STATEMENT OF APPROVAL

THE INFLUENCE OF QUIZLET APPLICATION IN VOCABULARY MASTERY AMONG ENGLISH DEPARTMENT STUDENTS OF IAIN LANGSA

Submitted to the Tarbiyah and Teaching Training

State Institute for Islamic Studies (IAIN) Langsa as Fulfilment of the Requirements

For the degree of *Sarjana Pendidikan (S.Pd)* of English Education Department

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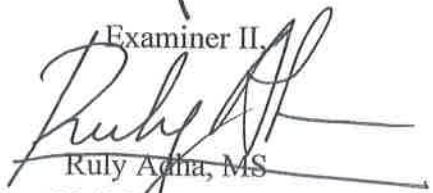NIP. 19840501 201101 2 015

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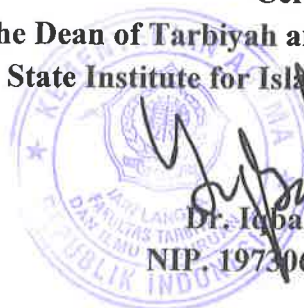NIP. 19840117 201101 2 008

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THE INFLUENCE OF QUIZLET APPLICATION IN VOCABULARY MASTERY AMONG ENGLISH DEPARTMENT STUDENTS OF IAIN LANGSA

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The writer,

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ABSTRACT

Nurul Afla 2020   *The Influence of Quizlet Application in Vocabulary Mastery Among English Department Students of IAIN Langsa.* Skripsi of English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

Supervisor (1). Dr. Zulfitri, MA **(2).** Nina Afrida, M.Pd

The objective of this research was to find out whether the use of Quizlet application influences students' vocabulary mastery of the English Department of IAIN Langsa. The study was conducted at the Department of English Education of IAIN Langsa in the academic year 2016/2017. The sample of this study was taken from 34 students of Unit 1 and 2 in the 8th semester of the English Education Department of IAIN Langsa. The method used in this study was a quantitative method and the design used in this study was *ex-post facto*. In collecting the data, the researcher administered a test that consists of 32 questions to determine students' vocabulary mastery. After administering the test to the sample of the study, the researcher calculated it used a t-test in SPSS 22.0. The result of this research showed that there was a significant influence of Quizlet toward students' vocabulary mastery of the English Department of IAIN Langsa. Based on the result of the calculation of the t-test, the gain of $t_{obtained}$ is 2,503 which is greater from t_{table} 2.064 or (2,503 > 2.064). Then, the mean of group B is 13, 2222 which is less than the mean of group A which is 18,6250 (13, 2222 < 18,6250). From this result, it can be concluded that Ha is accepted and Ho is rejected. It means that Quizlet application influence students' vocabulary mastery. The conclusion of this research was, students who use Quizlet as a medium to vocabulary mastery are having better vocabulary mastery than those who do not.

Keywords: *Quizlet application, and vocabulary mastery*

CHAPTER I

INTRODUCTION

A. Background of Study

The use of technology in learning is getting stronger as the development of information and communication technology (ICT) has penetrated people's lives. According to Rosenberg, this can be seen from the use of ICT in learning that has changed the learning process "from training to performance, from classrooms to where and any time, from paper to on-line or channel, from physical facilities to networks facilities and from time to time cycle".[1]In other words, the use of ICT causes the learning process to be carried out without any time limitation as long as students want to do it. Learning can take place in the schoolroom or at home or anywhere depending on the willingness of students, with the aim of it can encourage students to improve their competencies according to their abilities and desires to learn. Also, with the current information technology teachers or lecturers can provide services without having to deal directly with students. Likewise, students can obtain information in a broad scope from various sources through cyberspace or cyberspace using computers or the internet which is currently known as e-learning.E-learning is a learning model using communication and information technology media, especially the internet.

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[1] Dini Salmiyah Fithrah Ali and Martha Tri Lestari, "The Role of Digital Applications as Supporting Tool in Teaching and Learning Activities in Senior High School in Bandung," *in journal of advances in Social Science, Education and Humanities Research, vol 150* (Bandung: Atlantis Press, 2018), 324.

According to the survey results of Isparmo, the number of internet users in Indonesia in 2016 was 132.7 million, or around 51.5% of the total population of Indonesia of 256.2 million. Most internet users are in Java with a total of 86,339,350 users or around 65% of the total internet users. When compared to Indonesian Internet users in 2014 of 88.1 million users, there was an increase of 44.6 million within 2 years from 2014-2016.[2] This shows the high enthusiasm for using information technology. With the increasing use of technology in this modernization era, it is possible for children to obtain sophisticated facilities, as in the current era they tend to like things that are becoming a trend in their modern times such as the use of smartphones, tablets, cameras, and various kinds of sophisticated technology. which can spread information very easily and freely.

As a supportive media for learning a lot of things that can be done by utilizing technology, one of them is learning foreign languages. To master a language David Wilkins in Thornbury states that "without grammar, very little can be conveyed, without vocabulary nothing can be conveyed." The statement revealed, if students do not know grammar, they can still say anything using English, but if students do not know any vocabulary, it will cause them to be unable to say anything in English. From this explanation, it can be seen that vocabulary is a core component of language proficiency and provides much of the basis for the way students learn, speak, listen, read, and

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[2]Eko Wahyu Tyas Darmaningrat,Ahmad Holil Noor Ali, Radityo Prasetianto Wibowo and Hanim Maria Astuti, " Pemanfaatan Aplikasi Digital Learning untuk Pembelajaran Pengayaan di Sekolah Menengah Kota Surabaya," (surabaya: kampus ITS, 2018), 85.

write. Vocabulary is not only about mastering languages, but can also have better language quality.[3]

To help students learn and memorize vocabulary so that it is not boring for them, they need a media that uses technology. Quizlet application is a form of flashcard in the form of an online application that can help students remember and guide vocabulary. Flashcard is one of the media that can be used by English teachers to teach their students about vocabulary. According to Arsyad in Christiani, "a flashcard is a small card that contains a picture, text, or symbolic sign that reminds or guides students on something related to an image."[4]

Even though this flashcard is online, this application can still display the original flashcard, which contains images, text, and even symbols. Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games. The game-like tools comprise two main categories: Study and Play. In Study, five modes are entailing Learn, Flashcards, Write, Spell, and Test. In the meantime, three choices are available in Play, encompassing Match, Gravity, and Live.[5]

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[3]Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002),13.

[4]Elisabeth Jeny Christanti, "*The Use Of Quizlet As A Learning Medium To Improve English Vocabulary Mastery For Eleventh Grade In Sman 4 Yogyakarta,"*Program Studi Pendidikan Bahasa Inggris. JPSB.FKIP. (Yogyakarta: Sanata DharmaUniversity,2018), 10.

[5] Agung Ginanjar Anjaniputra and Vina Aini Salsabila, "The Merits of Quizlet for Vocabulary Learning at Tertiary Level,," *Indonesian EFL Journal*, vol 4(2), 2018, 2. .

Various studies have been conducted on several aspects of the use of Quizlet in education. Andarab studying the effect of using Quizlet cards on the learning of EFL learners' vocabulary,[6] Lander explored the opinions of 830 low-level students about Quizlet after using it for 9 months inside and outside the classroom. Similarly,[7] Dizon examined the efficacy of Quizlet in developing L2 English vocabulary by 9 students.[8] However, this type of vocabulary learning system is very rarely used, especially in the context of English teaching in IAIN Langsa. Merely a few English students use this application as vocabulary learning independently without reference from the lecturer concerned. To fill in the gap, the primary aims of this study are to investigate whether using Quizlet application influences students' vocabulary mastery. The results of this study are expected to give teachers and students insight into adopting this learning method for mastering the vocabulary of the foreign language they are learning.

B. Research Question

Based on the background of the study, the question of this research was: Did using Quizlet application influence students' vocabulary mastery of the English Department of IAIN Langsa?

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[6] M. S. Andarab, "The effect of using Quizlet flashcards on learning English Vocabulary," *in Proceedings of 113th The IIER International Conference*, Frankfurt, Germany, 2017.

[7] Bruce Lander, "Quizlet: what the students think – a qualitative data analysis," *in CALL communities and culture – short papers from EUROCALL 2016*, S. Papadima-Sophocleous, L. Bradley and S. Thouësny, Eds., 2016, 254-259.

[8] Gilbert Dizon, "Quizlet in the EFL classroom: Enhancing academic vocabulary acquisition of Japanese university students," *Teaching English with Technology*, vol. 16, no. 2, 2016, 40-56.

C. Purpose of the Study

Based on the research question above, the purpose of the study on this research was to find out whether the use of Quizlet Application influences students' vocabulary mastery of the English Department of IAIN Langsa.

D. The Significance of the Study

1. Theoretically Benefits

    The researcher hopes that the results of this study not only provide information about the use of Quizlet Application influence students' vocabulary mastery but also can be used as a reference for other related researchers.

2. Practically Benefits

    a. For teachers, especially English teachers, this research is expected to provide information about modern learning media for learning vocabulary mastery of students. Besides, English teachers can also use the results of the study as feedback on vocabulary teaching activities so that the objectives of the English language teaching program can be achieved.

    b. For students, through this study students can take some information to identify their problems in vocabulary mastery. In addition, they are also expected to improve their abilities in vocabulary mastery through the application.

c. For other researchers at TESOL, the results can function as information to identify problems in vocabulary mastery and this research can be used as a guide for future studies related to the subject.

d. For readers, it is expected that in reading this final assignment, it can expand their knowledge about one way to practice vocabulary mastery using a Quizlet application.

CHAPTER II

REVIEW OF LITERATURE

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the most essential elements of teaching English. People who want to master language skills, they have to master the vocabulary of English first. According to Anthony, if the students have mastered words or vocabulary much, it can help students in increasing speaking, writing, listening, and reading skills.[9] Besides Anthony, there are many experts defining vocabulary. According to Hiebert and Kamil state that vocabulary is not a developmental skill or one that can ever be seen as fully mastered. Moreover, Kamil and Hiebert indicate that vocabulary is the knowledge of the meanings of words. What complicates this definition is the fact that words come in at least from two forms: oral and print. Knowledge of words also comes in at least two forms. There are receptive that can be understood or recognized, and productive the vocabulary that is used when writing or speaking.[10]

The other definition of vocabulary mentioned by Davis and Whipple in Hiebert and Kamil comments that vocabulary is seen to be an integral part of comprehension.[11] While Hornby states that vocabulary is

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[9] H.R. Anthony, *Mastering Basic English and Practice Theory*. (Surabaya: Study Group, 1978), 5.

[10] E. H. Hiebert and , M. L. Kamil,*Teaching and Learning vocabulary*, (New Jersey: Lawrence Erlbaum Associate, inc, 2005), 3.

[11]Ibid, 2. .

the total number of words (with their meaning and with rules for combining them) making up the language.[12] Also, Swan and Walter in Thornbury wrote that vocabulary acquisition is the largest and most important task facing the language learner.[13]

Based on the above definition, it can be concluded that vocabulary is one component of language that must be studied first by students or language learners as the basic ability to comprehend a language, especially foreign languages. This will help students learn foreign languages well.

2. Kinds of Vocabulary

There are two kinds of vocabulary. According to Haycraft, they are receptive vocabulary and productive vocabulary. The receptive vocabulary is words that the students recognize and understand when they happen. In other words, this vocabulary depends on the context. The productive vocabulary is the words that students understand, pronounce correctly, and use constructively in speaking and writing ability.[14] Moreover, Kamil and Hiebert state that productive vocabulary is the words that are familiar or easy to recognize. These are often used by an individual, particularly in writing and speaking. In contrast, receptive vocabulary is the words that are less familiar to students as well as are

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[12] A S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*. (New York: Oxford Press University, 1995), 959.

[13] Scott Thornbury, *How to Teach Vocabulary*, (Essex: Pearson Education Limited, 2002), 14.

[14] P. Nation, *Learning Vocabulary in Another Language*. (Cambridge: Cambridge University Press, 2001), 24.

considered to be less to be used. In other words, the students may not use these spontaneously for they may not recognize the words' meaning as they are reading and listening.[15]

It means that Productive vocabulary is vocabulary that is often heard and used every day. While receptive vocabulary is vocabulary that is rarely used in every day. Productive vocabulary is usually easy to understand the meaning as this is the vocabulary that is widely used. While receptive vocabulary is rarely used in the manufacture of a sentence or conversation. Therefore, it is difficult to understand. In this case, the productive vocabulary is associated with productive language skills comprising speaking and writing skills. Whereas, the receptive vocabulary is associated with the receptive skills which consist of listening and reading.

3. The Importance of Vocabulary

Students use vocabulary to make a sentence or to express opinions, thinking, or ideas in their social communication. Therefore, Gower states that"Vocabulary is significant for students. It is more significant than grammar for communication purposes. Particularly, in the early stages when students are motivated to learn the basic words, they need to get it in the language. Moreover, as the lexical system is 'Open', there is always something new to learn when students have 'done' the grammar. So more advanced students are motivated to add their vocabulary stock, to

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[15] E. H. Hiebert and , M. L. Kamil,*Teaching and Learning vocabulary*, 3.

understand nuances of meaning, and to become more proficient in their own choice of words and expression."[16]

Dellar in Thornbury states that spending most of the time studying grammar English will not improve very much. The most improvement is learning more words and expressions.[17] Graves in Hiebert and Kamil also explain that students need to know about words, not simply acquire new words if they are to be successful in understanding unfamiliar vocabulary in their reading. The word number that students will encounter means that priority is given to developing strategies that students can use when they are reading independently and to occasions where they can apply these strategies in their reading and writing, as well as discuss how the authors use words.[18]

Based on the explanation above, it can be concluded that vocabulary is very important in learning a foreign language when we master vocabulary we can understand the information from the text and we can express our idea.

4. The Aspects of Studying Vocabulary

According to Gower, there are three aspects to studying vocabulary. They are:[19]

1) The Form

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[16]Roger Gower, and others, eds. *Teaching Practice a Handbook for Teacher in Training*, (Thailand: Macmilan, 1995), 142.

[17]Scott Thornbury,*How to Teach Vocabulary*, 13.

[18] E. H. Hiebert and , M. L. Kamil,*Teaching and Learning vocabulary*,.9.

[19]Roger Gower, and others, eds. *Teaching Practice a Handbook for Teacher in Training,* 144.

a) Part of speech.

b) Spelling.

c) Family of words.

d) Combination of words, pronounced

e) Word collocation with surrounding words.

2) The Meaning

a) Many words have more than one meaning.

b) Connotation item.

c) The vocabulary item has a different meaning and different people.

3) The Use of Word

a) How is the vocabulary item used?

b) Does it have a restricted use?

c) Does it belong to a particular style or register?

While In his book, Harmer concludes that some aspects have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.[20]

5. Vocabulary Mastery

There are some definitions of mastery. According to Ellis in Lestari, mastery is comprehensive knowledge or use of a subject or instrument. Mastering a word means mastering the word knowledge

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[20]J. Harmer, *ThePractice of English Language Teaching (3rd Ed.)*, (London: Longman, 2001), 16..

aspects. Ellis summarizes that word knowledge include, the meanings, the written form, the spoken form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word, spoken and written, the connotation or associations of the word, and word frequency.[21]

According to Butterfield in Lestari, mastery means the skills or knowledge in a subject that makes one master it well. Furthermore, mastery learning is philosophically based on the approach to the design of classroom environments that are currently creating controversy in the educational research and development community. So, mastery is related to one's ability, skill knowledge, proficiency, understanding capacity.[22]

In conclusion, vocabulary mastery means that the competence to know words and meaning that make up a language which might be used by a particular person, class, profession in the context of communication. Vocabulary mastery is one element to master English as a foreign language in elementary, intermediate, and advanced levels. It is the basic knowledge that students must master first before mastering English.

In addition, vocabulary mastery is not a spontaneous process that is easy to be done. The process begins when someone is still an infant. The first language of the baby comes from the mother tongue. They will master the vocabulary through simple words by listening to the words

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[21] Wanda Lestari, "Improving Students' Vocabulary Mastery By Using Text Twist Game At Private Islamic Junior High School Al – Hijrah 2 Lau Dendang2016 / 2017 Academic Year", the Faculty of Tarbiyah and Teachers Training, (North Sumatera: State Islamic University, 2017), 13.

[22]Ibid, 14.

which are uttered by someone else. It is known that English vocabulary learning cannot run effectively without English ability (English skills) because both of them are very important in the English teaching and learning process.

B. Interactive Learning Media

1. Instructional Media

Media comes from Latin medius and is the plural form of the word medium which means intermediary or introduction. Whereas in Arabic, the media is an intermediary (وسائل) or an introduction to a message from the sender to the recipient of the message. But more specifically, the notions of media in the learning process are interpreted as graphic, photographic, or electronic tools for capturing, processing and reconstructing visual or verbal information. Media can also be interpreted as everything that can be used to channel messages, stimulate thoughts, feelings, attention, and willingness of students so that they can be encouraged to involve in the learning process.[23]

Briggs argues that media are all physical tools that can present messages and stimulate students to learn.[24] Gerlach and Ely also said that the media if understood broadly is human, material, or events that build conditions that make students able to get knowledge, skills, or attitudes. Meanwhile, Heinich suggested that the media is an intermediary that

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[23] Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, (Bandung: PT Remaja Rosdakarya, 2014), 223.

[24] Arif Sadiman, *Media Pendidikan*, (Jakarta : Raja Grafindo Persada, 2010), 6

delivers information between sources and recipients. So television, film, photos, radio, recordings, audio, images, printed materials, and the like are "communication media". If the media carries messages or information for instructional or has the purpose of teaching, the media is called "learning media". So that the learning media can be interpreted as everything in the environment around us.[25]

Based on the three meanings above, it can be explained that learning media are all communication tools or tools both physical or nonphysical to convey messages or learning materials to stimulate the attention, interests, thoughts, and feelings of students to do a particular learning goal. Learning media can in the form of slides, topography, films, photos, radio, recordings, audio, images, printed materials, diagrams, teacher-made charts that can help students gain knowledge, attitudes, or skills.

2. Benefits and Functions of Learning Media

The learning process is a communication process and takes place in a system, so the learning media occupies a fairly important place as one part of the learning system. Without media, communication will not occur and the learning process as a communication process cannot be able to take place optimally. Therefore, learning media has benefits, functions, and positions that are very important in the learning process. The benefits of learning media are as follows:[26]

1) Clarify the message so as not to be too verbally.

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[25] Azhar Arsyad, *Media Pembelajaran*, (Jakarta:Raja Grafindo Persada, 2009), 3.
[26] Daryanto, *Media Pembelajaran*, (Yogyakarta: Gava media, 2016), 5-8.

2) Overcoming the limitations of space, time, energy, and sense power

3) Generating passion for learning, more direct interaction between students, and learning resources.

4) Enables students to learn independently according to visual, auditory, and kinesthetic talents and abilities.

5) Giving the same stimulus, equating experience, and giving rise to the same perception.

6) Giving the same stimulus, equating experience, and giving rise to the same perception. The learning process has five components of communication, teachers (communicators), learning materials, learning media, students, and learning objectives. So learning media is everything that can be used to channel messages (learning material) so that it can stimulate the attention, thoughts, interests, and feelings of students in learning to do learning goals.

While the function of learning media is as a carrier of information from the source (teacher) to the recipient (student). While the method is a procedure to help students in receiving and processing information or messages to do learning goals.

3. Kinds of Learning Media

Based on technological developments, Arsyad said the learning media was divide into four groups, namely:[27]

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[27] Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2009), 31-38.

1) Media resulting from printing technology. Media resulting from print technology is media that consists of two components, namely verbal text material and visual material. Examples: text, graphics, and photos.

2) Media resulting from audio-visual technology. Media resulting from audio-visual technology, namely media that is applied through view and hearing. Examples: tape recorders, film projector machines, and others.

3) Media based on computer technology. Media results from computer-based technology, namely media that how to produce and deliver material using microprocessor-based sources that are stored in digital form and use glass screens in presenting the information. Example: CAI (Computer Assisted Instruction).

4) Media resulting from a combination of printing and computer technology. Media combined results of print and computer technology, namely media that combines several forms of media controlled by computers. Example: interactive video, VCD (Video Compact Disk), interactive multimedia, and others.

In addition to the grouping above, the media is divided into ready media, and media that have not yet been created. This is consistent with Sadiman's view that media is grouped into two, namely media that have created or can directly be used and sold freely in the market (media by use) and media that must be designed before being used to meet learning objectives (media by design). Viewed from several types of learning

media, the development of interactive media is included in the media combined results of printing technology and computer technology and includes media by design because it is necessary to design before use. According to Rusman computer-based learning is a learning program that is used in the learning process by using computer software in the form of a computer program that has learning content including the title, purpose, material, and evaluation of learning.[28]

4. Multimedia (multiple media combinations) Learning

Multimedia is a joint media between print media and computer media. Multimedia in its use requires a collection of hardware (software) and software (software) contained in a cellphone or computer. In interactive media, several things are incorporated into each part. According to this definition of experts that multimedia is a combination of three elements, namely sound, images, and text. Robin Linda argues that multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio, and video. multimedia learning programs have more value, than ordinary scattered learning materials or using other media. Multimedia learning programs can enable students to learn with high motivations because of their interest in multimedia systems that can present the appearances of text, images, videos, sound, and animation.[29]

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[28] Arif Sadiman, *Media Pendidikan*, (Jakarta: PT RajaGrafindo Persada, 2010), 83-84.
[29] Ibid, 83-84.

Based on the description above, it can be explained that multimedia is a media contained in an application in which there is a collection of learning content that is presented in the form of text, sound, images, videos, animation. Multimedia can also be used by students for active learning, where students independently use it by seeing, hearing, and interacting along with the media. Therefore, the presentation Multimedia needs to be supported by supporting devices such as computers, laptops, cellphones, and headsets or earphones so that learning can be as expected.

5. **Kinds of Learning Multimedia**

According to Daryanto interactive media is divide can into two categories, namely:[30]

1) Linear Multimedia

Linear Multimedia is a Multimedia that is not equipped with any controller that can be operated by the user. Example: TV and film.

2) Interactive Multimedia

Interactive multimedia is Multimedia equipped with a controller that can be operated by the user so that the user can choose what is desired for the next process. Examples: interactive learning, applications, games, etc.

6. **Learning Multimedia Objectives**

Learning by using Multimedia arises and develops based on problems that arise the application of technology in learning and saturation

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[30] Daryanto, *Media Pembelajaran*, (Yogyakarta: Gava Media, 2016), 69.

and lack of communicative delivery of material delivery by teachers in the classroom that can motivate student learning. Therefore multimedia aims to:

1) Solutions to improve the quality of learning

2) Facilitate the learning process and foster creativity and innovation of the teacher and design communicative and interactive learning.

3) Turn off or as a complement to conventional learning.

7. The Role of Multimedia in Vocabulary Mastery

Interactive multimedia has a role to help students' mastery of the competencies that be mastered, especially mastery of vocabulary, which in the end is expected to improve students' mastery of vocabulary in learning English and increase students' interest in learning. Interactive multimedia can also convey the message be conveyed in each subject, especially English subjects. the application of learning in schools, teachers can create a learning atmosphere that attracts attention by utilizing learning media that are creative, innovative, and varied, so that learning can take place well and can improve students' mastery of vocabulary in learning English.

In particular, as Godwin-Jones declared, the rise of smartphone ownership presents learners virtually limitless opportunities to study L2 vocabulary, "Clearly having such powerful devices available anytime, anyplace supply enormous opportunities for educational use." Given this, various applications geared towards vocabulary learning have appeared on the iTunes and the Google Play app stores, many of them freely available

for users to download and use. One of the realizations of the application recently prevailing, particularly for vocabulary learning is by using Quizlet that is a new sophisticated tool specifically designed for learning vocabulary. It comes with an array of features that can help teachers to organize their classes. It promotes collaborative learning, drilling, and repetition, as well as enjoy fun ways of learning. Therefore, students are not bored easily.[31]

C. Quizlet Application

1. Definition of Quizlet

Quizlet is an online learning tool developed by a high school student in California named Andrew Sutherland. The idea of developing this device came from his personal experience when asked to remember animal names by a French language teacher. The presence of Quizlet is not counted as new because this device was originally designed in 2005, but was later released to the public in January 2007 in the form of a website. Furthermore, in August 2012 it was released in the form of a mobile application for iOS which was then followed the following year by an application for Android in August 2013.[32]

Instantly, Quizlet transforms into a simple, easy-to-use, and innovative device that can help millions of teenagers learn. More than 20 million active users each month visit Quizlet, both through the website and

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[31] R. Godwin-Jones, "Emerging technologies: mobile apps for language learning," *Language Learning & Technology*, 2011, 5(2), 2-11

[32] Eric Kunto Wibowo, "Quizlet2: Penggunaan Aplikasi Smartphone untuk Siswa dalam Mendukung Mobile Learning," Universitas Widya Dharma Klaten: 2015, 35.

application. This application is easy to use for all ages, from elementary school to college. They can process and optimize this application for learning purposes.[33]

Quizlet is one of the largest educational websites in the world. Access to this device is free, either in the form of a website or application. Although this device can be accessed free, this device has been well-organized. In other words, the facilities provided to give virtual class services range from managing multiple folders that contain a set of flashcards to a particular topic or material, limiting users (whether everyone, certain classes, just yourself, or needing a particular password) to use it, to record the scores of users when running existing modes.

As a tool that is used to improve the ability to memorize, Quizlet allows users to be able to make a set of cards - which are often known in the world of education as a flashcard - consisting of terms and definitions that can be tailored to the needs of each individual. Furthermore, users can immediately interact, work together, and share flashcards. Creating a flashcard can be started from scratch or by editing a card set that is already available.[34]

Besides, Quizlet supports a variety of languages, including writing. In addition to the majority languages such as English, Spanish, French, Italian, German, Russian, Japanese, Chinese, Korean, and Latin; Quizlet

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[33]Ibid.

[34] Abdulaziz B Sanosi, "The Effect of Quizlet on Vocabulary Acquisition, Asian Journal of Education and e-Learning 06," (Saudi Arabia: Prince Sattam ibn Abdulaziz University, 2018), 71-72.

supports approximately 145 languages in the world, including Indonesian, Sundanese, Malay, and Arabic. Then, Mathematical and phonetic symbols of IPA can also be added on a flashcard.[35]

Based on the explanation above, Quizlet is a mobile and web-based study application that allows users to learn English especially the vocabulary utilizing flashcard sets using a variety of game-like learning tools. The sets of flashcards are easily free for all Quizlet users to construct, dependent on vocabulary to learn. Learners can also contribute to sets created by teachers or create their own vocabulary sets for learning. The sets are composed of terms for the lexical items and definitions for the description where a picture or sound can be added.

2. Function of Quizlet

According to Wibowo, the main function of Quizlet is indeed used to develop linguistic intelligence, especially in terms of enriching vocabulary. However, Quizlet can be used to train four language skills including listening, speaking, reading, and writing. Listening skills can be trained when users listen to audio that has definitions or certain terms in speller mode, speaking occurs when the user repeats words that have spelled through a flashcard, reading done when the user plays space race in gravity mode by reading the posts contained in the flashcard, and writing

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[35] Eric Kunto Wibowo, "Quizlet2: Penggunaan Aplikasi Smartphone untuk Siswa dalam Mendukung Mobile Learning," Universitas Widya Dharma Klaten: 2015, 35

use when using the learn mode, speller, test, and space race through the practice of typing the answers with the correct spelling.[36]

3. Parts of Quizlet

As one of the interesting and interactive learning media, there are various ways of using digital flashcards in this Quizlet. This website or application allows students to study information via learning tools and games. It comprises two main categories: Study and Play. In Study, five modes are entailing Learn, Flashcards, Write, Spell, and Test.[37]

1) Learn, allows users to take control of their learning to get them familiar with the sets, or students can learn words and their meaning through multiple choice and writing questions. Questions grades from easy to difficult based on the set being studied. In this mode, students are asked to put answers or pairs from cards that appear randomly. In writing, to answer correctly, students are required to type spelling correctly too. If there are spelling mistakes, there will be a red notification. The green mark the correct answer. Then, at the end of the round, the score of the answer can automatically be found in the form of the final percentage of typing accuracy, total terms mastered, and how many word errors are made.

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[36] Ibid,.35.
[37] Agung Ginanjar Anjaniputra and Vina Aini Salsabila, "The Merits of Quizlet for Vocabulary Learning at Tertiary Level," *Indonesian EFL Journal*, vol 4(2), 2018, 2

Figure 1: Study set and learning mode as appeared in a mobile device.
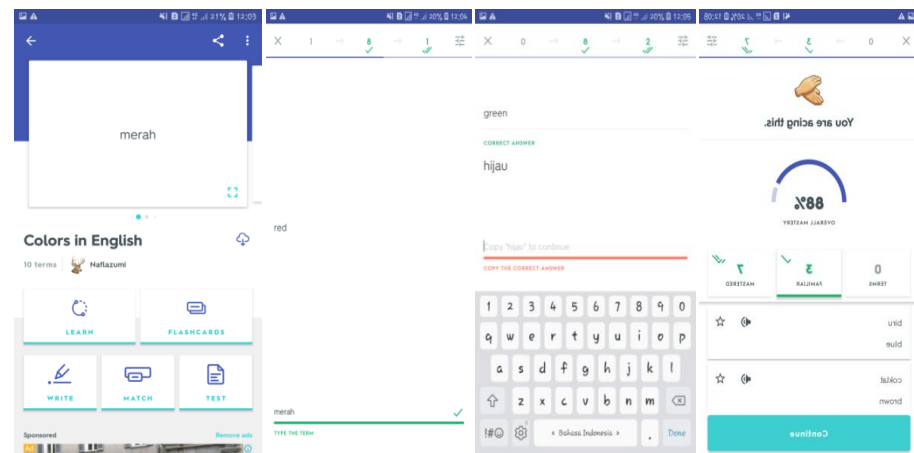
2) Flashcards, as its name implies provide users with digital flashcards that can be demonstrated terms and can be flipped by mouse clicks or tabs on screens to show definitions or pictures explaining the term.

Figure 2: Study set and flashcards mode as appeared in a mobile device.
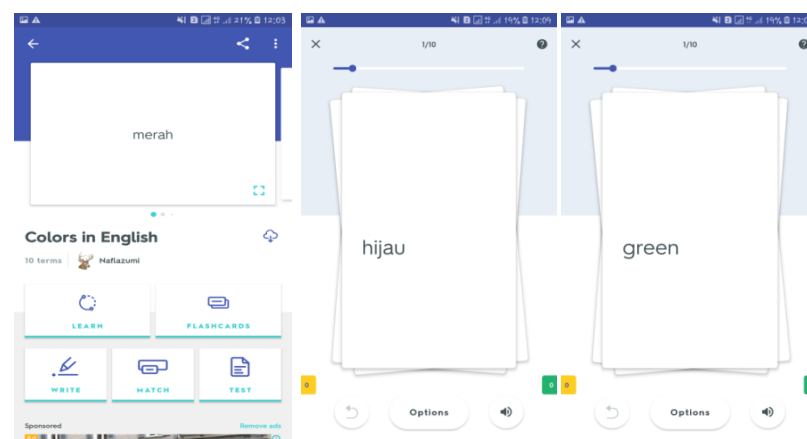
3) Write, is to write the correct term or definition of the terms or the pictures exposed.[38]

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[38]Abdulaziz B Sanosi, "The Effect of Quizlet on Vocabulary Acquisition, Asian Journal of Education and e-Learning 06," (Saudi Arabia: Prince Sattam ibn Abdulaziz University, 2018), 71-72.

Figure 3: Write mode as appeared in a mobile device.
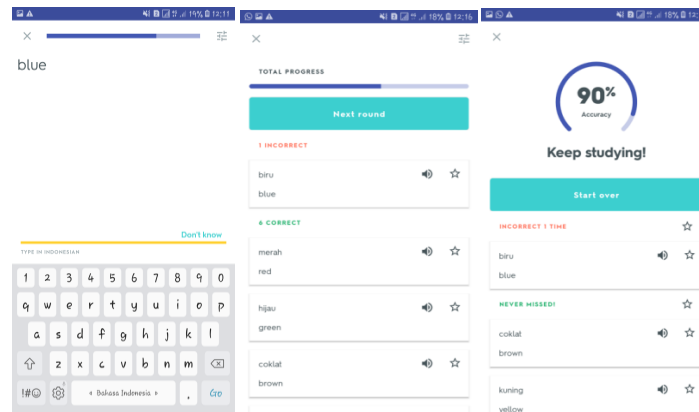
4) Spell, provides users with spelling practice in which listening to the spelling and write the correct answer of the spelling is encouraged.

Figure 4: Spell mode as appeared on the website.
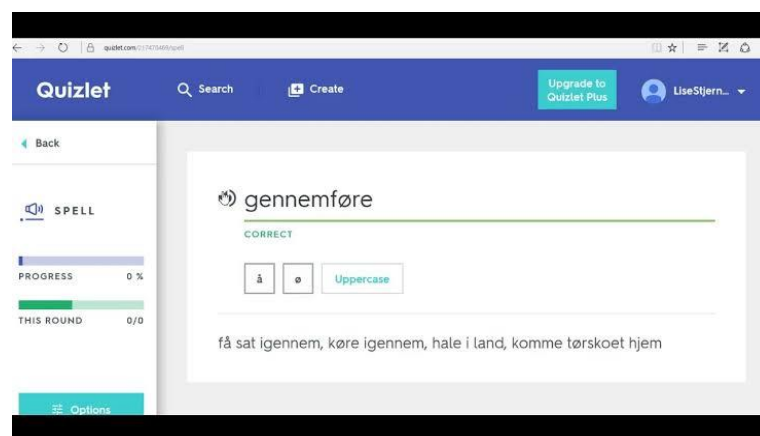
5) Test, is indeed designed for testing purposes, whose users are given random questions based upon the given set, and results are directly shown as all the questions are answered. A test of four types of questions: written, multiple-choice, matching, and True or False. The questions are derived from the study set whether the terms are

explained by picture, definition, or L1 translations. In the end, students can check their scores and the correct answers for the mistaken ones.

Figure 5: Test mode as appeared in a mobile device.
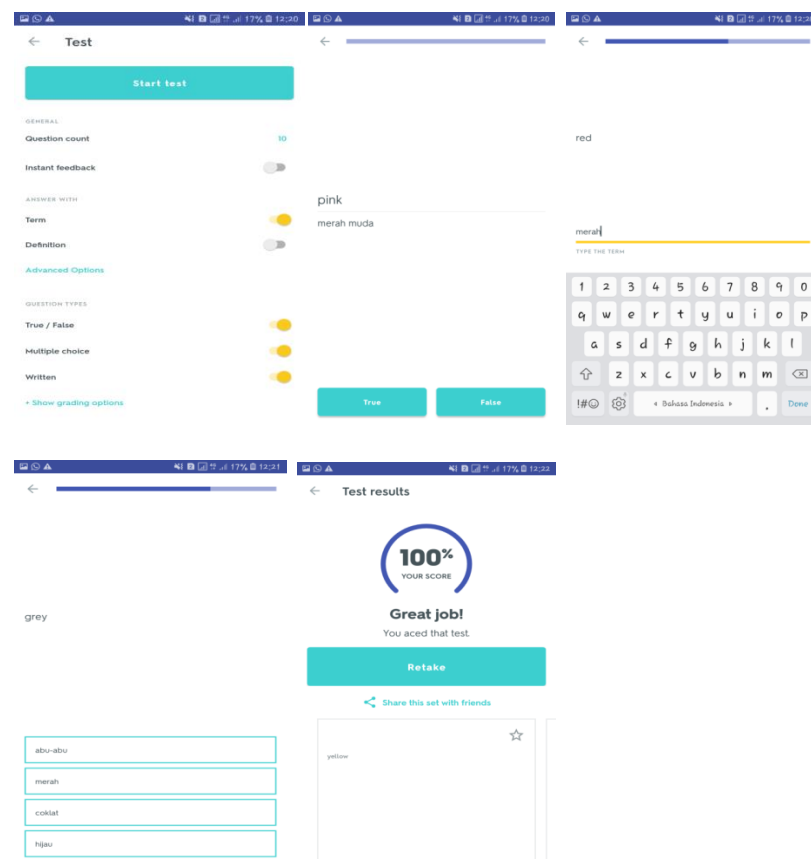
In the meantime, three choices are available in Play, encompassing Match, Gravity, and Live.[39]

1) Match, allows users to match terms and definitions scattered around the screen in which learners are asked to match terms to their definitions (or the corresponding pictures) as quickly as possible. Each time a learner is finished, the app shows the score and rank among other learners.

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[39]M. S. Andarab, "The effect of using Quizlet flashcards on learning English Vocabulary," *in Proceedings of 113th The IIER International Conference*, Frankfurt, Germany, 2017, 982.

Figure 6: Match mode as appeared in a mobile device.
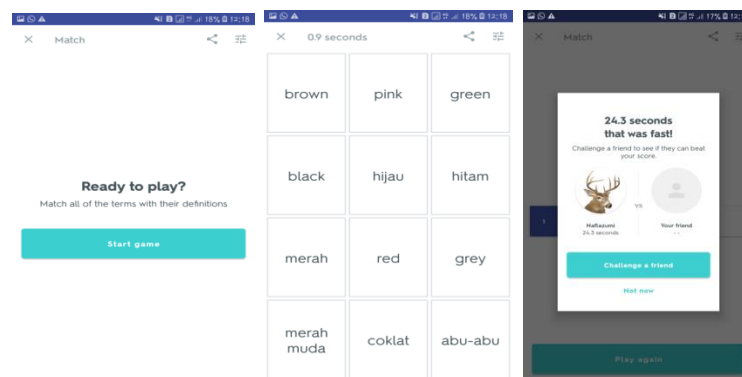
2) Gravity, presents meteors with words on it, then users have to type the answer for the words before the meteors hit the earth.

Figure 7: Gravity mode as appeared on the website.
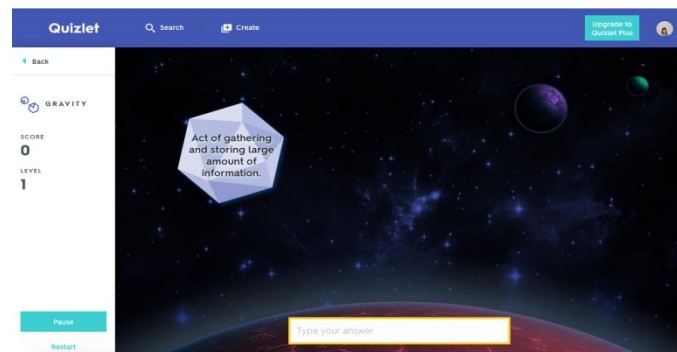
3) Live, is an online collaborative activity where each group competes to reach certain criteria by answering correctly because one wrong answer will cause the group to start from the beginning.

Figure 8: Live mode menu as appeared in a mobile device.
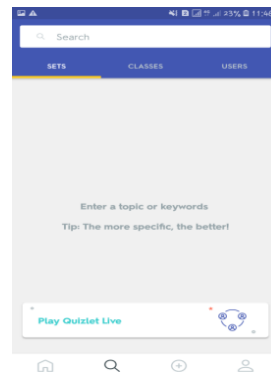
It is important to note that some of the features on the website are not available on the mobile app. Specifically, the spelling and the gravity game features are not included. All of the modes can be used as an individual or group that is monitored by the teacher as long as students are included in the created class. For instance, whether or not students have completed study modes can be seen or items answered by students are shown statistically, allowing for revising or focusing on items answered correctly or incorrectly most of the time by students.

4. Advantages of Quizlet

Quizlet has been reported to have some merits as well as shortcomings in its implementation. It gives improvements in terms of learners' performance, engagement, autonomy, interests, and motivation. According to Vargas, Ashcroft & Imrie; Kálecký, Barr, Beyer & Lynch in Andarab, the advantages of it result from some studies suggesting that commonly students can progress if learning by using Quizlet, particularly kinesthetic learners can generally perform well for testing, learners' engagement in the classroom is apparent, it results in learners' autonomy to

learn on their computers and smartphones, a new is an enjoyable way of vocabulary learning is provided, students can control their progress and directly see at which part of vocabulary sets the students to lack and students can benefit from the "spell section" to improve the spelling of words.[40] Also, the favorable perception of Quizlet, the mobile app is freely available to download and use [41]

In a recent study, Jackson found that Quizlet was favored over Educreations, a mobile application that lets teachers create and share instructional videos, by university students in the United Arab Emirates. In his study, Quizlet was used in conjunction with Educreations to help promote vocabulary learning while using both L1 and L2. Three reasons for Quizlet: 1) Receiving a mark/grade after each study session, 2) The availability of L1 translations, 3) The games.[42]

D. Previous Study

In the previous related studies, it explains that there are three previous researchers. The first previous research from the journal, it comes from Abdulaziz B Sanosi (Prince Sattam ibn Abdulaziz University Saudi Arabia: 2018). He conducted his research entitled "The Effect of Quizlet on Vocabulary Acquisition". The objective of this research is to investigate the

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[40]M. S. Andarab, "The effect of using Quizlet flashcards on learning English Vocabulary," *in Proceedings of 113th The IIER International Conference*, Frankfurt, Germany, 2017.

[41]B. Lander, "Quizlet : What the students think – a qualitative data analysis*," in CALL communities and culture – short papers from EUROCALL 2016*, S. Papadima-Sophocleous, L. Bradley and S. Thouësny, Eds., 2016, pp. 254-259.

[42] Gilbert Dizon, "Quizlet in the EFL classroom: Enhancing academic vocabulary acquisition of Japanese university students," *Teaching English with Technology*, vol. 16, no. 2, 2016,.44-45.

Quizlet effect on vocabulary acquisition of L2 English learners whose L1 is Arabic. The sample of the research was taken from the vocabulary class of the second semester at the College of Sciences and Humanities at Prince Sattam Bin Abdulaziz University in Saudi Arabia by using experimental research design incorporated a pretest-posttest control group design. The result of the study demonstrated that after using Quizlet for vocabulary learning for a month, the experimental group participants showed a significant improvement in vocabulary posttest. The difference between the experimental group means scores of the pretest and posttest were proved significant by the T-test results which is supported by the p-value of 0.005 which is below the alpha level of 0.05.[43]

The second previous research of journal comes from Gilbert Dizon (Himeji Dokkyo University: 2016) entitled "Quizlet In The Efl Classroom: Enhancing Academic Vocabulary Acquisition Of Japanese University Students". This study examined the efficacy of Quizlet in developing L2 English vocabulary by 9 Japanese university EFL students. After examining the assigned vocabulary list for 10 weeks by using Quizlet, the posttest results showed considerable gains by the subjects compared to the results of the pretest. The researcher recognized that Quizlet can significantly enhance academic vocabulary acquisition. Furthermore, a questionnaire administered

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[43] Abdulaziz B Sanosi, "The Effect of Quizlet on Vocabulary Acquisition,"*Asian Journal of Education and e-Learning 06*, (Saudi Arabia: Prince Sattam ibn Abdulaziz University, 2018), 71-72.

by the researcher indicated that the students had positive perceptions of Quizlet to study L2 vocabulary.[44]

The third previous research from the thesis, it comes from Elisabeth Jeny Christanti (English Language Education Study Program Department of Language and Arts Education Faculty of Teachers Training and Education Sanata Dharma University Yogyakarta: 2018). She conducted the research entitled "The Use Of Quizlet As A Learning Medium To Improve English Vocabulary Mastery For Eleventh Grade In *SMAN 4* Yogyakarta". The objectives of the study are to find out the students' and teachers' perceptions about the use of Quizlet application as the learning media in English lesson, to inquire how the implementation on the use of Quizlet application as the learning media in English lesson and to observe the improvement of students' vocabulary skills after use Quizlet application as the learning media in English lesson. To conduct this research, the researcher used qualitative and quantitative methods. The result of the study are (a)most of the students found that the use of Quizlet as the learning media relevant; (b) the implementation on the use of Quizlet was reached maximally; and (c) the average score between the pretest and posttest were increasing (17.06 points). In other words, the students admitted that they were motivated in learning vocabulary by using that application, and the students could reach a better understanding

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[44] Gilbert Dizon, "Quizlet in the EFL classroom: Enhancing academic vocabulary acquisition of Japanese university students," *Teaching English with Technology*, vol. 16, no. 2, 2016, 40-56.

and get better scores because it was an effective medium.[45]

From the previous study above, the researcher goes to do the similarity research that is looking at vocabulary mastery by using Quizlet. However, there are some differences, such are the objective of the research, the sample of the research, the research setting, and the research design. The objective of this research is to find out whether there or not the influence of Quizlet application on vocabulary mastery of English department students of IAIN Langsa. While the sample of the research is students of the English Department of IAIN Langsa who using the application and this research conducted at the English Department of IAIN Langsa by using *ex post facto* research design.

E. Hypothesis

The hypothesis of the research can be formulated as follows:

Ha : there is a significant influence of Quizlet toward students' vocabulary mastery of the English Department of IAIN Langsa.

H_o : there is no significant influence of Quizlet toward students' vocabulary mastery of the English Department of IAIN Langsa.

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[45] Elisabeth Jeny Christanti, "The Use Of Quizlet As A Learning Medium To Improve English Vocabulary Mastery For Eleventh Grade In Sman 4 Yogyakarta,"Program Studi Pendidikan Bahasa Inggris. JPSB.FKIP. (Yogyakarta: Sanata DharmaUniversity,2018).

CHAPTER III

RESEARCH METHOD

A. Research Design

The research method used in this research was quantitative research. This research was aimed to know whether the use of Quizlet Application assists students' vocabulary mastery in the eighth semester of the English Department of IAIN Langsa. Here the dependent variable was students' vocabulary mastery while the independent variable was Quizlet Application.

Based on the problem existing, to conduct the research, the researcher used a causal-comparative design of *ex-post-facto* designs. *Ex-post facto* is *Non-experimental* designs which according to Kerlinger in Cohen, Manion, and Morrison,*ex-post-facto* research more formerly as that in which the independent variables have already occurred and in which the researcher starts with the observation of the dependent variable.[46]Similarly, based on Sukardi, *ex-post-facto* research is only revealing data existing without giving treatment to the subjects studied or done after Independent variables have occurred.[47] Briefly, in this research, there is no active manipulation of the independent variable because it has already occurred.[48]

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[46]Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education 8thEdition,* (New York: Routledge, 2018), 419.

[47] Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya.* (Jakarta : Bumi Aksara, 2013), 165.

[48]James H. McMilan, *Educational Reasearch: fundamentals for the consumer*, (Boston: Pearson Education, inc. 2008), p. 202.

Meanwhile, causal-comparative is a type of research used to compare between two or more groups of certain variables.[49] This comparative study aims to see the difference between two or more situations, events, activities, or programs that are similar or almost the same that involve all elements or components. According to Donald Ary, et al. stated that causal-comparative research purpose is to investigate cause-and-effect relationships between independent and dependent variables.[50] "The purpose is to investigating the relationship between one variable and another variable by simply examining whether the value of the dependent variable in one group is different from the value of the dependent variable in other groups."[51] In other words, the causal-comparative method examines the differences between two or more groups on a variable and it does not need to control the grouping variable directly, thus it cannot be manipulated.

B. Research Setting

This research took place in IAIN Langsa which is located at JL. Meurandeh, Langsa Lama sub-district, Kota Langsa, Aceh. It was conducted in 2020/2021 academic years. The reason of the researcher chose research place on college was due to the event that the researcher wanted to be inspected have taken place on the college where some English students of

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[49] Zainal Arifin, *Analisis Data Penelitian Dengan Statistik*, (Jakarta: Bumi Aksara, 2012), 46.

[50] Donald Ary, et.al, *Introduction to Research in Education 8th Edition*, (Canada: Wadsworth, 2010), 332.

[51] James H.M and Sally Schumacer, *Research in Education Evidence-Based Inquiry 6th ed*, (Boston: Pearson Education, 2006), 219

IAIN Langsa have used the Quizlet application as a vocabulary learning media so that the researcher was very interested in knowing whether there influence the Quizlet application had on their vocabulary mastery. Furthermore, the time of this research was carried out at the beginning of July 2020 on the 8th to13th. The research time was relatively short because the researcher only used the post-test for data collection.

C. Population and Sample

The population in this study was all of the students of the English Education Department of IAIN Langsa in the academic year of 2016/2017. The number of the population is 34 students. There were two classes of the eight-semester students of the English Education Department at IAIN Langsa. As for the sample of this research are 19 students of Unit 1 and 15 students of Unit 2. Because the population is too small so the researcher took all of the population as the sample in this study. The researcher used a nonprobability sampling technique, It is *jenuh* sampling. According to Sugiono[52], *jenuh* sampling is a sampling technique when all members of the population are used as samples.

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[52] Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), 124-125.

D. The Procedure of Data Collection

Collecting the data is the most important thing in this research because it determines the result of the research. In this research, the researcher used tests as the technique to collect the data of this research. The test was used to measure students' vocabulary mastery.

1. Instruments of Collecting Data

a. Vocabulary Mastery Test

Arikunto explains the test as an organized question or exercise and also other instruments that are used to measure the skill, intelligence knowledge, ability or talent had by individuals or groups of people.[53] The vocabulary test was done after the researcher distributed the questionnaire. It was used to elicit the students' vocabulary mastery. The test of vocabulary mastery is an objective test in the form of multiple-choice type. The test consists of 20 items. There are four alternatives answers in each item, consisting of three destructors. The scoring system for the test is that if the students answer 1 the item correctly, they will be scored 5 whereas if the students answer them incorrectly, they will be scored 0. So the high score was gotten 100 if the students answer all of the questions correctly.

2. Try Out of the Instrument

a. The validity of the instrument

According to Arikunto, validity is a measure that shows the levels of validity or validity of an instrument. A valid or valid instrument has

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[53] SuharsimiArikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), 150.

high validity. Conversely, a less valid instrument means it has low validity.[54] Sugiyono states that a valid Instrument means the measuring instrument used to obtain data (measuring) is valid. Valid means that the instrument can be used to measure what should be measured.[55]

To determine the validity of the research instrument, then the validity test was conducted. Manually, the formula used to test the validity of items in this study is the Product Moment correlation formula proposed by Karl Pearson. This validity test correlates the items with the total score. The item score is seen as the value of X and the total score is viewed as the value of Y. The Product Moment correlation formula from Pearson described by Arikunto is as follows:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Note:

r_{xy} : the relationship coefficient between X and Y

N : number of subjects / number of students

ΣXY : number of multiplications between item scores and total scores

ΣX : total item score

ΣY : total score

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[54]Ibid, 211.
[55] Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), 121.

The item is said to be valid if $r_{obtained} \geq r_{table}$. This means that the correlation coefficient between X and Y is greater than the coefficient in the table. Otherwise, the item is said to be invalid if $r_{cbtained} < r_{table}$.[56]

On obtaining the Pearson Product Moment, the researcher used SPSS (Statistical Product and Service Solution) 22.0 for windows program to measure the validity of items. The researcher used some steps as follows:

1) Input the total score of each item on the new file of the SPSS program.

2) Choose to analyze.

3) Choose to correlate.

4) Choose bivariate.

5) Input all items to the variables box, then check Pearson, two-tailed, and flag significant correlations.

6) Click OK.

By doing those steps, the result of the validity of items could be easily and instantly seen.

b. The Reliability of the instrument

Arikunto explains that reliability refers to an understanding that an instrument can be trusted enough to be used as a data collection tool because the instrument is already good. Instrument reliability is a requirement to determine the effect of one variable with another variable.

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[56] Alfira Mulya Astuti, *Statistika Penelitian*, (Mataram: Insan Madani Publishing Mataram, 2016), 53-54.

If the results are fixed or consistent, then this instrument can be trusted (reliable) or dependable.[57] In this study, the instrument reliability test was conducted with internal consistency using SPSS version 22.0 with the coefficient alpha technique that is measuring two or more of the same concepts at the same time. Manually, to test the reliability of vocabulary mastery used the formula KR 20 (Kuder-Richardson). The formula is as follows:

$$r_i = \left(\frac{k}{k-1}\right)\left(\frac{s^2 - \sum pq}{s^2}\right)$$

Keterangan:

k : number of items in the instrument

p : the proportion of the number of subjects who responded to item 1

q : 1 - p

s^2 : total variance[58]

The instrument is reliable if $r_{obtained}$ is higher than r_{table} and unreliable if $r_{obtained}$ is lower than r_{table}.

E. The Procedure of Data Analysis

After the data was collected, data analysis was performed. The researcher tried to describe the results of the study. Analysis of the data used in this study was a prerequisite test and a hypothesis test.

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[57] SuharsimiArikunto, *Prosedur ......* , 221
[58] Sugiyono. *Metode.........*, 359

1. **Prerequisite test**

   a. **Normality test**

   The normality test is used to determine whether the dependent variable, independent, or combination is normally distributed, changes, or not. If the data are not normally distributed, nonparametric analysis can be used. If the data are normally distributed, parametric analysis including regression models can be used.[59]

   Manually, the formula used for the normality test is the Shapiro-Wilk formula, which is:[60]

   $$T_3 = \frac{1}{D} \left[\sum_{i=1}^{k} a_i (X_{n-i-1} - X_i) \right]^2$$

   Note:

   D : according to the formula below

   a_i : Shapiro-Wilk test coefficient

   X_{n-i-1} : number n-i-1 in the data

   X_i : number i in the data

   $$D = \sum_{i-1}^{n} (X_i - \bar{X})^2$$

   Note:

   X_i : number i in the data

   $\bar{X}$: the average of data

   In this study, the normality test using the Shapiro-Wilk test was not done manually, but using SPSS for Windows. The results of the normality

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[59] Husein Umar, *Desain Penelitian Akuntansi Keperilakuan,* (Jakarta: PT Raja Grafindo Persada, 2008), 79.

[60] Anwar Hidayat, *Pengertian Dan Rumus Uji Saphiro Wilk – Cara Hitung*, 2013 (http://www.statistikian.com/2013/01/saphiro-wilk.html, accessed on July 2, 2020)

test decision are taken at a significance level of 5%. Data is said to be normally distributed if the significance value indicated in the Shapiro Wilk column shows a value greater than 0.05. However, if the significance value is less than 0.05, then the data is said to have a not normal distribution. The calculation of the normality test in this study was carried out using the SPSS version 22 program with steps namely Analyze - Descriptive Statistics - Explore.

b. Homogeneity

The homogeneity test is used to determine whether the two groups have the same level of data variance. Test the similarity of the two variances of this data using the formula:

$$F = \frac{S1^2}{S2^2}$$

To find out S^2 is as follow:

$$S^2 = \frac{n.\sum Fi.Xi^2 - (\sum Fi.Xi)}{n(n-1)}$$

Note :

F : homogeneity

$S1^2$: largest data variance

$S2^2$: smallest data variance

The $F_{obtained}$ is then compared with the F_{table} value. If $F_{obtained} < F_{table}$ the sample is homogeneous or data is stated to have the same variance (equal variance), if $F_{obtained} > F_{table}$ the sample is not homogeneous or

unequal variance.[61] This test was assisted by the SPSS version 22 program with steps namely Analyze - Compare Means - Independent Samples T / One-Way ANOVA. Test Forms of the variance of the two groups of data will affect the standard error value which will eventually distinguish the test formula.

2. **Hypothesis Test**

In the data analysis, the researcher used the comparative technique. The researcher analyzed and compared the score of a group of using Quizlet for mastering vocabulary and a group of not using Quizlet for mastering vocabulary. This technique is useful to prove statistically, whether there are any significant differences between the students' scores of a group of using Quizlet for mastering vocabulary (group A) and a group of not using Quizlet for mastering vocabulary (group B). To measure the difference score between groups A and B, the researcher used statistical software named SPSS 22.0 for the windows program. Manually, the statistical formulation of the t-test for independent samples formula is used in analyzing both the data as following:[62]

T-test for the same variance (equal variance) using Polled Variance formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

And SS is gained with the formula;

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[61] Sugiyono. *Metode* ...., 275

[62] L. R. Gay, Geoffrey E. Mills and Peter Airasian, Educational Research, (United States: Pearson Edcation, 2006), 349.

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

T-test for different variance (unequal variance) using the Separated Variance formula below:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Note:

t   : test observation

SS   : data variance

$\overline{X}$: mean (average score)

n   : number of subject

S_1^2 : largest data variance

S_2^2 : smallest data variance

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Try Out Test Result

The analysis used to get a valid and reliable instrument. Try out were conducted in the English Department of IAIN Langsa consisting of 35 students. The vocabulary mastery test consists of 40 items number. The subject was given a try out by using the instrument that would be used to measure students' vocabulary mastery.

A validity test is used to show the validity level of an instrument. A valid instrument is characterized by high validity. Conversely, invalid instruments are characterized by low validity.

The data in this study were in the form of data on students' vocabulary mastery ability in the English Department of IAIN Langsa in the academic year of 2016/2017. To obtain these data researcher used the test as a research instrument. Before the test was distributed to respondents, the researcher first tested the validity of the items to be tested on respondents. This was done to find out whether the question is suitable to be used in research.

In the research, the researcher used SPSS 22.0 for windows on obtaining the Pearson Product Moment. The criteria validity of the test called valid, if r-obtained is higher than r-table and it is not valid if r-obtained is lower than r-table.

The validity computation was consulted with the r-table of Product Moment by determining the significance level of 5%. If the $r_{obtained} > r_{table}$, the instrument is valid. For $(\alpha) = 5\%$ and $N = 35$, $r_{table} = 0.334$.

Table 4.1 Valid items based on Try Out Test

Criteria	Number of Items	Total
Valid	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 29, 31, 32, 33, 34, 39, 40.	32
Invalid	8, 23, 27, 30, 35, 36, 37, 38	8

From the distribution above, there were 40 items of vocabulary mastery test used to try out. It can be concluded that the tryout instrument resulted in 32 valid items and 8 invalid items. The list of the validity and 40 items of the vocabulary mastery test can be seen in the appendix. After trying out, the researcher gets 32 valid items to measure students' vocabulary mastery which is consists of 10 indicators. Word classes consist of noun, verb, adjective, and adverb. Word meaning consists of synonym, antonym, and hyponym. Word building consists of affixation, compounding, and conversion.

Meanwhile, to measure the level of confidence and the measurement of the test instruments used in this study, the researcher then tested the reliability of the test questions used in this study using automatic steps. In this study, to determine the reliability value of the vocabulary

mastery test researchers used the help of the SPSS 22.0 for windows program with the following results:

Table 4.2 The Reliability Result of Vocabulary Mastery Test

Reliability Statistics

Cronbach's Alpha	Part 1	Value	,865
		N of Items	16^a
	Part 2	Value	,850
		N of Items	16^b
	Total N of Items		32
Correlation Between Forms			,903
Spearman-Brown Coefficient	Equal Length		,949
	Unequal Length		,949
Guttman Split-Half Coefficient			,949

The result of calculating the reliability of the try out instruments was 0.949 For (α) = 5% and N = 35 and r-table = 0.334 since the result of r_1 was higher than r table, it was concluded that the tryout instrument was reliable and could be used as the instrument to get the intended data.

2. Data Description

In this study, the data obtained by the researcher was the results of students' vocabulary tests that carry out the learning process using the Quizlet application and without using the Quizlet application. Because the type of this research was ex-post-facto, the test used in this study was to obtain a post-test score without giving treatment to the subjects studied.

The post-test question that will be given has been tested for its validity and reliability.

The researcher conducted the research in the Islamic State Institute of Langsa in the academic year of 2016/2017. The researcher held the research by giving the test to the eighth-semester students in the Department of English Education to collect the data. The test was given for two classes, unit 1 and unit 2 with a total of 34 students. After students answer the tests that have been given or all the results of student answers have been collected, to help answer the research questions, from the two units the researcher distinguished students by determining groups. Group A was for students who used Quizlet as a vocabulary learning tool or medium. While group B was for students who did not use Quizlet as a tool or medium for vocabulary learning.

The scoring system for the test was if the students answer the item correctly, they got score 1 whereas if the item incorrectly, they got score 0. Below is the result of the students' vocabulary mastery test.

Table 4.3. The score of Students' Vocabulary Mastery

No	Group	Score
1	A	29
2	A	28
3	A	7
4	A	11
5	A	25
6	A	22
7	A	9
8	A	26
9	A	19
10	A	17
11	A	25
12	A	23
13	A	9
14	A	19
15	A	9
16	A	20

No	Group	Score
17	B	7
18	B	12
19	B	7
20	B	12
21	B	11
22	B	6
23	B	22
24	B	17
25	B	15
26	B	19
27	B	17
28	B	16
29	B	14
30	B	10
31	B	16
32	B	10
33	B	9
34	B	18

Table 4.4. Descriptive Statistics

Descriptives

	Group			Statistic	Std. Error
Vocabulary Test Result	Group A	Mean		18,625	1,86832
		95% Confidence Interval for Mean	Lower Bound	14,6428	
			Upper Bound	22,6072	
		5% Trimmed Mean		18,6944	
		Median		19,5	
		Variance		55,85	
		Std. Deviation		7,47329	
		Minimum		7	
		Maximum		29	
		Range		22	
		Interquartile Range		15,5	
		Skewness		-0,312	0,564
		Kurtosis		-1,362	1,091
	Group B	Mean		13,2222	1,08029

95% Confidence Interval for Mean	Lower Bound	10,943	
	Upper Bound	15,5014	
5% Trimmed Mean		13,1358	
Median		13	
Variance		21,007	
Std. Deviation		4,58329	
Minimum		6	
Maximum		22	
Range		16	
Interquartile Range		7,25	
Skewness		0,082	0,536
Kurtosis		-0,879	1,038

From the data above, it can be seen that the data of students' vocabulary mastery test of group A, it is found that the highest score is 29 and the lowest score is 7 in the scoring scale of 0-32. By applying SPSS for windows, it showed that the mean, median, range, and standard deviation are18,6250, 19,5000, 22, and 7,47329. Based on the result statistics above, the mean vocabulary mastery is 18,6250. It means that students' vocabulary mastery is at a fair level.

From the data of students' vocabulary mastery test of group B, it is found that the highest score is 22 and the lowest score is 6 in the scoring scale of 0-32. The mean, median, range, and standard deviation are 13,2222, 13,0000, 16,00,and 4,58329. Based on the result statistics above, the mean vocabulary mastery is 13,2222. It means that students' vocabulary mastery is at a low level.

3. Data Analysis

a. Normality Test

A normality test is done to find out whether the population is in the normal distribution or not. In this research, the Shapiro-Wilk test was used to test normality and it was analyzed by using SPSS 22.0 with $\alpha = 0.05$. A data is said to be normally distributed if the significance level is ≥ 0.05, whereas if the significance level is <0.05 then the data is said to be not normally distributed.

Table 4.5. Normality test of Vocabulary Mastery Test on the Students by Using Quizlet Application (Group A)and Vocabulary Mastery Test on the Students by Not Using Quizlet Application (Group B).

Tests of Normality

Group		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Vocabulary Test Result	Group A	,159	16	,200[*]	,909	16	,110
	Group B	,117	18	,200[*]	,967	18	,731

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the result of the normality test using SPSSS, it can be concluded that the sample of vocabulary from group A and group B is in normal distribution because the significance value 0,110 and 0,731 is greater than 0,05.

b. Homogeneity Test

Besides testing the normality, the study also tested the homogeneity of the data. It is conducted to know whether the variance of the data is homogenous. If the data is homogenous, it shows that the data has the same characteristics. It is said to have the same variance value / not different (homogeneous) if the significance level is ≥ 0.05 and if the significance level is < 0.05 then the data concluded do not have the same/different variance value (not homogeneous). Before the t-test was carried out, the homogeneity test was done first. That was, if the variants are the same then the t-test uses "Equal Variance Assumed" and if different variants use the value of "Equal Variance Not Assumed". This test used the Levene statistic as the technique of the homogeneity test. The result from the test of homogeneity of variances by using SPSS 22.0 is presented as follows:

Table 4.6

Test of Homogeneity of Variances

Vocabulary Test Result

Levene Statistic	df1	df2	Sig.
4,842	1	32	,035

The result of homogeneity test from table 4.6 shows that p-value < 0.05 in which the p-value, 0.035 is lower than 0.05 or $(0.05 > 0.035)$. Based on the criteria of the test above, it means that the variance of the data is not homogenous. In conclusion, the data will be analyzed by

using the Independent Sample T-test using Unequal Variance or Equal Variance Not Assumed.

4. **Hypotheses Testing**

After the normality test and homogeneity test in this study, it is continued to do the Independent Sample T-test to make a decision whether the research hypothesis is accepted or rejected. As for the hypothesis being tested are:

a. If $t_{obtained}$ score is higher than t_{table} (0.05%), the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is a significant influence of Quizlet toward students' vocabulary mastery of the English Department of IAIN Langsa.

b. If $t_{obtained}$ score is lower than t_{table}, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It means that there is no significant influence of Quizlet toward students' vocabulary mastery of the English Department of IAIN Langsa.

Hypothesis testing in this study used the statistical technique of the Independent-Sample T-Test with the help of SPSS version 22.0 for Windows. The results of the Independent Sample T-test are shown in Table 4.7 below.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
		F	Sig.	T	df				Lower	Upper
Vocabu lary Test Result	Equal variances assumed	4,842	,035	2,573	32	,015	5,402 78	2,099 55	1,1261 3	9,6794 3
	Equal variances not assumed			2,503	24,30 9	,019	5,402 78	2,158 16	,95155	9,8540 1

Based on the results of the Independent Sample T-test post-test values, it is known that Levene's Test for Equality of Variances column has a significance value of 0.035 indicating that $0.035 \leq 0.05$. This shows that the two variances are not the same, so the use of variance to compare the population average (t-test for Equality of Means) in t-test testing must be based on unequal variance or equal variance not assumed.

At the equal variance not assumed, the value of t is 2,503 with df = 24,309; mean difference = 5.40278; standard error difference = 2.15816; differencethe lowest post-test = 0.95155 and the highest = 9.85401.

To find out the significance level of the difference, the t_{tabel} values contained in the t values table must be used. Because the df value of 24.309 is between 24 and 25, therefore the closest df value is used, df = 24. At the 5% significance level,the value of t_{tabel} = 2,064.

From the value of this t_{tabel} can be written as follows;

t_{tabel} with a significance level of 5% = 2.064 < $t_{obtained}$ = 2,503 for the results of the vocabulary mastery test.

Table 4.8 Descriptive Group Statistics

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Vocabulary Test Result	Group A	16	18,6250	7,47329	1,86832
	Group B	18	13,2222	4,58329	1,08029

If seen from table 4.8 it is also shown by the average value (mean) in group A that is equal to 18.6250 greater than the mean value (mean) in group B that is equal to 13.22222. It can be concluded that "there is a significant influence of the Quizlet toward students' vocabulary mastery of the English Department of IAIN Langsa". In other words, the hypothesis is accepted.

B. Discussion

Based on data analysis, the students' vocabulary mastery by using Quizlet Application was good. There were significant differences in the

students' vocabulary mastery by using Quizlet Application and students' vocabulary mastery by not using Quizlet Application. The data of group A showed that five students got lower than 15. Also, there were 5 students getting score 15-22, it means that on the students' vocabulary mastery was average. There were 6 students got score 23-32, it means that on students' vocabulary mastery was good. Meanwhile, The data of group B showed that there were 10 students got lower than 15, 8 students got score 15-22 and there was no student got a score of 23-32. It means that the students' vocabulary mastery was low. This was evidenced by the difference of mean on post-test of calculation by SPSS which the average value (mean) of the Vocabulary Mastery Test on the Students by Using Quizlet Application (Group A) was 18,6250 while for the Vocabulary Mastery Test on the Students by Not Using Quizlet Application (Group B) namely 13, 2222 thus can show that the mean of group A is greater than the mean of group B.

From the results of the normality test data analysis, it can be seen that the data are normally distributed with the significant value obtained for group A which was 0.110. Whereas in group B a score of 0.731 was obtained. With a significance level ≥ 0.05, it can be concluded that in group A and group B the data is normally distributed. While the homogeneity test obtained the significance value was 0.035. So, with a significance level ≥ 0.05, the data have variance values that were not the same or not homogeneous. Therefore the results of the data analysis test were carried out by the Independent Sample T-test based on unequal variance or equal variance not assumed.

After the researcher calculated using the formula of the Independent Sample T-test by using SPSS for windows, it shows that the value of $t_{observed} = 2,503$ and the degree of freedom (Df) = 24. In the table of significant shows, if the Df value is 24, the table of the significance of 5% is 2.064. Based on the score of $t_{obtained} = 2.503$ is compared by t_{table} of 5% = 2.064, it indicates that $t_{obtained}$ is higher than t_{table}, 2.503 > 2.064. As a result, the influence of Quizlet toward students' vocabulary mastery of the Department of English Education of State Institute For Islamic Studies Langsa in the academic year 2016/2017 is positive or significant. So, the null hypothesis (Ho) which states that there is no significant influence of Quizlet toward students' vocabulary mastery of Department of English Education of State Institute For Islamic Studies Langsa on academic year 2016/2017 is rejected, and the alternative hypothesis (Ha) which states that there is a significant influence of Quizlet toward students' vocabulary mastery of Department of English Education of State Institute For Islamic Studies Langsa on the academic year 2016/2017 is accepted.

In fact, Quizlet Application can influence students' mastery in vocabulary. When the researcher gave a test to the students and asked them to answer the test, they were able to understand the content of the test. The application is also useful for study groups or individually, focusing on efforts and good by creating flashcards. It is in line with the theory provided by Gilbert Dizon in his research state that a useful approach to studying L2 vocabulary is the Quizlet Application.

Quizlet Application consists of study modes and plays modes. These modes are a concrete way of helping English learners to provide feedback and error corrections of vocabulary that make autonomous learning highly effective and provides enjoyable learning for students. Students rarely got bored in the learning process because they did various activities through Quizlet. They could easily do drilling from Learn, Flashcards, and Match to memorize new vocabularies. They could check the pronunciation and spelling of each vocabulary in Spell and practice writing on the Write feature as well. Moreover, they have more options for how to use each mode such as answering with terms or definitions, playing audio or not, and studying all the terms or specific ones. Then Quizlet is easily accessed, they could use the apps anytime and anywhere despite inside and outside the classroom.

Based on the explanation above, Quizlet Application proves effective can influence students' vocabulary mastery of English learners. Dizon saying that Quizlet is a useful approach as a medium in learning the vocabulary of a second language or foreign language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding in the previous chapter, it was found that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that Quizlet influenced students' vocabulary mastery of the English Department of IAIN Langsa. It can be seen from the data analysis that $t_o = 2.503$ with the degree of freedom (Df) = 24; in the table of significant of 5% it is obtained $t_t = 2.064$. As a result, $t_o > t_t$ that means there was a significant influence of Quizlet toward students' vocabulary mastery of the English Department of IAIN Langsa.

In addition, from this study, the researcher also concluded that Quizlet Application can be used to help students in learning English to increase their vocabulary. This can be seen from the comparison of vocabulary mean test for students who used Quizlet and for students who did not use Quizlet as one of learning media for learning vocabulary. There were significant differences in the students 'vocabulary mastery for students who study by using Quizlet Application, the mean score for students who study by using Quizlet Application showed 18,6250 while the average score of students' vocabulary mastery who studied by not using Quizlet Application showed 13.2222.

B. Suggestion

Based on the conclusion above, the researcher would like to suggest the following suggestions:

1. For English Teachers/ Lecturers

    In this digital era, the teacher should be more often in using such a learning media related to technology. The teacher can use technology as their learning media to teach any materials. Implementing a Quizlet application for studying or increasing the students' vocabulary mastery is one new learning media that can be used. Besides the Quizlet is the newest application, it also can be used easily and effectively by everyone including the teacher and students.

2. For the Students

    The students should be more active in learning English especially the vocabulary. Then students are suggested to practice their vocabulary mastery by using Quizlet because it can help them solve their problems in the learning process, especially in learning vocabulary.

3. For the Further Researchers

    For further researchers, it is recommended to be more focused on the English flashcards since this kind of learning media is good to help the students in learning and increasing their vocabulary mastery. Furthermore, further researchers can do similar research about the implementation of education technology to increase vocabulary mastery. Further researchers also should specify the research subject by choosing other students. Thus, it can maximize the use of certain educational technology to increase students' vocabulary mastery.

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