



The Effect of Using Quizlet Application to Improve Students' Ability in Learning Vocabulary

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya perbedaan yang signifikan antara siswa yang diajar dengan aplikasi Quizlet dan yang tidak diajar dengan aplikasi Quizlet, serta untuk mengetahui persepsi siswa setelah menggunakan aplikasi Quizlet terhadap meningkatkan pembelajaran kosa kata bahasa Inggris. Peneliti menggunakan pendekatan kuantitatif dengan true eksperimen design. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 3 Brebes tahun pelajaran 2022/2023 yang dilakukan dengan random sampling dan melibatkan kelompok eksperimen dan kelompok kontrol. Setiap kelompok terdiri dari 28 siswa. Dua jenis instrumen menggunakan tes kosa kata dan kuesioner. Hasil uji t ditemukan perbedaan yang signifikan antara posttest kelompok eksperimen sebesar 69,46 mengungguli kelompok kontrol sebesar 58,04 dan diketahui bahwa Sig. (2-tailed) adalah 0,000 artinya $< 0,05$ dan juga hasil angket tiap item mayoritas siswa setelah menggunakan Quizlet 87% menyatakan positif (menyatakan 46% Setuju (S) dan 41% Sangat Setuju (ST)).

Kata kunci: Aplikasi Quizlet, Kosakata.

Abstract

The purposes of this research are to find out whether or not there is any significant difference between the students taught by the Quizlet application and those who are not taught by the Quizlet application and to find out the students' perception after using the Quizlet application to improve learning English vocabulary. The researcher used a quantitative approach with a true experimental design. The population in this research were class VIII students of SMP Negeri 3 Brebes for the 2022/2023 academic year which was carried out by random sampling and involved an experimental group and a control group. Each group consists of 28 students. Two types of instruments using vocabulary tests and questionnaires. The results of the t-test found a significant difference between the posttest experimental group of 69.46 outperforming the control group of 58.04 and it is known that Sig. (2-tailed) is 0.000 meaning < 0.05 and also the results of the questionnaire for each item the majority of students after using Quizlet 87% stated positively (saying 46% Agree (S) and 41% Strongly Agree (ST)).

Keywords: Quizlet application, Vocabulary.

1. INTRODUCTION

Vocabulary is crucial to learning a language, particularly a foreign language. Therefore, foreign language learners must have a mastery of vocabulary to be able to communicate. One of the essential elements that must be mastered to support the four skills of listening, speaking, writing, and reading is vocabulary. (Harmer, 2001) vocabulary is one of the most significant aspects of language, and applied linguists originally turned their attention to this topic. Moreover, (Rohmah et al., 2019) mastering vocabulary is a necessary component of studying English or other foreign languages since learners should do it before progressing to the more complex structures. Therefore, vocabulary is an essential component in teaching English apart from grammar and pronunciation.

However, most of the students tend only to have a limited vocabulary. Therefore, the students cannot communicate in English well. Several factors lack of knowledge of vocabulary, methods, and the limited media used by the teacher. Students' knowledge also makes them less active. Some students still tend to open the dictionary to translate complex vocabulary into English text. Meanwhile, most of the students have difficulty learning English because many students have relatively low achievement in learning English. The teacher factor can also affect the students' low vocabulary, sometimes the teacher provides More text-based reading assignments without allowing students to comprehend challenging vocabulary in texts. This problem also occurs when students become lazy because they study at home or online for too long so teachers find it difficult to assess students' abilities.

According to (Darise, 2019) the industrial revolution 4.0 has been influenced by information technology in a way that encourages changes in societal demands and progress in many spheres of life, including education. In the era of education 4.0, the teacher's role in learning must be able to create creative learning experiences using digital technology. Learning activities are made more effective and efficient by using the concept of Information and Communication Technology (ICT). Therefore, for students to have active, creative learning experiences, teachers must be able to use the current digital technology. Furthermore, teachers must encourage the use of thinking algorithms in the growth of human self-students. In this study, the researcher used technology or digital media to improve vocabulary learning. So, teachers must be innovative and involve technology in teaching vocabulary.

Language study using computers has long been used in educational institutions. Several tasks that were previously only possible on desktop computers are now possible on mobile devices thanks to the development of new, more advanced mobile phones, this is Mobile-Assisted Language Learning (Davie et al., 2015). According to (Miangah, 2012) Mobile Assisted Language Learning (MALL) is the practice of assisting or enhancing Using portable electronic gadgets to study languages. Moreover, (Valarmathi, 2011) MALL is a general term for language learning assisted by technology, such as mobile phones, PDAs, iPods, and other similar tools.

According to (Crandell, 2017) Quizlet is a simple learning tool that allows students to learn anything by practicing and learning what they learn. Quizlet is a gamification that is quite recommended for use by teachers, lecturers, and instructors. Quizlet can be used for tests, exams, or quizzes. Quizlet has many features that can be used for language learning, which are free with paid upgrades available. The researcher in this case will use the Quizlet program. On this occasion, the researchers provided an alternative learning media using media, namely the Quizlet application.

2. METHOD

Types of Research

This researcher uses a quantitative approach with a true experimental design. In this research, a posttest-only control group design was used by the researcher. Two groups were randomly chosen for this investigation. The treatment was given to the first group, but not to the second. Because The goal of this study is to evaluate the influence of the Quizlet application on students' English vocabulary improvement and how successful the Quizlet application is in doing so, the experimental group is one of the groups, while the other is the control group.

Time and Place of Research

This research was conducted from 20 July to 19 August 2022. The location of this research was conducted at SMP Negeri 3 Brebes.

Research Target/Subject

The population in this research were eight-grade students of SMP Negeri 3 Brebes in the 2022/2023 academic year. There are 10 classes with 28 students in each class.

The sample in this study is class VIII students. Researcher takes 2 groups for this study, the experimental group and the control group. The total number of samples to be taken in this study is 56 students.

Procedure

This researcher uses a true experiment design according to (Putu et al., 2018, p. 8) true experiment design, the researcher has complete control over all outside factors that influence how the experiment turns out. Consequently, the study design's implementation quality (internal validity) is high.

The first procedure performed in this research was pre-treatment. Before giving treatment to the sample, the researcher first did the pre-treatment. On this occasion, the researcher prepared lesson plans, teaching materials, and research instruments.

Second, treatment. the researcher gave treatment using the Quizlet application to help students improve their vocabulary. The researcher made a lesson plan based on the syllabus in the curriculum. Treatment was only given to the experimental group. In this study, at least 8 meetings of both the experimental group and the control group were held by the researcher.

And the last, post-test (final test). The researcher gave a post-test using tests for the experimental and control groups. This test is in the form of multiple-choice consisting of 20 questions. Students must complete the test within 30 minutes. The results of this test were to determine the differences in students' abilities after applying Quizlet to improve English vocabulary in the experimental group. After doing the test, students continued to fill out the questionnaire as a result of student perceptions.

Data, Instruments, and Data Collection Techniques

According to (Sugiyono, 2017, p. 308) the objective of the research is to obtain data, so data collection is the most crucial stage of the process. Data collection aims to gather the necessary knowledge to fulfill the research objectives.

In this research, the instruments used were multiple-choice tests and questionnaires. Multiple choice tests serve as a measure of ability and success achieved during treatment, and a questionnaire determines students' use of the Quizlet app.

Data Analysis Technique

After the data was obtained, the researcher conducted a t-test. The t-test was used to analyze the data. This research uses IBM SPSS 26 to perform calculations. However, the condition for the t-test is that the data must be normal and homogeneous. Therefore, the normality test and homogeneity test are carried out first.

- Normality test
The Shapiro-Wilk test, with a significance level of 0.05, the researcher performed to determine the normality of the study. If the score is more than 0.05, the data distribution is considered normal. On the other hand, if the score is less than 0.05, then the distribution of the data is not normal. The normality test using the SPSS 26.
- Homogeneity test
In the SPSS 26 application to conduct a homogeneity test with a value of 0.05. Similarly, if the normality test value is greater than 0.05, the data are homogeneous and have similar variances. On the other hand, the value 0.05 indicates that the data are not homogeneous.
- T-test

This independent sample t-test compares the means of two sets of samples from distinct populations (independent) The objective is to determine if the mean of two populations or samples differs. To determine if the experimental class that received therapy differs from the control class that received no treatment in terms of the average student learning outcomes. This test uses a two-part test by setting a significance level (α) of 5%.

3. RESULTS AND DISCUSSION

After doing research, researcher get results. In order to make the comparison easier, the data are presented in the table. Below are data of post-test results from the experiment group and control group.

Table 1. Post-test results from the Experiment group and control group

No.	Experiment Score	Control Score
1.	70	55
2.	60	65
3.	65	50
4.	70	60
5.	55	70
6.	65	40
7.	75	60
8.	70	45
9.	75	70
10.	75	60
11.	75	50
12.	75	60
13.	70	55
14.	65	60
15.	65	60
16.	70	65
17.	65	50
18.	60	50
19.	75	65
20.	60	45
21.	70	75
22.	55	50
23.	75	45
24.	60	55
25.	65	55
26.	70	70
27.	70	65
28.	60	70
Total	1885	1620
Average	67.32	57.85

The table above shows both groups having 28 samples each. The final test of the Experimental Group was higher than the Control Group seen from an average of 67.32 to 57.85. Therefore, the learning outcomes of the experimental group and the control group may be seen as considerably varying from one another.

Questionnaires were distributed using a piece of paper that had been prepared by the researcher. A total of 12 question points were distributed to students. The purpose of distributing the questionnaire is to find out students' perceptions after using the Quizlet application. The following is the result of the questionnaire.

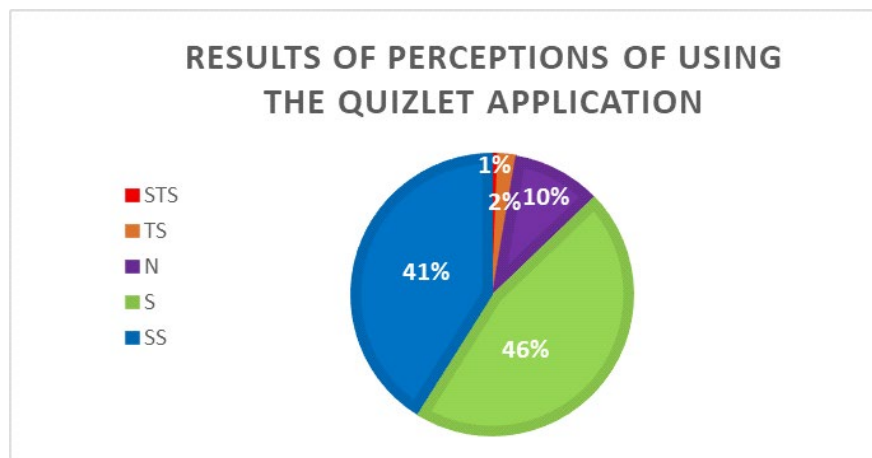


Figure 1. Result of perception

All questionnaire results can be summarized into a pie chart, it can be seen that of the 12 questions 1% stated Strongly Disagree (TST), 2% stated Disagree (TS), 10% stated Neutral (N), 46% stated Agree (S) and 41% stated Strongly Agree (ST). So that the majority of students stated Agree (S) and Strongly Agree (SS). This is in line with the post-test tests that have been carried out that show that the average student's perception of using the Quizlet application to increase English vocabulary has a positive effect.

The experimental group outperformed the control group in the post-test, this confirms that using the Quizlet application to educate and learn English vocabulary has a considerable positive impact on post-test results. The results of this research confirm the advantages of Mobile-Assisted Language Learning. In fact, MALLs would have been seen as the perfect remedy for geographical and temporal limitations to language learning. This is in according with cognitive load theory (Sweller, 2009) which describes the principles of cognitive science where technology-based learning shows the selection of appropriate multimedia modalities can simultaneously improve learning.

Most students feel more enthusiastic and less bored with learning vocabulary when using the Quizlet application. This is the majority of students' perceptions of the use of the Quizlet application which has a positive effect. This state claims about the advantages of using Quizlet (Crandell, 2017) contained in his book entitled "Quizlet Flashcards for the First 500 Words of the Academic Vocabulary List" suggesting that Quizlet offers educational resources for students to use on their smartphones, laptops, or personal computers to becoming more independent learners.

4. CONCLUSION

The research found that the experimental group's average was greater than the control group's average based on results from the post-test ($69.46 > 58.04$). The results of the t-test research show that there is a significant difference between learning using the Quizlet application and conventional learning in increasing English vocabulary in class VIII SMP Negeri 3 Brebes. This causes the average use of the Quizlet application to increase learning outcomes compared to using conventional methods because the use of the Quizlet application

makes students learn while playing vocabulary-based games, and also students are more active and not easily bored in learning.

Based on the questionnaire collected from 28 respondents in grade VIII students of SMP Negeri 3 Brebes it was proven that for each question item the majority 46% stated Agree (S) and 41% stated Strongly Agree (ST). This is in line with the question of the problem formulation regarding students' perceptions of using the Quizlet application to increase English vocabulary.

Therefore, the researcher concludes that using the Quizlet application gives significant positive effect and students' positive perceptions of increasing English vocabulary in class VIII students' of SMP Negeri 3 Brebes for academic year 2022/2023.

Students should be given additional time to practice understanding vocabulary at home or at school by using media so that learning activities are not boring, this allows students to improve their vocabulary mastery so they can apply it in their daily activities.

Teachers can use new techniques and activities to learn English to increase students' interest in using appropriate media to support teaching and learning models, and teachers attend intensive training courses in teaching English in the classroom to better understand how to apply effective models for teaching and learning.

Future researcher can use Quizlet across frameworks recommended by other experts and learning models using the Quizlet app that focus on a variety of topics, abilities, and educational levels. Future researcher can conduct more thorough research to discover the effects of using the Quizlet application on other language skills such as writing, listening, and speaking.

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