



**THE EFFECT OF THE QUIZLET APPLICATION ON THE VOCABULARY
MASTERY OF STUDENTS IN CLASS VII MTs AL-WASHLIYAH BAH
GUNUNG**

THESIS

Submitted to the Tarbiyah and Teachers' Training Faculty UIN-SU Medan As a
Partial Fulfillment of Requirement for S1 Degree

BY:

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NIM: 03.04.16.21.56

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN**

2020



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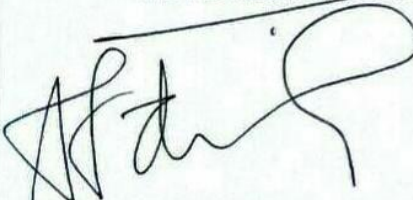
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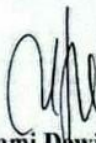

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang Munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UINSU Medan.

Demikianlah hal ini kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

Wassalamualaikum Warahmatullahi Wabarakatuh

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan universitas batal saya terima.

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ABSTRACT

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Title of Thesis : **The effect of the quizlet application on the vocabulary mastery of students in class VII MTs Al-Washliyah Bah Gunung**

This study aims to determine the effect of the quizlet application on the vocabulary mastery observed and researched at Mts Al-washliyah Bah Gunung. This research is conducted using an experimental research design. The population in this study are students of class VII MTs. Alwashliyah Bah Gunung. The sample of the research is class VII-1 (24 students) as the control class and VII-2 (24 students) as the experimental class. In this study, researchers taught experimentally using the quizlet application and in the control class, researchers taught using conventional methods. Researchers used a pre test, treatment, and post test in this study. In the control class, the score between the pre test and post test increased by 18.12. Meanwhile, in the experimental class the score increased by 21.87. Researcher uses SPSS v.22 to calculate the data. In the post-test control class and experimental class, the researcher finds that the Sig. (2-tailed) on the T-Test is 0.114. > 0.05 , so there is no significant difference between the control class and the experimental class. H_0 accepted and H_a rejected. It is concluded that there is no an effect of students' ability in mastering vocabulary by quizlet application.

(Key Word: Quizlet application, vocabulary, students)

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Allah SWT who has given us the opportunity, healthy and ability to complete this thesis. Sholawat and salutation to our Prophet Muhammad, SAW who has guided us from darkness to the lightness.

This thesis is submitted to the Department of English Education, Faculty of Tarbiyah Science and Teaching Training, State Islamic University of North Sumatra as part of fulfilling the requirements of S.Pd.

Researcher is fully aware that this thesis will not be completed without help from other people. Because of that, researcher would like to take this opportunity to express my deepest gratitude to the following people:

1. Prof. Dr. Syahrin Harahap, MA as rector of the State Islamic University of North Sumatra, Medan.
2. Dr. Mardianto, M.Pd, as Dean of Tarbiyah Science and Teacher Training at State Islamic University of North Sumatra, Medan.
3. Dr. Sholihatul Hamidah Daulay, S.Ag. M.Hum, as Head of English Education Department.
4. Reflina, M.Pd, as Secretary of English Education Department.
5. Dr. Abdillah, M.Pd, as my advisor I, for his valuable time, guidance, assistance, corrections, suggestions, and kindness while completing this thesis.

6. Siti Ismahani, M.Hum, as my advisor II, for her precious time guidance, assistance, corrections, suggestions, and kindness for completing this thesis.
7. For all my lectures in English Education Department who always provide valuable and unforgettable motivation and knowledge experience during my studies at the Faculty of Tarbiyah Science and Teaching Training at State Islamic University of North Sumatra.
8. Umi Kalsum, S.Ag as the Principal of MTs. Alwashliyah Bah Gunung for allowing me to carry out research in seventh grade.
9. Yenita Wati, S.Pd as an English teacher at MTs. Alwashliyah Bah Gunung and also all of the teachers who have gratefully accepted me for doing research very well.
10. Special thanks to my dearest parents, Mr. Husaini Tanjung and Mrs. Tatur Handayani who have given their great love and affection, support, advice, suggestion, financial, motivation, and always pray for me.
11. My beloved sister and brothers, Elpi Rapika Rahmi Tanjung, S.S.T and my brothers, Hamdu Mahyadi Tanjung, S.T, and Dodi Hendrawan Amd, Nautika, ANT II who always help me, give motivation and suggestion to complete this thesis. And my aunty (Ayu Lestari) and also all of my family who has given me support, motivation and suggestion.
12. Vina Rahmi Dwi Asmara as my best friend and all of my friends in Mahad Al Jamiah UINSU (Faudiah, Nur Hasana, Hilda Nazwa Tiara, Sri Ramadhani, Ridha Khairani, Syafaatul Husna, Kak Ila Raswani) and my little friend, Lisnawati.

13. Researcher appreciates these good people: Fadilah Balqis, Mentari Octa,, Reynalda Safira Marpaung, Leni Lestari Simatupang, Neni Lestari Simatupang, and Della Septina who have provided support, motivation and encouragement to complete this thesis.

14. All of my best friend in Rightside (Indah Azhari, Dinda Novita Sari, Fitri Amelia, Marlaini, Neni Fitriani Nasution, Khairunnisa Simanjuntak, Nur Ayumi, Suci Sintia Putri, Susi Marselina Tamba, Zumarni Septiana Limbong) and all of my friends in English Education Department-1 (PBI-1) who have given me motivation and suggestion.

Finally, researcher believes that nobody is perfect and researcher also believes that there are still some lacks in the writing of this thesis. So, researcher accepts suggestions and criticism from anyone to improve it.

Medan, November 1st 2020

The researcher

(Ayumi Pratiwy Tanjung)

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CHAPTER I

INTRODUCTION

1.1. Background of The Problem

English is an international language that becomes a communication tool when a country wants to communicate with other countries. English is indeed a very important role for a country. One of them is when a country has bilateral cooperation relations. Not only a country, but English also has a very important role for every individual in this world. For example when someone wants to visit a certain country, automatically that person must use an international language, namely English.

Therefore, English has become a compulsory subject in Indonesian schools, so that students can easily master English. There are four aspects in English when we want to learn them, namely listening, reading, writing and speaking. But that cannot be achieved if we do not master vocabulary. Vocabulary is wealth of the words that are owned by certain language (Soedjito, et al 2011: 3). Because the more vocabulary we master, the easier it is for us to master the English language.

Vocabulary does take an important role in learning English. Therefore, the teacher as a person who transfers knowledge, must have a lot of vocabulary, which can transfer the vocabulary to students. The teacher must also have a method so that each student has an interest and is interested in learning

vocabulary. This can make it easier for teachers to give and transfer knowledge to their students.

In the millennial era at this time, there are still many teachers using conventional methods which use white boards, markers, also only use LKS (Student Worksheet) as an addition. The teacher also only focuses on using the lecture method without using other methods. This was proven when researchers conducted Field Experience Practices (PPL), where researcher saw teachers explain like that. Indeed, the conventional method is inherent in teachers. Because the conventional method is very practical and the teacher is easier to convey the material even though this conventional method makes students feel bored. The conventional method can be said to be a practical method for vocabulary learning, because teachers only write as many vocabularies as possible and after that, students are only told to write or copy them in their books. Then, students are told to memorize the vocabulary. Even so, students feel bored because their teachers always use conventional methods even more so when vocabulary lessons.

But the reality is, students are still low in understanding vocabulary. It can be seen from students' mistakes in answering a question when tested in an exam. And these students got a low score. This can also occur, because when learning takes place, students pay less attention to the teacher when explaining vocabulary. And the problem occurs because the teacher thinks that vocabulary teaching can be solved easily from time to time and the teachers use the same method in the learning process, namely conventional methods. So, students often think that learning English is very boring and difficult.

Because of this, student has very low understanding of vocabulary. This was proven when the researchers conducted Field Experience Practices (PPL) in one of the schools in Medan, and some of these students got very low English scores. This is known when researchers examine students' exam answers. However, when learning English takes place many students also ignore and do not pay attention to the teacher explaining mastery. This possibility is because the methods and media used by teachers are conventional methods such as lecture methods and also only use blackboard media and books. Therefore the use of media really needs to be used. Moreover, the use of electronic media.

When researcher becomes PPL in one of the schools in Medan, researcher applies the same method as the method often used by their teacher, namely conventional methods. At the beginning of the meeting, the students felt enjoyed the teaching and learning activities, but when in the next meeting, the students felt bored and did not focus on paying attention. Then, the researcher thinks to use a new method where the tool of that method is a smart phone. And at the next meeting, the researcher asked students to use their smart phones and download the quizlet application in the play store. The reaction of the students at that time was very enthusiastic and more enthusiastic when learning vocabulary using the quizlet application. Quizlet is a web-based application that can help students to learn English or vocabulary more interesting which learn vocabulary in this quizlet using various methods such as flashcards, games and others

According to Arsyad (2002: 4) the media are an intermediary used by humans to convey or disseminate an idea so that the opinion expressed reaches the intended recipient.¹ Intermediaries here mean that media such as smart phones, laptops, etc. can make things easier and make students more interested in learning vocabulary. The use of teaching media is needed in relation to improving the quality of education, especially in vocabulary learning. According to Achsin (1986: 17-18) states that the purpose of using teaching media is (1) so that the ongoing teaching and learning process can run appropriately and efficiently, (2) to make it easier for teachers to provide material information to students, (3) to make it easier for students to absorb or accept and understand the material that has been delivered by the teacher, (4) to be able to encourage the desire of students to know more and in depth about the material or messages conveyed by the teacher, (5) to avoid misunderstanding or misunderstanding between one student and another about the material or message conveyed by the teacher.

Researcher uses quizlet as research material because quizlet is a very interesting medium so students are very enthusiastic in learning when using this quizlet application. This has been proven from several previous studies in the journal, which in the first study conducted by Irene Rache Geral Dine, with research aimed at increasing the vocabulary mastery of seventh grade students through the use of quizlet with 32 students as participants. The study was conducted in two cycles and two meetings for each cycle from April 2018 to May 2018. The pretest and posttest results also revealed an increase in the

¹ Arsyad, Azhar. 2002. *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.p.4.

mean pre-test score was 74.8 and the post-average score The test is 93.3. In the second study conducted by Muhammad Rizky Setiawan, Pangesti Wiedarti in 2020, the purpose of this study was to investigate the effectiveness of using the Quizlet Application as a medium to increase student motivation in learning vocabulary. The nonequivalent control group design was used in this study. Participants were 65 students who were divided into the experimental group and the control group. Student motivation is observed during the vocabulary learning process using an observation checklist. In processing data, the Wilcoxon test is used. The results showed that the use of the Quizlet Application was effective in increasing student motivation in learning vocabulary. Students feel more enthusiastic, not easily bored, and thus show high interest when learning vocabulary through applications.² Furthermore, in the third study conducted by Agung Ginanjar Anjaniputra & Vina Aini Salsabila entitled "The Merits Of Quizlet For Vocabulary Learning At Tertiary Level" in 2018 proved that Quizlet can help in encouraging student involvement, as well as persistence in vocabulary learning and vocabulary learning at tertiary learning in 2018 proving that Quizlet can help in encouraging student involvement, as well as persistence in vocabulary learning and vocabulary learning at tertiary level. The students enjoy learning vocabulary in Quizlet and consider Quizlet as a useful and useful tool for the development of their learning, especially in vocabulary learning. Therefore, it

² M.R. Setiawan &P. Wiedarti.2020. *The Effectiveness Of Quizlet Application Towards Students' Motivation In Learning Vocabulary*. Print ISSN: 2355-2794, Online ISSN: 2461-0275.

is suggested to teachers to use quizlet to provide students with new ways of learning that are interesting, innovative, and possibly enhance the learning experience of students, ultimately meeting the demands of students from the 21st century.³ And last, the research is made by Durratul Hikmah. This research was made at a university in Indonesia. This study proposes the use of Quizlet as a medium for introducing Informatics Term to Informatics Engineering students at STT Nurul Jadid Probolinggo. This learning is designed using menus contained in quizlet applications such as flash cards, learn, scatter, speller, test, and race. With this method, learning will be fun because students easily memorize the material and know the spelling mistakes that commonly occur in learning a foreign language. The results showed that Quizlet can be a more interactive medium for students by presenting feedback directly during the learning process. From the results of research from previous researchers who found the results that the quizlet is suitable as a medium in learning English at school and at the university.

With the research results obtained from the journal, the researcher wants to use the quizlet as research at school, because the researcher wants to see and know the effect of the quizlet application on the vocabulary mastery of students in class VII MTs. Alwashliyah Bah Gunung. Therefore, researcher is interested in taking the title "THE EFFECT OF THE QUIZLET

³ Anjaniputra, A. G., & Salsabila, V. A. (2018). *The merits of Quizlet for vocabulary learning at tertiary level. Indonesian EFL. Journal*, 4(2), 1-11. doi: 10.25134/ieflj.v4i2.1370.

APPLICATION ON THE VOCABULARY MASTERY OF STUDENTS IN CLASS VII MTs AL-WASHLIYAH BAH GUNUNG”.

1.2. Identification of the Problem

In order for students to be interested in learning vocabulary, there are many ways that teachers can learn by using media. The media here is intended as an online media application called “quizlet”. Based on the background of the problems above, there are many problems that can be identified by researcher; (a) students have learned vocabulary, but their knowledge of vocabulary are still low, (b) students have studied vocabulary, but they still get low scores in answering learning about vocabulary, (c) teachers have used media in teaching, but students are still confused about vocabulary.

1.3. Limitation of the Problem

Based on the identification of the problem above, the researcher limits the problem. They are media application in vocabulary teaching and the students’ ability to mastery the vocabulary. Media here is focused on the application of quizlet.

1.4. Formulation of the Problem

The purpose of this research is to show one of the big changes in the world of education related to modern technology, which is to know whether the application of this quizlet can have a better effect on students than using conventional methods. Therefore, from the limitation of the resarch above, the problems are formulated as the following:

- a. Is there any significant effect of using the quizlet application on the vocabulary mastery of students in class VII MTs Al-Washliyah Bah Gunung?

1.5.Objective of Study

From the formulation of the study above, the objective of study as the following:

- a. To find out the significant of using the quizlet application on the vocabulary mastery of students in class VII MTs Al-Washliyah Bah Gunung.

1.6.Significance of Study

1. Theoretical Significance

- a. The results of this study can be used to increase vocabulary teaching skills by using quizlet.
- b. The results of this study can be used as additional information about the use of quizlet to improve students' vocabulary skills.

2. Practical Significance

- a. For teachers, the results of this study can be used as a strategy for teaching vocabulary using the quizlet application.
- b. For students, this research technique can help students improve their vocabulary skills.

- c. For researchers, researchers can use this quizlet application to conduct other research.
- d. For schools, this research can be a reference in improving the teaching and learning process.

CHAPTER II

LITERATURE REVIEW

2.1.Theoretical Framework

In conducting of this research, theory is needed to explain some of the concept applied to focus on the scope of research. To avoid confusion of requirements. The following terms are used in this research.

2.1.1. Media

Before we discuss further about the media, let's first consider the meaning of the word "media" from the Latin word:

- The National Education Association (NEA) sets limits that media is a communication tool in the form of print and audio-visual equipment that is included in hardware technology.
- The Association of Educational Communication Technology (AECT) imposes limits on all forms of media and channels used for message distribution.

According to Heinich, media is a communication channel tool. Media comes from the Latin language and media is a plural form of the word "medium" which literally means "mediator" is the source of the intermediary message to the recipient of the message. Media such as films, television, charts, computers, applications and printed material. So, such media can be considered as learning media if they carry messages. To achieve learning

objectives. Heinich also correlates between messages and media methods.⁴ So, that means the media can support the learning and teaching process and the media can make it more interesting.

Media is a tool used to stimulate students' thoughts, concerns, feelings, abilities, or skills in order to encourage the learning process to be efficient. Media is a tool used by teachers in the learning process to transfer knowledge to students.

2.1.2. Quizlet Application

2.1.2.1. Definition Of Quizlet

Quizlet is one of the language learning tools that can be accessed by anyone in the world through the internet. Quizlet is created or designed as a place where everyone can share knowledge at any level, in any field, and gain confidence as a student. Blackwell & Kane (2014:12) said that Quizlet as a free website or application to facilitate and help students learn concepts or learn new vocabulary. Quizlet is designed to feel like a game and scientifically proven be effective. Quizlet has develop d a computer adaptive study test English concept or competency for students. Quizlet is also developed at smart phone as an educational application. It makes easier for students to learn quizlet.

Quizlet strives to be a safe and supportive learning app for all students. Quizlet is an application used for learning and teaching. Quizlet

⁴ Rudi Susilana. 2009. *Media Pembelajaran*. Bandung: CV Wacana Prima. P.6.

provides tool that allow people to learn any subject. In an effective and attractive way. That means that the quizlet application is an application that is almost the same as flashcards, but this quizlet application is an online flashcards. These online flash cards contain words, pictures and sounds. This quizlet application also has some useful content such as learning, writing, flashcards, quizzes, spelling, quizzes, or tests, as well as matching. Andrew Sutherland is the inventor of this quizlet application.

Quizlet can train students through flash cards, games and tests. On February 6, 2019, Quizlet has more than 300 million sets of flash cards made by users and more than 50 million active users. Quizlet is now ranked among the top 50 websites in the United States. In 2016, Quizlet was recognized by the Web as the fastest growing United States Education site in 2015.

2.1.2.2.History Of Quizlet

Quizlet is an online-based learning tool developed by a student at a California high school named Andrew Sutherland. This idea came from personal experience when a French teacher told him to remember 111 animal names. Actually quizlet is not new anymore because this application was originally designed in 2005, then released to the public in January 2007 on a website. After that in August 2012 quizlet was released as a mobile application for iOS and then for the android application in August 2013 (Eric Kunto, 2015).

2.1.2.3. Quizlet Application in Teaching Vocabulary Mastery

Sumardiyani and Sakhiyya (2007: 47) said that the success or failure of the teaching-learning process depends on several factors. One of them is the media used by the teacher. Media is a tool of communication to help transfer material in learning, so that knowledge can be more easily understood and last longer in the memory retention of students' brains. The quizlet application has several interesting features as a medium for language learning. There are two basic features of quizlet namely, the role of a teacher (Quizlet for classrooms) and as a learner. There are eight features that can be used in class. They are learn, flashcards, spelling, writing, match, gravity, live quizlet and test. Gravity and live quizlet features can only be opened by PC or Computer. Gravity is a model that requires students to type in terms as the definition of the vocabulary moves from the top to the bottom of the screen. Students are asked to type the correct answer before the definition appears at the end of the screen. Then, Quizlet Live is a feature that allows groups of students and groups to compete in exams. Then, each group can answer the questions with a smart phone, then the teacher uses the computer to show the score obtained. The highest score will be displayed directly on the computer screen or projector screen. Quizlet Live can only be accessed via a web-based desktop by teacher.

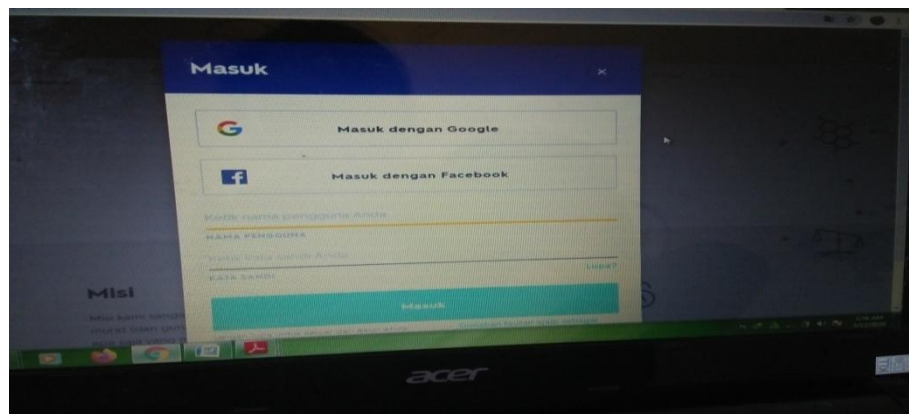
By using this application, the teacher can create classes and share class codes or invite students with a link, enabling students to use the

Quizlet Live feature. When the teacher creates a class with a quizlet account, the teacher can track other Quizlet accounts, with this we as teachers can follow the progress of students' language learning and assign assignments to groups of quizlet users (classes). When students have joined and given permission to the teacher to track them, the teacher can see all students side by side. The teacher can see the details of the activity (when students practiced, how many points they get, and how long it took), as long as the names and email addresses of the students are linked to the account.

Students can access the quizlet application from the website or they can also download this application on their mobile devices or smart phones. In this case the researcher has downloaded the application on a mobile device via google play or play store.

And there are several features that everyone can access easily:

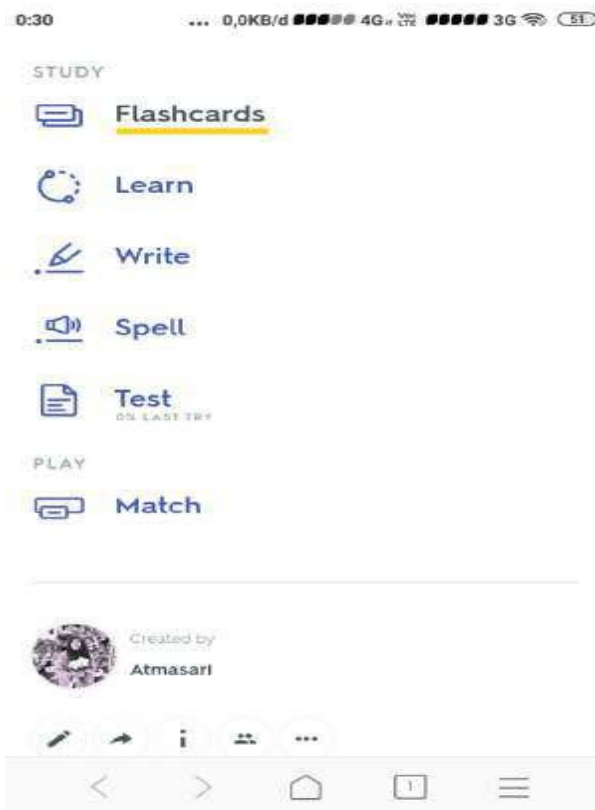
1) First page of quizlet when we want to login it



Picture 2.1. Quizlet accessed from website on the PC

This page will appear when the user downloads this application from the Play Store or google play or the App Store (iOS platform). Students only need to be connected to the internet to run this application. The first thing to do is, students can register with a google or facebook account to maintain their progress. Then, students can make a series of lessons and after that students are given the option to start using quizlet. It is the first time studying vocabulary or has started for exam placement.

2. Home page of quizlet android application



Picture 2.2. Quizlet accessed from website on the android screen.

According to picture 2.2, there are several features students can use:

- a. Flashcard is basic learning tool that have similar modes conventional flashcards made of paper. In it, students can each vocabulary card that consists of terms is shown. Students can also reverse the vocabulary cards by touching screen to see the definition of the term.
- b. Learning, this allow students to type terms from definition displayed. Then, after typing the answer, the students can find out whether the answer is true or false. The score can identify automatically. This is designed to help students learn vocabulary by taking the equivalent of L1 / L2 and typing the correct answer.
- c. Writing also allows students to write down definitions / vocabulary about what they are learning.
- d. Spelling is designed to help students practice vocabulary spelling. When a term is misspelled, the system automatically checks the student by spelling it with the required animation.
- e. Tests also allow students to take tests by pasting answers. This test has four available methods (match, multiple choice, write answer, and true / false) that can be selected in this test. Interestingly, students can find out the score on the test.
- f. Match, this gives students the opportunity to practice the meaning of the vocabulary by dragging the terms and then arranging the words into their correct meanings. The true partner can be lost. The last, students are asked to clear the screen with the fastest possible time.

2.1.3. The Advantages and Disadvantages of Quizlet

According to Blackwell and Kane (2014: 12), there are the advantages and disadvantages of quizlet like:

1) Advantages of Quizlet

- a. This app is informative, free, simple.
- b. Learning from quizlet is based on the subject.
- c. It can be accessed easily on various electronic devices such as computer or mobile phones. Students can keep detailed notes.
- d. Courses are offered and taught in various languages. this makes it easy for students to choose the language they want to learn.

2) Disadvantages of Quizlet

- a. Internet access required.
- b. Not much about the culture that is taught.
- c. Quizlet class as a teacher can only be accessed via website. The address is not available in the menu in the quizlet app.

Therefore, quizlet as a media of electronic learning applications that are used to stimulate students' thoughts, concerns, feeling, ability, or skill in order to encourage the learning process to be efficient. In addition, the media is a tool that can be used by teachers to assist the learning process in transferring knowledge to students.

The media is also in the Al-Quran verse Al-Alaq: 3-5

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning: (3) Read! And your Lord is most gracious, (4) Who has taught humans by Kallam, (writing with a pen), (5) He has taught humans what people don't know. (Q.S. Al-Alaq: 3-5).

From the verse above which tells about the media, we can see that God explains in the learning process or the process of transferring knowledge to humans ranging from those who do not know to know, using intermediary in pen form. According to *ahli tafsir*, the pen has the meaning of reading and writing, indirectly, Allah SWT will provide knowledge to humans, but it is not immediately given, maybe not Allah who suddenly transfers knowledge directly to our brains. However, Allah gives us knowledge through an intermediary.

From the explanation above, it can be concluded that quizlet as a new media in the world of education, can provide new knowledge and innovation to teachers in teaching. Therefore, we as educator must understand and know about new innovations in teaching because it can create a new atmosphere in teaching. Because of this, not only students are required to study, but teachers are also required to study.

Thus it is excerpted from the Hadith about the claim of knowledge narrated by Ibn Majah, and confirmed by Shaykh Albani in *Sahih wa Dha'if Sunan Ibnu Majah* No. 224.

طلب العلم فرضة على كل مسلم

Meaning : "Studying knowledge is an obligation for every Muslim." (HR. Ibnu Majah No. 224

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

Meaning: "Whoever takes a path in order to study, Allah will make it easier for him the way to heaven." (HR Muslim No 7028)

مَنْ خَرَجَ فِي طَلْبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ حَتَّى يَرْجِعَ

Meaning: "Whoever goes out to seek knowledge, then he is in the way of Allah until he returns." (HR Tirmidhi Number 2323, Ibnu Majah Number 4112. At Tirmidhi said: 'This hadith is hasan gharib)

2.1.4. Vocabulary Mastery

2.1.4.1. Definition of vocabulary

Vocabulary is a new main overview for teachers in training. Meanwhile, most of what is discussed can be found. Like what Carter and McCarthy said that teaches more vocabulary and technical language Teaching or Gain and Redman are more oriented towards lesson plans working with words, presentations have never been so organized, accessible, and concise.

McCarthy said that, vocabulary seems to be the single biggest component "The least systematized and the least well catered for of all the

aspects of learning foreign language”. Understanding of how the nature of words and how people learn words “may offer the prospect of a more rigorous approach to vocabulary teaching”, and this is the premise of this book, and the organizing principle.

Vocabulary in English has an extraordinary range, flexibility, and adaptability. Because of the period of contact with foreign languages and their readiness to make new words out of old elements, English seems to have more words in its core vocabulary than other languages. Like the following example, with the king (from Anglo-Saxon) we find kingdoms (from France) and great (from Latin). There are many series of words that can increase our chances of expressing meanings more subtly at various levels of language style.⁵

In the Oxford dictionary, it is defined that vocabulary is all the words a person uses. Vocabulary is all words in a certain language. Vocabulary also has a list of words with their meanings. besides that in the Cambridge dictionary it is said that vocabulary is a collection of words that are in a particular language.⁶

Collins Cobuild said that Language Dictionary, the vocabulary in a language is the total number of words in it and a person's vocabulary is the total number of words in a particular language that he knows.

⁵ Michael Mc Charthy Felicity O’Dell. 2001. *English Vocabulary In Use*. Jakarta: Erlangga. P.2

⁶ Oxford Learner’s Pocket Dictionary.2008. New York: Oxford University Express.

Richards said that, vocabulary is the most important component of language and this is one of the things that experts need to pay attention to regarding language.⁷

Harris and Hodges said that “vocabulary is a tool to communicate known words with others”. It is meant that vocabulary is a primary goal in learning English and vocabulary is defined as an important aspect for students to master their skills in listening, reading, writing and speaking in English.⁸

According to Richards and Renandya, vocabulary is the main foundation in the proficiency of a language and it provides a large part of the premise of how well. students in understanding the four aspects in English namely writing, listening, reading and speaking.⁹ Furthermore, Nunan defines that vocabulary is important from the words of the target language. It can be concluded that vocabulary is a component of language that must be learned in learning English or other languages.

⁷ Jack. C. Richards. 2002. *Curriculum Development In Language Teaching*. United Kingdom: Cambridge University Press. P. 4

⁸Israel, S. 2008. *Vocabulary Lists And Activities For The PreK-2 Classroom: Integrating Vocabulary, Children’s Literature, and Think-Aloud to Enhance Literacy*. Retrieved May 6th, 2020 from books.google.co.id

⁹Felder, RM & Brent, R. 2005. Understanding Student Differences. *Journal of Engineering Education*, 94 (1), 57-72.

Allah SWT has given us the ability to do everything even to communicate, especially in terms of developing vocabulary. Allah SWT said the word in the Qur'an Surah Al-Baqarah verses 31-33. They are:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (31) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (32) قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبِ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ (33)

Meaning: "And He taught Adam the names of all things; then He placed them before the angels, and said: "Tell me the names of these if you are right" (31). They said: "Glory to Thee, of knowledge we have none, save what thou has taught us: In truth it is Thou who art perfect in knowledge and wisdom" (32). He said: "O Adam! Tell them their names." When he had told them, Allah said: "Did I not tell you that I know the secrets of heaven and earth, and I know what you reveal and what you conceal?" (33).

From this definition, the researcher can conclude that vocabulary is a very important aspect in learning English or other foreign languages to develop four aspects of students' ability skills in the process of teaching English or a foreign language. If you do not know any vocabulary, students will find it very difficult to write, read, listen, and speak in English or other foreign languages. Therefore, vocabulary is the first step students must learn to learn languages to improve their vocabulary mastery. in English. An English language skill will be easier to learn if students know a lot of vocabulary.

Learning vocabulary is a process that is a little more complicated than the view when we first want to learn vocabulary. That doesn't mean you can get the same amount of knowledge for each word in a language. In addition, we must also consider how native speakers of languages can know more words than they actually use. Linda Taylor said that, knowledge of a word means the acquisition of information of various kinds and what seems to be a universal language.

Great vocabulary is just one of the essential tools in a writer's toolbox, along with grammar, punctuation, and much more. Vocabulary can make your writing stronger and more effective and can help you say exactly what you mean. This indispensable tool will help you choose the best words for each job and avoid vague words that don't give the reader a good understanding of what you mean.¹⁰

2.1.4.2. Mastery

According to Mosher, mastery can only reach a certain level of understanding about a particular content as well.¹¹ And Bloom also added that, the theory of mastery learning is based on the idea that pre-learning cognitive recognition behaviors are considered very necessary to learn and understand a unit that is a characteristic of students, emotional introduction also displays the level of motivation to learn a particular unit and the quality of activities teaching is a basic

¹⁰ Afaf Abdelrahim Jalal Eldin Ahmed. 2017. *The Role of Vocabulary Learning Strategies in Enhancing EFL Learners' Writing Skills*. International Journal of Humanities Social Sciences and Education (IJHSSE) Volume 4, Issue 8, August 2017, PP 41-50.

¹¹ Thomas R. Guskey. In Search of A Useful Definition of Mastery. Accessed on Wednesday, 6th May2020 at 13.34 p.m.

indicator of learning output. Strengthening, variables, student participation, correction and feedback, which are described as a quality of teaching and learning activities, also explain activities prepared by teachers to enable mastery of learning. According to the above theory, if a related introductory feature of students together with teaching activities is a positive thing, the learning outcomes will reach the highest level and in this regard, the differentiation between students will be at the level that is supposed to be or minimum.

2.1.4.3. How To Teach Vocabulary

The two easier ways that can be used to convey this meaning are as follows:

1. Approach with a traditional teacher-centered technique, and
2. A student-centered learning. Chances are, you also have to buy two dictionaries: the first is a good bilingual dictionary and the second is a good English-English dictionary. The bilingual dictionary is more practical, fast, and easy for you to understand and comprehend; English-English dictionary can give you as a student more information about a word or phrase, and that is also an idea or a good way for all of you to work in English as much as possible.¹² One way to learn vocabulary is to make a vocabulary notebook. Write what words you have learned from this book in them. Use a good dictionary. Ask your teacher to recommend one of the good dictionaries. Because, you definitely need it for some exercises in this book, you also have to always write some new collections

¹² Stuart Redman. 2001. *English Vocabulary In Use*. Jakarta: Erlangga. P. 10

when you learn new words, you also have to make pages for each different word family in your vocabulary notebook, when you can, use pictures or diagram, look at some of the words you have and understand them over and over again.¹³

Schmitt (1997, p. 203) claims that Vocabulary learning strategies are “knowledge of the mechanisms (processes, strategies) used to learn vocabulary and steps taken by students (a) to find out the meaning of the word unknown, (b) to store it in long-term memory, (c) to remember it at will, and (d) to use it in an oral or written model.”¹⁴

In Islam, Allah states that learning and teaching strategies are needed in the learning process, this is because by implementing strategies students will find it easier to understand the material. Allah says in Al-Qur’an An-Nahl 125: From this verse Allah asks all Muslims to educate their students by using strategies or methods in the learning process.

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

The meaning:

Invite (humans) to the way of your Lord with good wisdom and teaching, and argue with them in a kind way. Indeed your Lord, He who knows

¹³Michael McCarthy and Felicity O’Dell. 1999. *English Vocabulary In Use*. Jakarta: Erlangga. P. 8.

¹⁴Fadi & Ibrahim.2014. *The Effect of Metacognitive Strategies Instruction on Vocabulary Learning among Jordanian University Students*. International journal of English and education ISSN: 2278-4012, Volume:3, Issue:3, July 2014

better who has strayed from His ways and He who knows better who gets guidance. (Surah An-Nahl: 125).

The strategy given by the teacher can be more effective if it is always continuous like some of the stories in the Koran about the prophet so that we can always remember the story in our minds. Allah said in al-Isra: 1

سُبْحَانَ الَّذِي أَسْرَى بِعَبْدِهِ لَيْلًا مِّنَ الْمَسْجِدِ الْحَرَامِ إِلَى الْمَسْجِدِ
الْأَقْصَا الَّذِي بَرَكْنَا حَوْلَهُ لِنُرِيَهُ مِنْ آيَاتِنَا إِنَّهُ هُوَ السَّمِيعُ الْبَصِيرُ

The meaning:

Allah SWT, who has carried out his servant (muhammad) at night from masjidilharam to masjidil aqsa which we have blessed around him so that we show him some of our (greatness) signs. indeed, he is all-hearing, all-seeing.

2.1.5. The Types of Vocabulary

There are two types of vocabulary, including passive vocabulary and active vocabulary.¹⁵ When you learn new words, you also need to need a lot of continuous practice and context connection to learn vocabulary better. After we learn vocabulary, we automatically store vocabulary in memory and recall it when writing or speaking. That way, the two main

¹⁵ John, Read.2000. *Assessing Vocabulary*, Cambridge UK: Cambridge University Press. p. 154.

groups in a person's vocabulary are active vocabulary and passive vocabulary.

Active (productive) vocabulary can be used when speaking or writing and it consists of words that appear or cross a person's mind when he has to produce oral or written sentences. In addition, passive (receptive) vocabulary can be known but it is not used by someone. People can understand it when read or heard.

Passive vocabulary sets are usually bigger than active vocabulary.¹⁶ That is already very clear, because the two types of vocabulary are fused or collected. Here, active vocabulary may seem more important in communication, however, the purpose of teaching English or other foreign languages is to broaden or deepen the active and passive vocabulary of students and develop these four aspects namely; write, listen, read, and also speak.

It is inversely proportional to John, Wiji shares the vocabulary into four groups, namely as follows¹⁷

- a. The first thing is function word. These words, although some of these words may also have the contents of word full of meaning. The

¹⁶Elfrieda H. Hiebert and Michael L. Kamil, *Op.cit.*, p. 3

¹⁷Wiji Lestari, .2013. *Improving Students' Vocabulary Mastery Through Word Clap Game*, Salatiga: English Department of Education State Institute for Islamic Studies (STAIN) of Salatiga, p. 41-42

amount is preposition, auxiliary, conjunction, and it depends on where they are placed or positioned.

- b. Substitute words. Here, the word does not represent individual thing. However, it functions as a whole substitute for word classes. That means that the link is between words.
- c. The third of this item is, that which is distributed in appropriate uses according to things in grammatical terms such as presence or absence of negative. For example like, Dian speaks good English and Doni too. *Too*, it means that Doni can also speak English well.
- d. The fourth group of vocabulary items is a large body of "content words" which is subject matter which is usually considered when vocabulary items and subject matter are usually considered when language vocabulary is discussed.

according to Thornbury there are six types of vocabulary. Such as:

1. Homonyms

First is the word class, the word may be better known in the branches of syntax and morphology, but if you understand English better because of grammatical difficulties, this word is of course very well known as parts of speech, it can be verb pronouns, adverbs, adjectives, conjunctions and the last is prepositions.

2. Word Classes

In this section the same as from the term "word class", "word family" is also more well-known in the fields of syntax and morphology,

the type of vocabulary here explains the change in word form or affix. As an example below:

Play - Plays – Played = Inflected

Play - Replay – Playful= Derivatives

3. . Word Formation

In English, the formation of words there are several types of combination or formation of words such as:

Compounding: Used, Word Processing, Typewriter

Blending: Information + Entertainment = Infotainment

Conversion: I always google what information I need.

"Google" here is actually a noun but it is turned into a verb.

Clippings: Electronic letter = e-mail, Influenza = Flu

4. Multi-word Unit

The most of vocabulary types are idioms and verbs.

Examples are as follows;

Delete, keep, throw, and search for = Phrasal Verbs

Jack me around, the famous last word, eat your words, = Idiom

5. Collocation

This type of vocabulary can be meant as the frequency of two or more words together (please specify a suitable pair). Example: again, this week, too.

6. Homonyms

Homonyms here are interpreted as words that have the same form but different meanings.

For example: Well = healthy, well, good. Left = depart, left. Different types like Homophones: the same sound, different meaning and homographs; writing with different meaning including this one type.

2.1.6. Kinds of Vocabulary

Some experts divide the vocabulary into two types of parts namely: active vocabulary and passive vocabulary. Here Harmer distinguishes between these two types of vocabulary. The first type of vocabulary is referring to what has been taught by students and that students have been taught and hopefully it can be used. Next, the second is to refer to words that students will recognize when they meet them, but which they might not say or say. Haycraft, quoted by Hatch and Brown, mentions two types of vocabulary, namely productive vocabulary and receptive vocabulary.¹⁸

To teach vocabulary here, there are two kinds of vocabulary that must be familiar with vocabulary which can be divided into two types, like productive vocabulary and receptive vocabulary, which will be explained below.

¹⁸Hatch, E. & Brown, C.1995.*Vocabulary, Semantics, and Language Education*.

2.1.6.1. Receptive Vocabulary

Receptive vocabulary is greater than productive vocabulary. The vocabulary that we recognize when we hear it or see it, is usually heard and read. According to Gaims and Redman, receptive vocabulary as a language item which can only be understood in the context of listening and reading material.¹⁹ It can also be concluded that receptive vocabulary is word that cannot be produced correctly but can be understood when we carry out listening and reading activities.

2.1.6.2. Productive Vocabulary

Productive vocabulary here is meant that, this vocabulary is involved in using words to defend the meaning it represents and can be able to think that is suitable for the word if there is one. Productive vocabulary includes words that we often use when writing and speaking. Jackson also believes that the words we use often in daily life such as when in speech and in our own writing are called productive and active vocabulary. According to Gaims and Redman active or productive vocabulary is a language item that can be memorized and used correctly by students in writing or speech.²⁰

¹⁹Gaims, R and Readman S.1986. *Working With Words: A Guide To Teaching And Learning Vocabulary*. Cambridge: Cambridge University, p. 65

²⁰Ibid, p.65

2.1.7. The Importance of Vocabulary

- a. Just imagine how difficult your life would be if you don't understand 75% of the words you know right now.
- b. How difficult it is to read a section of text if you don't know many words in the section.

Talking about importance of vocabulary, David Wilkins said that: “without grammar little can be conveyed, without vocabulary nothing can be conveyed.” Well, everyone definitely needs to use words to express themselves in any form of language. Many students also recognize that the importance of vocabulary acquisition is very important. In my experience as a teacher, I pay attention to the fact that each student usually finds it difficult to speak English fluently. Students usually only consider each writing and speaking activity very tiring because they as students must continue to use the same expressions and words and quickly their conversation is suddenly interrupted because of the missing words. One of the main reasons for these communication problems is the lack of vocabulary. When other students are faced with a problem of words, immediately after the teacher raises the meaning of words or after students see words in the dictionary, and this also becomes the reason why the lack of vocabulary in students. Then, the more words students can learn, easier they will memorize and remember them.

Teacher as the role of model has a very important role in helping students to improve their vocabulary. But unfortunately, teaching in vocabulary is not sufficiently responsive to such problems, and every teacher has not yet realized how important it is to help students develop extensive vocabulary. Moreover, we can find that it takes a long time in English to use teaching approaches such as audio lingual and directly methods which emphasize the importance of teaching grammatical structures. Because of their accent on grammar, very few words are introduced in the course and most often, they are limited and related to the structure of the grammar being taught.

Around the 1970s, there were major changes in teaching English. The switch from lingual audio and direct methods to the Communicative approach which here emphasizes the importance of vocabulary teaching. Students here are faced with a variety of speaking and vocabulary in activities. From this many words are introduced during the course and students are encouraged to express themselves as much and as well as possible.

And now, a lot of freedom in choosing the method that will be used when the teaching-learning process in English. And the English syllabus is also arranged based on the existing vocabulary structure and grammar. Therefore there are several classes allocated to each item in the syllabus, usually the teacher has his own time which is needed to

teach and practice vocabulary. Vocabulary is no longer treated as an add-on and this makes the teacher more aware of the importance of vocabulary and attention is given to collocation, grammar of words, and also the frequency of words. Even, students still experience things that are difficult in expressing themselves smoothly and students also still think the task of speaking is very tiring and difficult.

2.1.8. The Sources of vocabulary

Vocabulary has become a very important aspect in the process of learning English, because of this, students have to improve their vocabulary. To improve vocabulary, students must understand where vocabulary comes from. Thus, according to Thornbury, students will find it easier to learn vocabulary in the teaching-learning process, namely:

1) List

Many students like to learn words from a list. one of the reason is because it is very economical, words in large numbers can be learned in a relatively short time.

2) Textbooks

Textbooks are also included in the assignment and explanation of grammar instructions. The contents of the textbooks are vocabulary work that is disaggregated and integrated. Separate activities usually

present or word formation rules, and are integrated into the work skills usually focus on vocabulary.

3) Vocabulary Book

The vocabulary book is intended as an exercise book for students. Vocabulary book is usually arranged in sequence, but they cover all vocabulary skill.

4) Teacher

Teacher is so productive. Students often pick up a lot of unexpected language from the teacher, especially words and phrases related to the teaching and learning process in class, such as let's see, then, now, are you done? Is that clear? On the other hand, the teacher's own story can also serve as a tool to increase vocabulary.

5) Other Students

The presence of other students in the class is a so productive source of vocabulary input. Student more often pay attention to what their friends (other students) say about what they are doing in their textbook or their teacher.

2.1.9. Vocabulary in the classroom

According to Fauziati, vocabulary is the keynote of language, without vocabulary students cannot obtain communication effectively or cannot express their ideas either orally or in writing. And he said that limited vocabulary is also an obstacle in foreign language acquisition for students. According to Scrivener states that in class there are five vocabulary roles in the class, such as:

1. The vocabulary is so important and it needs to be dealt with systematically.
2. Students will find it a little difficult to complete the work if they encounter some new vocabulary.
3. Practice on your own in the use of English. An English dictionary gives student important tool for independent learning.
4. Student needs and must distinguish between vocabulary for receptive use and vocabulary for productive use.
5. Students also need to deal not only with one-word lexical word, but also students have to deal with longer multi-word items.

From the information above, the writer takes one thing, that is teacher. The teacher is the first role and the main character in the class who must make students better understand what is being taught in class. Teacher

has to also more creativity so that students feel more comfortable and easy to accept the material taught by the teacher.

2.2. Conventional Method

Conventional approach method refers to the traditional teaching method in which most of the lecture time methods are used. This teaching method is centered on textbooks, is teacher dominant, and is exam-oriented.

The conventional method used by English teacher at MTs. Alwasliyah Bah Gunung is a blackboard and a chalk. And students use paper and pens.

But in this study, researchers will use laptops and quizlet as material and research methods. And students will use their smart phones as a tool to use the quizlet application. Which is done to find out the effects of using the quizlet application rather than conventional methods that were previously often applied.

The examples of conventional method activities like:

- a. Provide a model where students can make small change.
- b. Increase vocabulary.
- c. Make vocabulary into sentences to paragraph from table, and other guide.

- d. Apply vocabulary through activities that are around.
- e. Combine vocabulary into one sentence, and develop it by following the rules.

2.3. Related Study

The first is Dizon (2016) researching the efficacy of the quizlet application in developing English L2 vocabulary by 9 students. After the researcher checked the vocabulary list that had been defined for 10 weeks by using the quizlet application, the post-test results showed that the quizlet had a considerable benefit by the subject compared to the pre-test results. The researchers realized that the use of the quizlet application could significantly improve students' academic vocabulary mastery. This has several similarities and differences with the author's research. In general, he has techniques to improve students' vocabulary mastery in the application of quizlet. These differences are the research design techniques, research samples, research subjects, data collection, research text genres and location studies. Researcher developed a quizlet application in vocabulary mastery in junior high schools. As a researcher, I developed quizlets in junior high schools too.

The second is Lander (2016) expressed an opinion about the quizlet application after Lander used it for 9 months from 830 low-level students in an introductory test of the English for International Communication (TOEIC) course at a university in Japan. Learning

locations are inside and outside the classroom. The results of this study indicate that students have shown a strong agreement by using the quizlet application to learn vocabulary. This quizlet application has several similarities and differences with the author's research. That the similarity, he has a technique in improving students' vocabulary mastery taught by the quizlet application. These differences are the design of research techniques, research samples, data collection, research locations and research site. The position of researcher to develop quizlet application in vocabulary mastery is in junior high school.

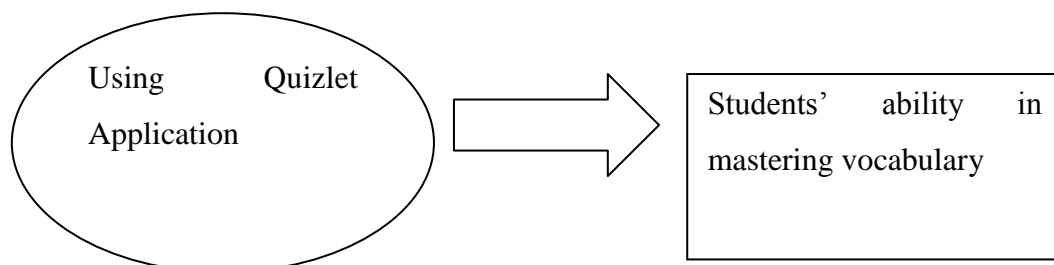
The last is Ismailova, Gleason, Provotorova, and Matukhin (2017) and they study concerns about the use of the quizlet application in the language teaching-learning process for speaking skills in Engineering and Department of Medicine students in Russian are accelerated as a foreign language (RFL) in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

2.4. Conceptual Framework

There are four aspects of skills in English, such as listening, writing, speaking and reading. Everyone who wants to master English or other foreign languages must do the four sections above. For each of the four parts we need vocabulary. The students have to also master vocabulary, because when students want to learn about four aspects of

skills in English, these students must have a lot of vocabulary. In that sense, in the teaching and learning process we can use many applications or media in accordance with the material, especially in teaching vocabulary.

English teacher at MTs. Alwashliyah Bah Gunung often uses blackboards and markers (conventional methods) as a medium for teaching vocabulary. And in this study, researchers applied the quizlet as a research medium. The hope is to use this quizlet application, students are more active in learning, more precisely in English than before. By using this application too, students can improve their ability to master vocabulary. The relevance of the two variables are; teacher. The teacher can use various media or applications, and the more students can learn vocabulary, the more students' ability to make sentences.



2.5. Hypothesis

According to Creswell (2012: 187), "Hypothesis testing is a procedure for making a decision about the result by comparing an observed value of a sample

with a population value to determine if no difference exists between the values”.²¹

In the research on the application of this quizlet, researcher wants to compare the result of the use of quizlet application with conventional method. Researcher uses two hypotheses in the research that there are alternative hypothesis and also null hypothesis. The researcher states the hypothesis like;

- a. Null Hypothesis (H_0) : There is no an effect of students' ability in mastering vocabulary by quizlet application
- b. Alternative Hypothesis (H_a) : There is an effect of students' ability in mastering vocabulary by quizlet application.

²¹Creswell JW. 2012. *Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research Fourth Edition*. Bouston: Pearson. p. 187

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with all of the research methodology. This chapter contains some subchapters. They are time and place of the study, research design, data collection, and last is data analysis.

3.1. Research Design

The research is conducted in an experimental research design with pre-test and post-test. This design is applied to determine the effect of the quizlet application on vocabulary mastery. This study consisted of two different groups, namely the experimental group for VII-2 and the control group for VII-1. Experiments are taught by using the quizlet application and the control group is taught by using conventional methods. Both groups are given a test and post-test with the same material and tests. There are two variables. The independent variable is quizlet application and the dependent variable is vocabulary.²² The research design can be described as follows:

²² Syauckani. 2015. *Metode penelitian: Pedoman praktis Penelitian dalam bidang Pendidikan*. Medan: Perdana Publishing. P. 15

Table 3.1. Exprimental Research Design

Randomly Assigned	Pre-test	Treatment	Post-test
Experimental Group	✓	R (using quizlet application)	✓
Control Group	✓	Q (without using quizlet application)	✓

3.2. Population And Sample

3.2.1. Population

The population is all the subjects of this study.²³ Population of this research is the seventh grade at MTs. Alwashliyah Bah Gunung. The location of this school in Jl. Pendidikan no. 139 Bah Gunung, Kecamatan Bandar Hulan, Kabupaten Simalungun, North Sumatra, 21184. The total of population is 48 students that consist of 2 classes.

TABLE 3.2.**THE POPULATION OF THE RESEARCH**

NO	CLASS	POPULATION
1	VII-1	24
2	VII-2	24
	TOTAL	48

²³Suharsimi Arikunto. 2002. *Prosedur Penelitian*. PT. Rineka Cipta.p. 108.

3.2.2. Sample

The sample is part of the total population.²⁴ In this research, researcher took samples using clustering random sampling. Sampling is done randomly with a lottery technique. This is done by writing each class on a piece of paper in a box. The box is shaken, and two sheets of paper are taken. However, because of the seventh grade at MTs. Alwashliyah Bah gunung only has two classes, so this clustering random sampling is only done to determine which class is the experimental class and the control class. Therefore, what can be obtained is class VII-2 consisting of 24 students taught with the quizlet application and VII-1 consisting of 24 students taught using conventional methods. So the total number of students are 48.

TABLE 3.3.

THE SAMPLE OF RESEARCH

NO	CLASS	SAMPLE
1	VII-1	24
2	VII-1	24
	TOTAL	48

3.3. Research Method

This research is conducted by using experimental research or quantitative research. According to Neuman, quantitative style is a place to measure an objective fact, and focus on certain variables, independent of context, reliability is the key, occur in many cases, and also have statistical analysis.

²⁴ Sudjana.1997.*Metode Statistika*. Bandung: Tarsito. P.6

The way to measure student vocabulary is to use the number of frequencies (frequency count). Nation (1990) developed the Vocabulary Level Test (VLT). The workings of this VLT test are the number of vocabularies divided into 3 levels (levels) where each level consists of 1000 words. Every 1000 words are then taken 10 words as vocabulary test material. If students are able to answer 10 questions in the first level correctly, then five questions correctly in the second level, (1000 second words), and two correct questions in the third level (1000 third words) can be said that the number of known vocabulary words is 1700 words.²⁵

In this case, researchers can provide treatment to the subject, while other things are not given. This is because to find out whether or not there is an "experimental research" treatment effect. This is applied to the subject of the experiment.

The research here is divided into two groups: the first group functions as an experimental group that is treated using quizlet applications and the second group is a control group that is treated with conventional treatment. Although these groups are treated differently, in the material delivery, the length of time and the teacher are exactly the same. We can see this in the table below.

²⁵ Nation, I.S.P.1990. *Teaching and Learning Vocabulary*. Newbury House, New York.

TABLE 3.4
THE FORMATION OF RESEARCH

CLASS	GROUP	STEP I	STEP II
VII-2	Experimental group	Treat by using quizlet application	Test
VII-1	Control group	Treat without by using quizlet application	Test

3.4. Instrument of Collecting Data

In collecting data, vocabulary tests will be given to students, namely: pre-tests, treatments, and post-tests that will be conducted in both groups in the experimental and control groups. The research instrument is a test. The test is a collection of questions made by researchers and it will be answered by students. This test also aims to determine students' abilities in vocabulary. In the study also, students are given a test by the researcher.

3.4.1. Test

Students are given a test to find out and get data about students' vocabulary skills which consist of 40 questions. 20 questions were given by conventional methods. The test is an objective test about part of body. 20 questions administered with the quizlet application. The test is the same between the conventional method and the quizlet application. students are given 30 minutes. If the student is able to answer all the questions correctly then the score is 100.

3.5. Data Analysis

To determine the effect of using the quizlet application on vocabulary mastery, it is intended that the control group and the experimental group will be compared by using the t-test, as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{da^2 + db^2}{Na + Nb - 2}\right) \left(\frac{1}{Na} + \frac{1}{Nb}\right)}}$$

where:

t = Total score

Ma = Mean of experimental group

Mb = Mean of control group

Da² = Standard of deviation of experimental group

Db² = Standard of deviation of control group

Na = Total number of experimental group

Nb = Total number of control group

3.5.1. The Statistical Hypothesis

After obtaining the t-test, the researcher compared the t-test and t-table.

Hypothesis testing uses criteria with a significant level of 5% (0.05). The conclusion obtained as follows:

H_a is accepted if $t > t_{table}$ or if Sig. (2-tailed) < 0.05 .

H_o is accepted if $t < t_{table}$, or if Sig. (2-tailed) > 0.05 .

The hypothesis of this study are:

- a. Alternative Hypothesis (H_a): "There are significant differences between students mastery of vocabulary among students taught by the quizlet application and students who are taught without using the quizlet application. "

- b. Hypothesis Zero (H_0): "There are no significant differences between students mastery of vocabulary among students who are taught with the quizlet application students who are taught without using the quizlet application."

3.5.2. Validity

A validity in a test refers to the extent of what the researcher is measuring. There are a number of aspects of size validity that must be checked. Therefore, to find out the validity of the test, we can use product moment correlation by Pearson.²⁶

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum x^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

N = Number of samples

$\sum x$ = Score item

$\sum y$ = Total scores

r_{xy} = Correlation coefficient

To interprets the test validity price, consult the price at the criticism price of r at product moment, $\alpha = 0,05$. If $r_{count} > r_{table}$. So that, the item is valid.

3.5.3. Reliability

To find out and see the reliability test of this study, we can use the formula from Kuder Richardson-21. We can see the formula as follows:

$$r_{11} = \frac{k}{K-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

²⁶ Sudjana. 2009. *Metode statistika*. Bandung: Tarsito. P. 369.

Where:

K= The number of the test items

M= Mean of the score

S=Standard deviation of the score

3.5.4. Normality Test

This normality test is done to find out and see whether the data obtained from the sample has a normal distribution or not. In this study also, the normality test will be carried out by using the Liliefors test. After getting L_0 , it is compared to $L_t \alpha=0,05$ the characteristic of Liliefors test is:

If $L_0 < L_t =$ data is normal

➤ If $L_0 > L_t =$ data is not normal

3.5.5. Homogeneity Test

Homogeneity test is performed to determine whether the sample is homogeneous or not. Homogeneity test conducted in this study is the Levene test. After getting the F_0 , it will be compared to the $F_t \alpha=0,05$ the characteristic of Levene test is:

➤ $F_0 < F_t =$ sample is homogenous

➤ $F_0 > F_t =$ sample is heterogenous

3.6. Procedure of Collecting Data

Procedure of collecting data is very important in research. In this research, the Procedure of collecting data consist of pre-test, treatment, post-test, interview, and observation.

1. Pre-test

Both groups namely the experimental group and the control group are given before treatment. The teacher asks to students to answer several multiple choice tests.

2. Treatment

Here, there are two groups that have been taught material, namely the experimental group and the control group. The experimental group is taught by using a quizlet application. Whereas the control group is taught by using conventional methods. In this study there are four meetings and each study consisted of 40 minutes.

3. Post-test

After conducting the treatment, a post-test will be given to find out the results of the teaching presentations in the two groups. This will be applied to analyze and also to assess the two groups, then to find out the effects of the treatment.

Before testing the hypothesis, the first thing to do is test the conditions, namely the normality test and the homogeneity test.

CHAPTER IV

FINDING AND DISCUSSION

4.1.Finding

4.1.1. Description of Data

The research data are collected from seventh grade students MTs. Alwashliyah Bah Gunung. There are two classes namely VII-1 and VII-2. Quizlet application is used in VII-2 and conventional method is used in VII-1. A test is given to students to obtain data about the differences of students vocabulary abilities using the quizlet application and students' vocabulary abilities without using the quizlet application.

4.1.2. Data Presentation

In this study, there is a presentation of the data presented by the researcher. The data consists of information on the students' vocabulary abilities collected by using the pre-test and post-test. After doing the research, the researcher finally obtained the data from the students. Scores are obtained from the pre-test and post-test of the experimental and control groups. For more details, we can see the following table.

a. Students' vocabulary score on pre-test and post-test

Table 4.1

The Score of Pre-Test in Experimental Class by using quizlet application

No	Test Score
1	70
2	75
3	70
4	70
5	55
6	70
7	75
8	55
9	35
10	45
11	55
12	55
13	60
14	65
15	60
16	65
17	70
18	50
19	75
20	70
21	70
22	85
23	40
24	55
$\sum n = 24$	$\sum x_o = 1495$
Average	62,29
Min	35
Max	85

From the table above we can see that the average pre-test score of the experimental class is 62.29. And the lowest score in the experimental class pre-test is 35 and the highest score in the experimental class pre-test is 85.

Table 4.2

The Score of Post-Test in Experimental Class by using quizlet application

No	Test Score
1	85
2	100
3	85
4	80
5	85
6	85
7	95
8	90
9	85
10	100
11	80
12	85
13	85
14	90
15	80
16	80
17	100
18	80
19	100
20	90
21	95
22	100
23	80
24	75
$\sum n = 24$	$\sum x_1 = 2020$
Average	84,16
Min	75
Max	100

From the table above, we can see that the average of the post-test in experimental class is 84,16. The lowest score in the post-test of the experimental class is 75 and the highest score in the post-test of the experimental class is 100.

Table 4.3

The score of pre-test and post-test in experimental class

No	Experimental Class		
	Pre-Test	Post-Test	Gained Score
1	70	85	15
2	75	100	25
3	70	85	15
4	70	80	10
5	55	85	30
6	70	85	15
7	75	95	20
8	55	90	35
9	35	85	50
10	45	100	55
11	55	80	25
12	55	85	30
13	60	85	25
14	65	90	25
15	60	80	20
16	65	80	15
17	70	100	30
18	50	80	30
19	75	100	25
20	70	90	30
21	70	95	25
22	85	100	15
23	40	80	40
24	55	75	20
$\Sigma n = 24$	$\Sigma x_0 = 1495$	$\Sigma x_2 = 2020$	$\Sigma x_3 = 625$
Average	62,29	84,16	26,04
Min	35	75	10
Max	85	100	55

From the table above we can see that the average value of the pre-test in the experimental class is 62.29. Meanwhile, the post-test score is 84.16. The lowest score in the pre-test is 35 and the highest score in the pre-test is 85. While in the post-test, the lowest score is 75 and the highest score is 100. And the gained score in the control class is 26.04.

Table 4.4

The score of pre-test in control class without using quizlet application

No	Test Score
1	75
2	65
3	80
4	55
5	65
6	75
7	60
8	75
9	70
10	70
11	70
12	70
13	65
14	50
15	65
16	60
17	55
18	70
19	65
20	75
21	60
22	60
23	65
24	50
$\sum n= 24$	$\sum x_o=1570$
Average	65,42
Min	50
Max	80

From the table above we can see that the mean value of the control class pre-test was 65.42. The lowest score in the control class pre-test is 50 and the highest score in the control class pre-test is 80.

Table 4.5

The score of post-test in control class without using quizlet application

No	Test Score
1	70
2	95
3	95
4	70
5	100
6	85
7	70
8	90
9	95
10	90
11	75
12	60
13	100
14	75
15	90
16	80
17	80
18	90
19	75
20	85
21	80
22	90
23	75
24	90
$\sum n = 24$	$\sum x_1 = 2005$
Average	83,54
Min	60
Max	100

From the table above, we can see that the average of the post-test in control class is 83,54. The lowest score in the post-test of the control class is 60 and the highest score in the post-test of the control class is 100.

Table 4.6

The score of pre-test and post-test in control class

No	control Class		
	Pre-Test	Post-Test	Gained Score
1	75	70	-5
2	65	95	30
3	80	95	15
4	55	70	15
5	65	100	35
6	75	85	10
7	60	70	10
8	75	90	15
9	70	95	25
10	70	90	20
11	70	75	5
12	70	60	-10
13	65	100	35
14	50	75	25
15	65	90	30
16	60	80	20
17	55	80	25
18	70	90	20
19	65	75	10
20	75	85	10
21	60	80	20
22	60	90	30
23	65	75	10
24	50	90	40
$\Sigma n = 24$	$\Sigma x_0 = 1570$	$\Sigma x_1 = 2005$	$\Sigma x_2 = 440$
Average	65,42	83,54	18,33
Min	50	60	-10
Max	80	100	40

From the table above, we can see that the pre-test mean of the control class is 65.42 while the post-test mean of the control class is 83.54. The lowest score in the control class pre-test is 50. And the highest score in the control class pre-test is 80. Meanwhile, the lowest score in the control class post-test is 60 and the highest. The score in the control class is 100 points. And the value obtained in the control class is 18.33.

Based on the table above, it can be seen that the average value of the experimental group and the control group has increased. However, the value of the experimental class increased significantly compared to the value of the control class. This can be seen from the distance between the points obtained by the two groups. The experimental class increased by 21.87 points, from 62.29 to 84.16, while the control class increased 18.12 points from 65.42 to 83.54.

4.1.3. Analysis of Data

4.1.3.1. Normality Test

In the study, the normality test is tested using Lilliefors at SPSS V 22 to calculate normality for each test. The test will be normally distributed if the absolute difference is less than the result in the lilliefors table with the number of sample (n) is 24.

Table 4.7**The Normality of Pre-test in experimental class and control class****Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test of experimental group	.195	24	.019	.945	24	.214
Pre-test of control group	.146	24	.200	.953	24	.311

a. Lilliefors Significance Correction

Based on the data, it can be seen that normality is significant. This is indicated by the significance in the lilliefors table, the experimental class data is 0.019. And while the significance in the Lilliefors table from the control class data is 0.200. And it can be concluded that the pre-test results in the experimental class and control class are normally distribute

Table 4.8**The Normality of Post-test in experimental class and control class**

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-test of experimental group	.227	24	.002	.883	24	.010
Post-test of control group	.186	24	.032	.949	24	.253

a. Lilliefors Significance Correction

Based on the data, it can be seen that the experimental class data is 0.002 while the control class data is 0.032. So, the post test results on the experiment and control class normally distributed.

4.1.3.2. Homogeneity test

After conducting the normality test, the researcher conducted a homogeneity test which was calculated using SPSS V 22 to test the similarity of the two classes, namely the experimental class and the control class. Researcher has used the Levene statistical test to calculate the homogeneity test. The data will be homogeneous if the result of the data calculation is greater than 0.05. And the results can be presented below:

Table 4.9**Pre- test of homogeneity of variances between control and experimental****Test of Homogeneity of Variances**

Pre-test of control and experiment

Levene Statistic	df1	df2	Sig.
.949	5	17	.475

The results of the data showed that the pre-test significance between the experimental class and the control class is 0.475. So, the pre-test is homogeneous because it is higher than 0.05.

Table 4.10**Post- test of homogeneity of variances control and experimental****Test of Homogeneity of Variances**

Post-test of control and experiment

Levene Statistic	df1	df2	Sig.
2.177	6	16	.100

The data results show the significance of the post-test between the experimental class and the control class is 0.100. So, the pre-test is homogeneous because it is higher than 0.05.

4.1.3.3.T-test

After measuring the normality and homogeneity tests, the researcher calculated the data by using the t-test in SPSS V 22 to find out whether there is a significant difference between students' vocabulary mastery in the experimental class and students' vocabulary mastery in the

control class. After that, the researcher used the t-test to obtain more empirical evidence about the effect of quizlet on students' vocabulary mastery by using SPSS V 22. Researcher also used data from the post-test experimental and control classes, and researcher had obtained scores from both classes. The T-test results from the post-test scores of the control and experimental classes are presented in the table below:

Table 4.11

The T-test result of post-test score of control class and experimental class

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai Akhir	Control class	24	83.54	10.681	2.180
	Eksperimental class	24	87.92	7.929	1.618

The table above shows that the two groups each have 24 samples. The final test of the experimental group was higher than the control group seen from an average of 87.92 to 83.54.

Independent Sample Test

	Levene's Test for equality of variances	t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	M	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Equal Variances assumed	3.026	.089	-1.611	46	.114	-4.375	2.715	-9.841	1.091	
Equal Variances not assumed			-1.611	42.443	.115	-4.375	2.715	-9.853	1.103	

The following table is the main table of the independent sample T-test analysis. This can be seen from the 2-way (t-tailed) significant value.

The Equal Variance Assumed Value (0.089). T test values with the same group variance (Equal Variance Assumed) and T test with the variance of the two groups are not the same (Equal Variance Not Assumed). To choose which test we use, it can be seen from the variance similarity test through the levene test.

Look at the P value of the levene test, if the p value is $< \alpha$ (0.05) then the variance is different, and if the p value $> \alpha$ (0.05) then the variance is the same. The p value in the levene test above is the p value = 0.089, which means the variance is the same. So what we see now is the T test for equal variance. From the results above, the value of $p = 0.114$ is obtained. So $0.114 > 0.05$ it can be

concluded that there is no significant difference between the scores of students who use the quizlet application and students who do not use the quizlet application.

4.2.Hypothesis

Hypothesis testing is important because of its calculations. Hypothesis testing is done to answer the formulation of this research problem.

Then the hypothesis testing criteria are as follows:

1. H_0 is accepted if $t > t_{table}$ or if Sig. (2-tailed) < 0.05 .
2. H_0 is accepted if $t < t_{table}$, or if Sig. (2-tailed) > 0.05 .

Based on the posttest results of the experimental class and the control class, it is stated that they can obtained $t\text{-count} = -1.611 < t_{table} = 2.013$ at a significance level of 0.05 (5%) and Sig. (2-tailed) is $0.114 > 0.05$. So, the value $t_v < t_{table}$ and Sig. (2-tailed) > 0.05 , meaning that H_0 is accepted. So, researcher can conclude that there is no an effect of students' ability in mastering vocabulary by quizlet application.

4.3.Discussion

Based on data analysis of class VII students from MTs. Alwashliyah Bah Gunung, students' vocabulary mastery is not improved by using the quizlet application. The results of the data from the test are divided into pre-test and post-test, students who are taught with the quizlet application do not have a higher score difference than students who are taught without the quizlet application. So, the data of research have been carried out based on procedures. Based on the results of the research and discussion above, there is no significant use of the

quizlet application on students' vocabulary mastery, because the results show that the hypothesis H_0 is accepted and H_a is rejected.

Based on the description above, the researcher concluded that the application of the quizlet application did not have a significant difference in students' abilities in learning vocabulary, especially students from MTs. Alwashliyah Bah Gunung.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1.CONCLUSION

Based on the results of data analysis and discussion, the researcher concludes that the use of the quizlet application does not have a significant effect on mastery of vocabulary, because the scores of students taught by this quizlet application are not higher than students taught by using conventional methods in seventh grade students at MTs. Alwashliyah Bah Gunung. From the t-test calculation, it is found that t value is smaller than t table. Therefore the value of t value -1.611 and t table 2.013 ($t \text{ value} < t \text{ table}$, $-1.611 < 2.013$). This means that H_0 is accepted and H_a is rejected. Based on this, there is no significant effect of the quizlet application on students' vocabulary mastery.

5.2.RECOMMENDATION

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

1. The head of MTs. Alwashliyah Bah Gunung is advised to provide directions to English teachers about strategies for teaching English using the quizlet application. Although using conventional methods is also effective, if using a new method in learning English, students will be more fun and enthusiastic in learning.
2. English teacher is advised to use new innovations such as the quizlet application in the learning and teaching process to influence students'

vocabulary mastery. English teacher can evaluate students, to find out how deep the students understand the material in each meeting.

3. Students can develop each new vocabulary in the concept because the quizlet application is easy to understand and each student will be more active and enthusiastic in learning.
4. Other researcher who are also interested in conducting research related to this research should also try to apply the quizlet application to students from different levels through different genres. This is to prove the effectiveness of vocabulary mastery from the quizlet application for students. And finally, the researcher views that this research can be a reference for future researchers who also have the same topic as this research.

5.3. IMPLICATION

Implication are drawn from the research findings. The results of the study found that there is no significant difference in students' vocabulary mastery between students who were taught without using the quizlet application and students who were taught without using the quizlet application. In addition, this study implies that the use of the quizlet application is needed in learning vocabulary as another method of teaching vocabulary. Based on the conclusion above, both the use of the quizlet application and the conventional method can encourage an increase in student's vocabulary mastery can also be seen from the progress of the student's vocabulary score itself afterwards. It is hoped that English teachers will not only use conventional methods but also encourage

teachers to use the quizlet application in learning vocabulary so that students are more enthusiastic in learning vocabulary. Therefore, it implies that the use of the quizlet application can maintain student interest and help them understand and easily memorize vocabulary in a pleasant atmosphere in the classroom with close interaction between teachers and students. Therefore, the application of the quizlet application needs to be applied in learning vocabulary as a learning method other than conventional methods. The teacher can also apply the two methods in vocabulary learning alternately. Because, the use of the quizlet application can be effective and alternative strategy to help students train vocabulary and create an enthusiastic learning process so that the competency standards for the learning process can be achieved.

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APPENDIX I

LESSON PLAN

1. Lesson Plan for experimental group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENTAL GROUP

School : MTs. Alwashliyah Bah Gunung

Class/Semester : VII-2 (experimental group) /I

Skill : Vocabulary

Time Allocation : 2 x 40 minutes

A. Core Competencies

KI 3 : Understanding the knowledge (conceptual, factual, and procedural) based on students' curiosity about technology, science, art, culture related to surrounding phenomena and events seen in the eye.

KI 4 : Trying, processing, and presenting in the concrete realm (creating, using, parsing, modifying, and composing) and the abstract realm of writing, drawing, counting, composing, and reading) according to what is learned in schools and other sources in the perspective / same theory.

B. Learning Objectives

1. Student can understand text structures, linguistic, and social functions, elements in part of the body.

2. Students can compose written text about part of body.
3. Students can use appropriate vocabulary in composing written text about part of body.

C. Basic Competence

- 3.1. Identify text structures, linguistic, and social functions elements of oral and written interpersonal interaction text according to the context of its use
- 4.1. Composing written and oral interpersonal interaction texts is very short and simple with correct linguistic elements and in context.

D. Indicators of Competency Achievement

- 4.1.1. Identifying social functions related to part of body.
- 4.1.2. Identifying social structures related to part of body.
- 4.1.3. Identify linguistic elements related to part of body.
- 4.1.4. Composing oral and written interpersonal interaction texts is very short and simple related to part of body.

E. Learning Materials

Parts of Body

1. Hair= Rambut
2. Eye = Mata
3. Eyebrow = Alis mata
4. Nose = Hidung
5. Cheek = Pipi
6. Lips = Bibir
7. Tooth = Gigi

8. Chin = Dagu
9. Ear = Telinga
10. Neck = Leher
11. Shoulder = Bahu
12. Hand = Tangan
13. Finger = Jari
14. Arm = Lengan
15. Wrist = Pergelangan tangan
16. Chest = Dada
17. Stomach = Perut
18. Knee = Lutut
19. Foot = Kaki
20. Skin = Kulit

F. Learning Approach / Method

1. Approach: Scientific
2. Method: Discussion

G. Learning Media

1. Smartphone
2. Laptop / PC

H. Resource/Reference

1. Class VII English Books

I. Learning steps

1. Introduction (10 minutes)

- a. The teacher greets to students and starts learning activities by praying.
- b. The teacher asks the students' condition
- c. The teacher checks attendance list of students
- d. The teacher prepares text on quizlet application and shares links related to the material that will be displayed on the quizlet application.

2. Core activities (60 minutes)

a. Observing

1. Students access the link through their smart phone and observe the parts of body in the quizlet application.
2. Students are asked to understand each and every part of the body

b. Asking

- (1) Students are given the opportunity to ask questions about what they do not already know and want to know about parts of body in the quizlet application.
- (2) Students are guided and given assistance in asking questions.

a. Exploring

- (1) Students are asked to try out the features of the quizlet application (flashcard, learn, write, spell, test, match, live) relating to parts of body individually.

(2) Students are asked to memorize parts of the body from the quizlet application

b. Associating

(1) Students are assisted by teachers to mention parts of the body.

c. Communicating

(1) students are asked to name parts of the body in front of the class.

(2) Students are given a follow-up or correction from the teacher.

2. Closing Activities (10 minutes)

a. The teacher concludes the material learned on that day.

b. The teacher asks students difficulties

c. The teacher provides motivation to students

d. The teacher ends the lesson by praying.

J. Instrument Rating

Types of test questions: Written test

Form of assessment: Individual

Rating instruments:

a. Pre-test: Attached

b. Post-test: Attached

c. Rating score:

$$\frac{\text{Acquired Score} \times 100}{\text{Maximum score}}$$

Categorization of Scoring

Classification	Score	Rating
Excellent	81-100	A
Good	71-80	B
Good Enough	60-70	C
Bad	< 59	D

Bah Gunung, September 2020

Knowing,

Guided Teacher

Researcher

Yenita Wati, S,Pd

Ayumi Pratiwy Tanjung

NIM. 0304162156

The Principle

UMI KALSUM S.Ag

2.Lesson plan for control group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL GROUP

School : MTs. Alwashliyah Bah Gunung

Class/Semester : VII-1 (Control group) /I

Skill : Vocabulary

Time Allocation : 2 x 40 minutes

A. Core Competencies

KI 3 : Understanding the knowledge (conceptual, factual, and procedural) based on students' curiosity about technology, science, art, culture related to surrounding phenomena and events seen in the eye.

KI 4 : Trying, processing, and presenting in the concrete realm (creating, using, parsing, modifying, and composing) and the abstract realm of writing, drawing, counting, composing, and reading) according to what is learned in schools and other sources in the perspective / same theory.

B. Learning Objectives

- a. Students can understand text structures, linguistic, and social functions elements in part of the body.
- b. Students can compose written text about part of body.

- c. Students can use appropriate vocabulary in composing written text about part of body.

C. Basic Competence

3.2. Identify text structures, linguistic, and social functions elements of oral and written interpersonal interaction text according to the context of its use

4.1. Composing oral and written interpersonal interaction texts is very short and simple with correct linguistic elements and in context.

D. Indicators of Competency Achievement

4.1.5. Identifying social functions related to part of body.

4.1.6. Identifying social structures related to part of body.

4.1.7. Identify linguistic elements related to part of body.

4.1.8. Composing written and oral interpersonal interaction texts is very short and simple related to part of body.

E. Learning Materials

Parts of Body

1. Hair= Rambut
2. Eye = Mata
3. Eyebrow = Alis mata
4. Nose = Hidung
5. Cheek = Pipi
6. Lips = Bibir
7. Tooth = Gigi
8. Chin = Dagu

9. Ear = Telinga
10. Neck = Leher
11. Shoulder = Bahu
12. Hand = Tangan
13. Finger = Jari
14. Arm = Lengan
15. Wrist = Pergelangan tangan
16. Chest = Dada
17. Stomach = Perut
18. Knee = Lutut
19. Foot = Kaki
20. Skin = Kulit

F. Learning Approach / Method

- a. Approach: Scientific
- b. Method: Discussion

G. Learning Media

- a. English book
- b. Black Board
- c. Chalk

H. Resource/Reference

- a. Class X English Books

I. Learning steps

a. Introduction (10 minutes)

- a. The teacher greets to students and starts learning activities by praying.
- b. The teacher asks the students' condition
- c. The teacher checks attendance list of students
- d. The teacher prepares materials related to the material to be studied

b. Core Activities (60 minutes)

a. Observing

- (1) students observe materials related to parts of body
- (2) students are asked to know the purpose of this material

b. Asking

- (1) Students are given the opportunity to ask questions about what is not yet known and wants to be known about parts of the body
- (2) students are guided and given assistance in asking questions

c. Exploring

- (1) students are required to complete overlapping parts related to parts of body
- (2) students are asked to manage parts of the body

d. Associating

1. Students are assisted by teachers to mention parts of the body.

e. Communicating

- (1) students are asked to name parts of the body in front of the class.

(2) Students are given a follow-up or correction from the teacher.

c. Closing Activity (10 minutes)

1. The teacher concludes the material learned on that day.
2. The teacher asks students difficulties
3. The teacher provides motivation to students
4. The teacher ends the lesson by praying.

J. Instrument Rating

Types of test questions : Written test

Form of assessment : Individual

Rating instruments:

- a. Pre-test: Attached
- b. Post-test: Attached
- c. Rating score:

$$\frac{\textit{Acquired Score} \times 100}{\textit{Maximum score}}$$

Categorization of Scoring

Classification	Score	Rating
Excellent	81-100	A
Good	71-80	B
Good Enough	60-70	C
Bad	< 59	D

Bah Gunung, September 2020

Knowing,

Guided Teacher

Researcher

Yenita Wati, S,Pd

Ayumi Pratiwy Tanjung

NIM. 0304162156

The Principle

UMI KALSUM S.Ag

APPENDIX II**ANALYSIS VALIDITY**

NO	BUTIR SOAL																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	SCORE	NILAI
1	0	0	1	0	1	1	0	0	0	1	1	0	0	1	0	1	0	1	1	1	0	1	0	1	0	12	48
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	0	21	84
3	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	20	80
4	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	21	84
5	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1	0	14	56
6	0	1	1	1	0	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	16	64
7	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	21	84	
8	0	0	1	0	1	1	0	0	1	1	0	1	0	0	1	0	0	0	1	0	1	1	0	0	1	11	44
9	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	0	17	68
10	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	17	68

APPENDIX III

RELIABILITY

Reliability Statistics

Cronbach's Alpha	N of Items
.603	25

APPENDIX IV

SHEET OF VALIDITY

NAMA SEKOLAH :

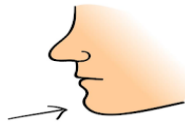
NAMA SISWA :

KELAS :

1. is used to see something

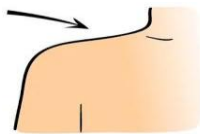
- a. Eye
- b. Hand
- c. Foot
- d. Ear

2. What picture is this?



- a. Cheek
- b. Tooth
- c. Chin
- d. Foot

3. What picture is this?



- a. Chin
- b. Hand
- c. Mouth
- d. Shoulder

4. We bring a book by using.....

- a. Nose
- b. Tooth
- c. Hand
- d. Foot

5. What picture is this?



- a. Shoulder
- b. Elbow
- c. Hand
- d. Finger

6. What picture is this?



- a. Finger
- b. Hand

7. Doni runs by using.....

- a. Hand
- b. Eye

- c. Head
- d. Toes

- c. Foot
- d. Mouth

8. What picture is this?



- a. Chin
- b. Cheek

- c. Nose
- d. Neck

9. What picture is this?



- a. Neck
- b. Nose

- c. Head
- d. Ear

10. What picture is this?



- a. Stomach
- b. Foot

- c. Toes
- d. Neck

11. We feel the smell by using.....

- a. Eye
- b. Nose

- c. Chin
- d. Cheek

12. What picture is this?



- a. Arm
- b. Shoulder

- c. Cheek
- d. Chin

13. What picture is this?



- a. Nose
- b. Tooth

- c. Hand
- d. Neck

14. What picture is this?



- a. Lip
- b. Tongue
- c. Tooth
- d. Ear

15. The part of body used for biting is.....

- a. Tooth
- b. Cheek
- c. Nose
- d. Chin

16. What picture is this?



- a. Mouth
- b. Ear
- c. Lip
- d. Nose

17. What picture is this?



- a. Cheek
- b. Nose
- c. hand
- d. eye

18. What picture is this?



- a. Hand
- b. Hair
- c. Neck
- d. Foot

19. What picture is this?



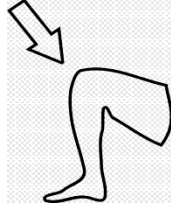
- a. Hand
- b. Finger
- c. Head
- d. Foot

20. What picture is this?



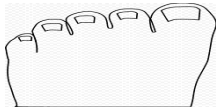
- a. Nose
- b. Eye

21. What picture is this?



- a. Toes
- b. Knee

22. What picture is this?



- a. Finger
- b. Toes

23. What picture is this?



- a. Nose
- b. Head

24. What picture is this?



- a. Eyebrow
- b. Eye

25. What picture is this?



- a. Tongue
- b. Neck

- c. Arm
- d. Stomach

- c. Finger
- d. Foot

- c. Lip
- d. hand

- c. Chin
- d. Mouth

- c. Lip
- d. Toes

- c. Ear
- d. Nose

ANSWER SHEET OF VALIDITY

1. A
2. C
3. D
4. C
5. B
6. A
7. C
8. B
9. A
10. A
11. B
12. A
13. B
14. A
15. A
16. B
17. B
18. B
19. D
20. D
21. B
22. B
23. D
24. A
25. A

APPENDIX V

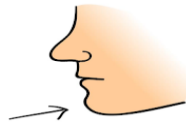
SHEET OF PRE-TEST AND POST-TEST

NAMA SEKOLAH : MTs. Alwashliyah Bah Gunung

NAMA SISWA :

KELAS :

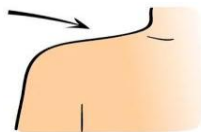
1. What picture is this?



- c. Cheek
- d. Tooth

- c. Chin
- d. Foot

2. What picture is this?



- c. Chin
- d. Hand

- c. Mouth
- d. Shoulder

3. What picture is this?



- c. Shoulder
- d. Elbow

- c. Hand
- d. Finger

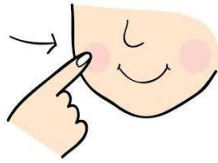
4. What picture is this?



- c. Finger
- d. Hand

- c. Head
- d. Toes

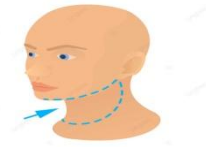
5. What picture is this?



- c. Chin
- d. Cheek

- c. Nose
- d. Neck

6. What picture is this?



- c. Neck
- d. Nose

- c. Head
- d. Ear

7. What picture is this?



- c. Stomach
- d. Foot

- c. Toes
- d. Neck

8. What picture is this?



- c. Arm
- d. Shoulder

- c. Cheek
- d. Chin

9. What picture is this?



- c. Nose
- d. Tooth

- c. Hand
- d. Neck

10. What picture is this?



- c. Lip
- d. Tongue

- c. Tooth
- d. Ear

11. What picture is this?



- c. Mouth
- d. Ear

- c. Lip
- d. Nose

12. What picture is this?



- c. Cheek
- d. Nose

- c. hand
- d. eye

13. What picture is this?



- c. Hand
- d. Hair

- c. Neck
- d. Foot

14. What picture is this?



- c. Hand
- d. Finger

- c. Head
- d. Foot

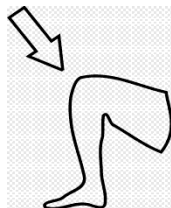
15. What picture is this?



- c. Nose
- d. Eye

- c. Arm
- d. Stomach

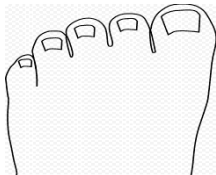
16. What picture is this?



- c. Toes
- d. Knee

- c. Finger
- d. Foot

17. What picture is this?



- c. Finger
- d. Toes

18. What picture is this?



- c. Nose
- d. Head

19. What picture is this?



- c. Eyebrow
- d. Eye

20. What picture is this?



- c. Tongue
- d. Neck

- c. Lip
- d. hand

- c. Chin
- d. Mouth

- c. Lip
- d. Toes

- c. Ear
- d. Nose

ANSWER SHEET

1. C
2. D
3. B
4. A
5. B
6. A
7. A
8. A
9. B
10. A
11. B
12. B
13. B
14. D
15. B
16. B
17. B
18. D
19. A
20. A

APPENDIX VI

THE RESULT OF STUDENT TEST

Nama Sekolah : MTs. Alwashliyah Bah Gunung

Nama Siswa : Alif Trisvode

Kelas : VII-2

75

1. What picture is this?



- a. Cheek
- b. Tooth

- c. Chin
- d. Foot

B=15

2. What picture is this?



- a. Chin
- b. Hand

- c. Mouth
- d. Shoulder

3. What picture is this?



- a. Shoulder
- b. Elbow

- c. Hand
- d. Finger

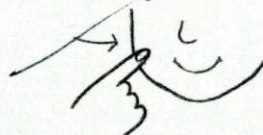
4. What picture is this?



- a. Finger
- b. Hand

- c. Head
- d. Toes

5. What picture is this?



- a. Chin
- b. Cheek

- c. Nose
- d. Neck

6. What picture is this?



- a. Neck
- b. Nose

- c. Head
- d. Ear

7. What picture is this?



- a. Stomach
- b. Foot

- c. Toes
- d. Neck

8. What picture is this?



- a. Arm
- b. Shoulder

- c. Cheek
- d. Chin

9. What picture is this?



- a. Nose
- b. Tooth

- c. Hand
- d. Neck

10. What picture is this?



- a. Lip
- b. Tongue

- c. Tooth
- d. Ear

11. What picture is this?



- a. Mouth
- b. Ear

12. What picture is this?

- c. Lip
- d. Nose



- a. Check
- b. Nose

13. What picture is this?

- c. hand
- d. eye



- a. Hand
- b. Hair

14. What picture is this?

- c. Neck
- d. Foot



- a. Hand
- b. Finger

15. What picture is this?

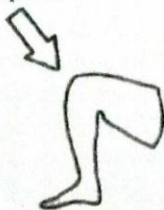
- c. Head
- d. Foot



- a. Nose
- b. Eye

16. What picture is this?

- c. Arm
- d. Stomach



- a. Toes
- b. Knee

- c. Finger
- d. Foot

17. What picture is this?



- a. Finger
- b. Toes

- c. Lip
- d. hand

18. What picture is this?



- a. Nose
- b. Head

- c. Chin
- d. Mouth

19. What picture is this?



- a. Eyebrow
- b. Eye

- c. Lip
- d. Toes

20. What picture is this?



- a. Tongue
- b. Neck

- c. Ear
- d. Nose

Nama Sekolah : MTs. Alwashliyah Bah Gunung

Nama Siswa : Alif Trisvode

Kelas : VII-2

100

B = 20

1. What picture is this?



- a. Cheek
- b. Tooth

- c. Chin
- d. Foot

2. What picture is this?



- a. Chin
- b. Hand

- c. Mouth
- d. Shoulder

3. What picture is this?



- a. Shoulder
- b. Elbow

- c. Hand
- d. Finger

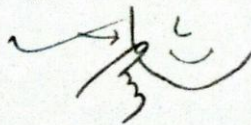
4. What picture is this?



- a. Finger
- b. Hand

- c. Head
- d. Toes

5. What picture is this?



- a. Chin
- b. Cheek

- c. Nose
- d. Neck

6. What picture is this?



- a. Neck
- b. Nose

- c. Head
- d. Ear

7. What picture is this?



- a. Stomach
- b. Foot

- c. Toes
- d. Neck

8. What picture is this?



- a. Arm
- b. Shoulder

- c. Cheek
- d. Chin

9. What picture is this?



- a. Nose
- b. Tooth

- c. Hand
- d. Neck

10. What picture is this?



- a. Lip
- b. Tongue

- c. Tooth
- d. Ear

11. What picture is this?



- a. Mouth
- b. Ear

12. What picture is this?

- c. Lip
- d. Nose



- a. Cheek
- b. Nose

13. What picture is this?

- c. hand
- d. eye



- a. Hand
- b. Hair

14. What picture is this?

- c. Neck
- d. Foot



- a. Hand
- b. Finger

15. What picture is this?

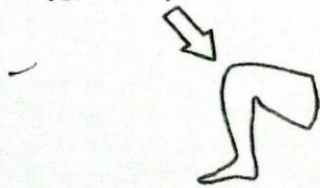
- c. Head
- d. Foot



- a. Nose
- b. Eye

16. What picture is this?

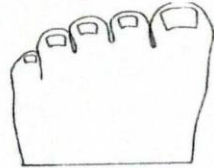
- c. Arm
- d. Stomach



- a. Toes
- b. Knee

- c. Finger
- d. Foot

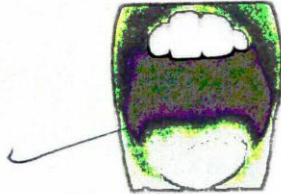
17. What picture is this?



- a. Finger
- b. Toes

- c. Lip
- d. hand

18. What picture is this?



- a. Nose
- b. Head

- c. Chin
- d. Mouth

19. What picture is this?



- a. Eyebrow
- b. Eye

- c. Lip
- d. Toes

20. What picture is this?



- a. Tongue
- b. Neck

- c. Ear
- d. Nose

Nama Sekolah : MTs. Alwashliyah Bah Gunung

Nama Siswa : Dinda Ramadhani

Kelas : VII 2

70

B = 14

1. What picture is this?



- a. Check
- b. Tooth

- c. Chin
- d. Foot

2. What picture is this?



- a. Chin
- b. Hand

- c. Mouth
- d. Shoulder

3. What picture is this?



- a. Shoulder
- b. Elbow

- c. Hand
- d. Finger

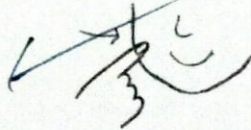
4. What picture is this?



- a. Finger
- b. Hand

- c. Head
- d. Toes

5. What picture is this?



- a. Chin
- b. Cheek

- c. Nose
- d. Neck

6. What picture is this?



- a. Neck
- b. Nose

- c. Head
- d. Ear

7. What picture is this?



- a. Stomach
- b. Foot

- c. Toes
- d. Neck

8. What picture is this?



- a. Arm
- b. Shoulder

- c. Cheek
- d. Chin

9. What picture is this?



- a. Nose
- b. Tooth

- c. Hand
- d. Neck

10. What picture is this?



- a. Lip
- b. Tongue

- c. Tooth
- d. Ear

11. What picture is this?



- a. Mouth
 - b. Ear
12. What picture is this?

- c. Lip
- d. Nose



- a. Cheek
 - b. Nose
13. What picture is this?

- c. hand
- d. eye



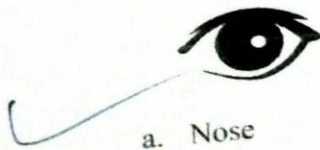
- a. Hand
 - b. Hair
14. What picture is this?

- c. Neck
- d. Foot



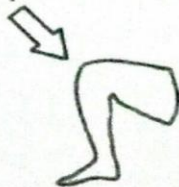
- a. Hand
 - b. Finger
15. What picture is this?

- c. Head
- d. Foot



- a. Nose
 - b. Eye
16. What picture is this?

- c. Arm
- d. Stomach



- a. Toes
- b. Knee

- c. Finger
- d. Foot

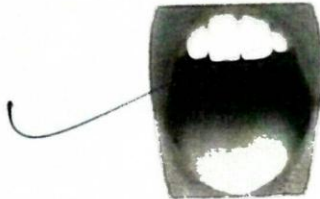
17. What picture is this?



- a. Finger
- b. Toes

- c. Lip
- d. hand

18. What picture is this?



- a. Nose
- b. Head

- c. Chin
- d. Mouth

19. What picture is this?



- a. Eyebrow
- b. Eye

- c. Lip
- d. Toes

20. What picture is this?



- a. Tongue
- b. Neck

- c. Ear
- d. Nose

Nama Sekolah : MTs. Alwashliyah Bah Gunung

Nama Siswa : Onda Ramadhani

Kelas : VII 2

80

1. What picture is this?



- a. Check
- b. Tooth

- c. Chin
- d. Foot

B=16

2. What picture is this?



- a. Chin
- b. Hand

- c. Mouth
- d. Shoulder

3. What picture is this?



- a. Shoulder
- b. Elbow

- c. Hand
- d. Finger

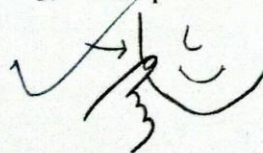
4. What picture is this?



- a. Finger
- b. Hand

- c. Head
- d. Toes

5. What picture is this?



- a. Chin
- b. Check

- c. Nose
- d. Neck

6. What picture is this?



- a. Neck
 - b. Nose
7. What picture is this?

- c. Head
- d. Ear



- a. Stomach
 - b. Foot
8. What picture is this?

- c. Toes
- d. Neck



- a. Arm
 - b. Shoulder
9. What picture is this?

- c. Cheek
- d. Chin



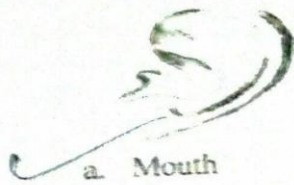
- a. Nose
 - b. Tooth
10. What picture is this?

- c. Hand
- d. Neck



- a. Lip
 - b. Tongue
11. What picture is this?

- c. Tooth
- d. Ear



- a. Mouth
- b. Ear

12. What picture is this?

- c. Lip
- d. Nose



- a. Cheek
- b. Nose

13. What picture is this?

- c. hand
- d. eye



- a. Hand
- b. Hair

14. What picture is this?

- c. Neck
- d. Foot



- a. Hand
- b. Finger

15. What picture is this?

- c. Head
- d. Foot



- a. Nose
- b. Eye

16. What picture is this?

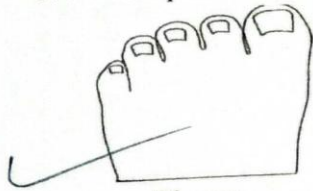
- c. Arm
- d. Stomach



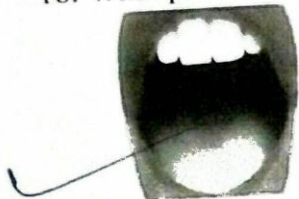
- a. Toes
- b. Knee

- c. Finger
- d. Foot

17. What picture is this?



- a. Finger
 - b. Toes
18. What picture is this?



- a. Nose
 - b. Head
19. What picture is this?



- a. Eyebrow
 - b. Eye
20. What picture is this?



- a. Tongue
- b. Neck

- c. Lip
- d. hand

- c. Chin
- d. Mouth

- c. Lip
- d. Toes

- c. Ear
- d. Nose

Nama Sekolah : MTs. Alwashliyah Bah Gunung

Nama Siswa : Fauzan Hilmi

Kelas : VII-1

B=12

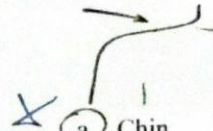
1. What picture is this?



- a. Cheek
- b. Tooth

- c. Chin
- d. Foot

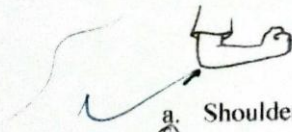
2. What picture is this?



- a. Chin
- b. Hand

- c. Mouth
- d. Shoulder

3. What picture is this?



- a. Shoulder
- b. Elbow

- c. Hand
- d. Finger

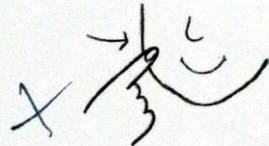
4. What picture is this?



- a. Finger
- b. Hand

- c. Head
- d. Toes

5. What picture is this?



- a. Chin
- b. Cheek

- c. Nose
- d. Neck

60

6. What picture is this?



- a. Neck
- b. Nose

- c. Head
- d. Ear

7. What picture is this?



- a. Stomach
- b. Foot

- c. Toes
- d. Neck

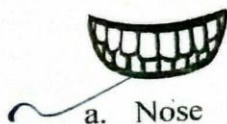
8. What picture is this?



- a. Arm
- b. Shoulder

- c. Cheek
- d. Chin

9. What picture is this?



- a. Nose
- b. Tooth

- c. Hand
- d. Neck

10. What picture is this?



- a. Lip
- b. Tongue

- c. Tooth
- d. Ear

11. What picture is this?



- a. Mouth
- b. Ear

12. What picture is this?

- c. Lip
- d. Nose



- a. Check
- b. Nose

13. What picture is this?

- c. hand
- d. eye



- a. Hand
- b. Hair

14. What picture is this?

- c. Neck
- d. Foot



- a. Hand
- b. Finger
- c. Head
- d. Foot

15. What picture is this?



- a. Nose
- b. Eye

16. What picture is this?

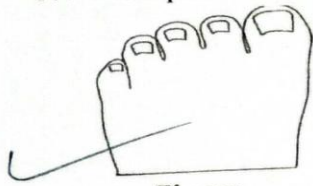
- c. Arm
- d. Stomach



- a. Toes
- b. Knee

- c. Finger
- d. Foot

17. What picture is this?



- a. Finger
 - b. Toes
18. What picture is this?



- a. Nose
 - b. Head
19. What picture is this?



- a. Eyebrow
 - b. Eye
20. What picture is this?



- a. Tongue
- b. Neck

- c. Lip
- d. hand

- c. Chin
- d. Mouth

- c. Lip
- d. Toes

- c. Ear
- d. Nose

Nama Sekolah : MTs. Alwashliyah Bah Gunung

Nama Siswa : Fauzan Hilmi

Kelas : VII-1

70

B=19

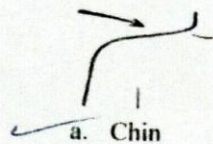
1. What picture is this?



- a. Check
- b. Tooth

- c. Chin
- d. Foot

2. What picture is this?



- a. Chin
- b. Hand

- c. Mouth
- d. Shoulder

3. What picture is this?



- a. Shoulder
- b. Elbow

- c. Hand
- d. Finger

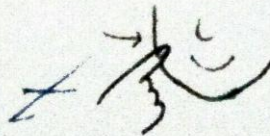
4. What picture is this?



- a. Finger
- b. Hand

- c. Head
- d. Toes

5. What picture is this?



- a. Chin
- b. Check

- c. Nose
- d. Neck

6. What picture is this?



- a. Neck
- b. Nose

- c. Head
- d. Ear

7. What picture is this?



- a. Stomach
- b. Foot

- c. Toes
- d. Neck

8. What picture is this?



- a. Arm
- b. Shoulder

- c. Cheek
- d. Chin

9. What picture is this?



- a. Nose
- b. Tooth

- c. Hand
- d. Neck

10. What picture is this?



- a. Lip
- b. Tongue

- c. Tooth
- d. Ear

11. What picture is this?



- a. Mouth
- b. Ear

12. What picture is this?

- c. Lip
- d. Nose



- a. Check
- b. Nose

13. What picture is this?

- c. hand
- d. eye



- a. Hand
- b. Hair

14. What picture is this?

- c. Neck
- d. Foot



- a. Hand
- b. Finger

15. What picture is this?

- c. Head
- d. Foot



- a. Nose
- b. Eye

16. What picture is this?

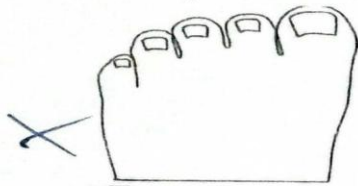
- c. Arm
- d. Stomach



- a. Toes
- b. Knee

- c. Finger
- d. Foot

17. What picture is this?



- a. Finger
- b. Toes

- c. Lip
- d. hand

18. What picture is this?



- a. Nose
- b. Head

- c. Chin
- d. Mouth

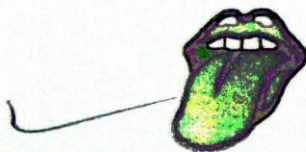
19. What picture is this?



- a. Eyebrow
- b. Eye

- c. Lip
- d. Toes

20. What picture is this?



- a. Tongue
- b. Neck

- c. Ear
- d. Nose

APPENDIX VII

DOCUMENTATION





APPENDIX VIII

RESEARCH PERMIT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-11008/ITK/ITK.V.3/PP.00.9/09/2020

14 September 2020

Lampiran : -

Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala MTs. Alwasliyah Bah Gunung

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : **Ayumi Pratiwy Tanjung**
NIM : **0304162156**
Tempat/Tanggal Lahir : **Bandar Tongah, 02 Februari 1999**
Program Studi : **Pendidikan Bahasa Inggris**
Semester : **IX (Sembilan)**
Alamat : **Bandar Tongah Kelurahan Bandar Tongah Kecamatan Bandar
huluan**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTs. Alwasliyah Bah Gunung , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF THE QUIZLET APPLICATION ON THE VOCABULARY MASTERY OF STUDENTS IN CLASS VII MTs. ALWASLIYAH BAH GUNUNG

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 14 September 2020

a.n. DEKAN

Ketua Program Studi Pendidikan

Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Dauly, S.Ag.
M.Hum

NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX IX

PAPER OF REPLY PERMIT



SURAT KETERANGAN

NO: /169-MTs/AW-BG/IX/2020

Saya yang bertanda tangan dibawah ini :

Nama : Ummi Kalsum, S.Ag
Jabatan : Kepala Madrasah Tsanawiyah
Unit Kerja : MTs Swasta Al Washliyah Bah Gunung

Dengan ini menerangkan bahwa :

Nama : Ayumi Pratiwy Tanjung
NIM : 0304162156
Tempat Tgl Lahir : Bandar Tongah, 02 Februari 1999
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Rencana judul Skripsi : **The effect of the quizlet application on the vocabulary mastery of students in class VII MTs Al Washliyah Bah Gunung**

Menerangkan bahwa Nama diatas adalah Benar dan telah melakukan Riset Lapangan pada Madrasah Tsanawiyah Al Washliyah Bah Gunung.

Demikian Surat Keterangan ini disampaikan agar dapat dipergunakan semestinya, atas perhatiannya saya ucapkan terima kasih.

Bah Gunung, 30 September 2020
Kepala Madrasah Tsanawiyah
Al Washliyah Bah Gunung



UMMI KALSUM, S.Ag

BIOGRAPHY

Name : Ayumi Pratiwy Tanjung

NIM : 0304162156

Place/Date of Birth : Bandar Tongah, 02 February 1999

Address : Bandar Tongah, Bandar Huluan, Simalungun

Faculty/ Department : Department Of English Education, Faculty of
Tarbiyah Science and Teachers' Training, State
Islamic University Of North Sumatra 2020

Educational Background :

Primary School : SD Negeri 095254 Bandar Tongah (2004-2010)

Junior High School : SMP Negeri 1 Dolok Batu Nanggar (2010-2013)

Senior High School : SMA Negeri 1 Dolok Batu Nanggar (2013-2016)

College : UIN Sumatra Utara (2016-2020)