.000

According to the table's paired samples t-test, the alternative hypothesis (Ha) is accepted. and the null hypothesis (H0) is rejected due to the fact that level significance is lower than the results of the significance (2 tailed) test 5% ($0.000 > \alpha=0.05$) for both the experimental class and the control class.

Therefore, the outcomes can be derived from that there is a distinction in the average or mean of the pre-test and post-test results, and that really means that there is a huge impact of every medium that is utilized in both the exploratory class and the control class.

Furthermore, based on the results of mean obtained from the different application used by each class, a more significant difference in the mean pre-test and post-test results is obtained by the experimental class using the quizlet application.

In short, that using of the quizlet application can provide a more significant effect on students' vocabulary mastery at the eighth grade of SMP-IT Mathla'ul Anwar Malingping.

Discussion

Based on the result of the research, the researcher discussed the research results based on the data analysis, where the test in this research was conducted to determine the effect of using quizlet as learning application in vocabulary mastery at VIII grade students of SMP-IT Mathla'ul Anwar Malingping. The researcher tested the instrument in another school of the same level before conducting this research, especially in the eighth grade. There were 50 questions that were tested. After obtaining the instrument trial's results, the author carried out validity and reliability tests. From the 50 inquiries tested for validity, 25 questions passed the validity test as expected by the researcher. In the validation test, the researcher experienced a long process because he had to input student results carefully and had difficulty in calculating the data.

The researcher conducted a reliability test after conducting a validity test. As explained by Sürücü, (2020, p. 2706) in the previous chapter regarding reliability. The reliability test is carried out to determine whether the data presented is reliable. There are various kinds of reliability coefficients to test the reliability of the data provided. Seen on the table 3.7 reliability coefficient Category data is declared reliable if the reliability coefficient ranges from 0.20 to 1.00. The data is declared unreliable if the coefficient is 0.00 to 0.20. The data's reliability coefficient in this research based on Table 3.8, which is 0.759, indicates that the results are reliable. This data is used as an instrument for pre-test and post-test in experimental and control classes, using 25 questions that are declared valid.

After testing the instrument, the researcher conducted a pre-test, this aims to determine the ability of students before being given treatment in both classes. Before the treatment, the pre-test results showed that most students had a poor ability to master new vocabulary. These results showed that students really need help where vocabulary is the initial ability that must be owned. After knowing that there are two classes, namely the pre-test experimental class and control class, each student consists of 19 students, for the experimental class section there are 4 female students while there are 15 male students and in the control class section there are 6 female students while there are 13 male students. Based on pre-test results are known what have been seen in the previous table 4.1, the average value data is 69.05 with a minimum value of 52 for the experimental class, while for the control class the mean value is 64.42 with a minimum value of 40, in SMP-IT Mathla'ul Anwar Malingping eighth grade the KKM score is 70, seen from the average value that students' ability in vocabulary is still lacking. The students in the eighth grade of SMP-IT Mathla'ul Anwar Malingping still have difficulty in answering multiple choice questions.

Next, there are two classes in the post-test, namely the post-test experimental class and control class, each student consists of 19 students, for the experimental class section there are 4 female students while there are 15 male students and in the control class section there are 6 female students while there are 13 male students. Based on post-test results are known what have been seen in the previous table 4.2, the average value data is 88.42 with a minimum value of 68 for the experimental class, while for the control class the mean value is 84.42 with a minimum value of 60, in SMP-IT Mathla'ul Anwar Malingping eighth grade the KKM score is 70, seen from the average value that students' ability in vocabulary improved very well. The students in the eighth grade of SMP-IT Mathla'ul Anwar Malingping able to answer multiple choice questions carefully and correctly, even though there are still some who experience difficulties, they are very enthusiastic about learning.

The above data is consistent with the outcomes of observations made by the researcher before conducting this research. The researcher found that eighth grade of SMP-IT Mathla'ul Anwar had difficulty in memorizing vocabulary and lack of enthusiasm for learning. The treatment was conducted in three meetings. The purpose of using learning media is to improve students' understanding of the subject matter. The researcher choose quizlet application as learning media, because the researcher hopes that quizlet application can be a more interesting media and can increase students' interest in learning. Because media plays an important role in the English learning process and the used of media can facilitate students in the learning process.

Through the treatment, the researcher used quizlet application in the experimental class and quizizz application in the control class for 5 meetings, students felt very interested in learning activities using the application, but at the first meeting they were still confused and curious about what they would do as long



as the researcher explained and guided them in using the quizlet application so that at the second meeting they already knew the process and showed a good attitude and enthusiasm for learning to memorize in adding new vocabulary. However, students had difficulty in pronouncing the new vocabulary and the researcher still gave those ways to pronounce it one by one in some materials.

In each treatment meeting, students were very comfortable and enjoyed it, they began to mention the vocabulary obtained based on the situation seen in the picture in the quizlet application given with their group, but in this treatment the researcher had an obstacle where students were a little not conducive and as we know in groups there are those who do not cooperate in helping their friends but all of that can be resolved so that the class becomes conducive. In the third meeting, the students could memorize more than half of the vocabulary and could mention verb, like v1, v2 and v3 of the vocabulary they got such as the words "eat, ate, eaten", "drink, drank, drunk, etc." although some of them still felt confused, here the researcher gave a simple explanation to them about it. In the last three meetings, the students began to be active and accustomed so that they could mention more vocabulary, this was seen in the simple test that the researcher gave them in the last session by asking the vocabulary one by one and they could also mention it one by one.

After conducting the both before and after the test, the researcher analyses the data. The normality test in this research the results have been seen from the previous table 4.4, where the researcher conducts a normality test where if the data shows normal it was shown by the sig value. > 0.05 , and vice versa if the data is not normal then we can know by looking at the sig value. < 0.05 , then the researcher conducted a homogeneity test have been seen in the previous tables 4.5 and 4.6 stating the pre-test values of the experimental class and control class were homogeneous because the sig. > 0.05 . With significance value is higher than the significance level, that the score based on mean is $0.193 > 0.05$, based on median $0.227 > 0.05$, based on median and with adjusted df $0.228 > 0.05$ and score based on trimmed mean $0.194 > 0.05$. As the results, the pre-test of experimental class and control class have the identical variants. And the table 4.6 post-test value of experimental class and control class the score of significance is higher than the significance level, where score based on mean $0.077 > 0.05$, based on median $0.257 > 0.05$, based on median and with adjusted df $0.258 > 0.05$ and score based on trimmed mean $0.079 > 0.05$. As a result, it is determined that the data are homogenous, which means that the post-trial of both the exploratory class and control class have identical variants as well.

In the classroom, the used of quizlet application also shows good cooperation between researcher and students who interact with each other so that students do not become passive. After being gave the treatment, the post-test results showed that most of the students average scores increased, which initially the average score of 88.42 students increased to 84.42 in view of the outcomes being seen in the previous table 4.2, showing where the average score of the control class was lower than the experimental class. This means that the average ability of eighth grade students in the experimental class of SMP-IT Mathla'ul Anwar Malingping in mastering vocabulary increased, where students had more correct answers at the time of the post-test.

The analysis of the data reveals that students' vocabulary mastery is significantly affected by the used of quizlet application in English lessons. This is evidenced by the paired sample t-test using SPSS version 25 have been seen in the previous Table 4.8, which states that the significance (2 tailed) $> \alpha = 0.05$, the significance result (2 tailed) of the experimental class pre-test and post-test pairs is 0.000 and smaller than 0.05. This means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. So that by using quizlet application, the researcher concludes that vocabulary improvement at SMP-IT Mathla'ul Anwar Malingping is successful and achieved.

This section explains that are several aspects of vocabulary another expert explains about vocabulary aspect in a different form, as Thornbury, (2002, p. 14) states that several vocabulary aspects are important to be learned, they are. First, word classes: Word classes divide the words into different roles. That word includes grammatical words or function words that are generally prepositions, conjunctions, determiners, and pronouns. Another one is content words that carry a piece of high information, such as nouns, verbs, adjectives, and adverbs. Second, word families: A word family comprises the base word plus its inflections and its common derivatives.

A word family is based on the same base or root and including prefixes and suffixes, for example, the word "play" is a base or root that has prefixes and affixes also. Third, word formations: In word formations, affixation is one way to form new words. Another one is compounding, compounding is the combining of two words or more dependent words. For example second-hand (secondhand), dish-washer (dishwasher), and wild-flower (wildflower). Fourth, multi-word Units: even when words are not joined to



form compounds, we have seen that groups of more than a word, such as (bits and pieces, do up, look for) can function as a meaningful unit with a fixed or semi-fixed form. It means that in the word unit is not only to learn about words but also about the idiomatic and phrasal verb to build a new vocabulary. Example: a lot of, looking for, on the other hand, etc.

Next there is Vocabulary in language learning has a very vital role in developing students' language skills, because vocabulary is the first and foremost component that must be learned by students in learning English, especially for students in their country who make English as a foreign language, such as Indonesia. Because limitations in vocabulary would hinder success in communication. It is component to master English as foreign language. Vocabulary learners are very important because of the need to achieve a good communication in any language, especially academic needs Komachali & Khodareza, 2012:35 (in Khodijah & Alamsyah, 2020:176).

After that, there is teaching vocabulary is a crucial aspect in learning a language as languages are based on words Susanto, (2017:185). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning Berne & Blachowicz, 2008:185 (in Susanto 2017:185). Teaching vocabulary is considered as one of the most discussed parts of teaching English as a foreign language.

Commonly, there are several techniques concerning the teaching of' vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary then it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners.

This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible Pinter, (2006:186). The followings are some techniques of teaching vocabulary as proposed by some experts.

First, teaching vocabulary using objects, this technique can help learners in remembering vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words. Using this technique includes the used of visual aids, and demonstration (Takač & Singleton, 2008:186).

Second, teaching vocabulary by drilling, spelling, and active involvement, drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling should be clear and natural (Thornbury, 2002:186).

Third, teaching vocabulary using drawing and picture, teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures (Susanto, 2017:187). Fourth, teaching vocabulary using mime, expressions and gestures, the term "mime or gesture is useful if it emphasizes the importance of gestures and facial expression on communication. At the essence it can not only be used to indicate the meaning of a word found in reading passage, but also in speaking activity as it stresses mostly on communication. Many words can be introduced through mime, expressions, and gestures. For example, adjectives: "sad", "happy"; mime and taking a hat off your head to teach hat and so on. Several studies have emphasized the role of gestures in second language (L2) acquisition (Alqahtani, 2015:187).

Fifth, teaching vocabulary using enumeration and contrast, an enumeration is a collection of items that is a complete, ordered listing of all of the items in that collection. It can be used to present meaning. In other words, this technique helps when any word is difficult to explain visually. We can say "clothes" and explain this by enumerating or listing various items. Teacher may list a number of clothes e.g. address, a skirt, trousers etc, and then the meaning of the word "clothes" will became clear. The same is true of 'vegetable' or "furniture", for example (Gruneberg & Sykes, 1991:188).

Here also explains about review of previous research, there are some previous researchers which used in this research. The researcher takes three of previous research comparison. The first, is Dizon (2016) researching the efficacy of the quizlet application in developing English L2 vocabulary by 9 students. After the researcher checked the vocabulary list that had been defined for 10 weeks by using the



quizlet application, the post-test results showed that the quizlet had a considerable benefit by the subject compared to the pre-test results.

The researchers realized that the used of the quizlet application could significantly improve students' academic vocabulary mastery. This has several similarities and differences with the author's research. In general, he has techniques to improve students' vocabulary mastery in the application of quizlet. These differences are the research design techniques developed a quizlet application in vocabulary mastery in junior high schools. As a researcher, I developed quizlet in junior high schools too.

The second is Lander (2016) expressed an opinion about the quizlet application after Lander used it for 9 months from 830 low-level students in an introductory test of the English for International Communication (TOEIC) course at a university in Japan. Learning locations are inside and outside the classroom. The results of this study indicate that students have shown a strong agreement by using the quizlet application to learn vocabulary. This quizlet application has several similarities and differences with the author's research. That the similarity, he has a technique in improving students' vocabulary mastery taught by the quizlet application. These differences are the design of research techniques, research samples, data collection, research locations and research site. The position of researcher to develop quizlet application in vocabulary mastery is in junior high school.

The last is Ismailova, Gleason, Provotorova, and Matukhin (2017) and they study concerns about the use of the quizlet application in the language teaching-learning process for speaking skills in Engineering and Department of Medicine students in Russian are accelerated as a foreign language, research samples, research subjects, data collection, research text genres and location studies. Researcher (RFL) in the learning teaching process. They concluded that teaching by using the quizlet application is successful. This study proves that there is a positive influence on the relationship between the use of the quizlet application and their speaking ability.

The conclusion that can be drawn from the preceding explanation is that SMP-IT Mathla'ul Anwar Malingping eighth grade students improve their vocabulary with the help of quizlet application.

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