IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH THE UTILIZATION OF QUIZLET APPLICATION AT THE TENTH GRADE OF MAS IBADURRAHMAN IN 2020/2021 ACADEMIC YEAR

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training of State Islamic

University of North Sumatra (UIN-SU) Medan as a Partial Fulfilment of the

Requirements for the Degree of *Sarjana Pendidikan* (S-1) in the English

Education Department

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

MEDAN

2021

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Medan, Maret 2021
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Judul   : *"Improving Students' Vocabulary Mastery through the Utilization of Quizlet Application at Tenth Grade of MAS Ibadurrahman in 2020/2021 Academic Year."*

      Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU Medan. Demikian kami sampaikan, atas perhatiannya kami ucapkan terima kasih.

Wassalamualaikum, Wr.Wb.

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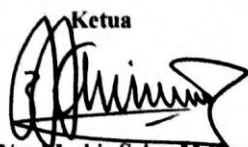Jl. WilliemIskandarPasar V telp. 6615683- 662292, Fax. 6615683 Medan Estate 20731

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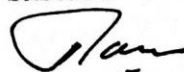**23 Maret 2021**
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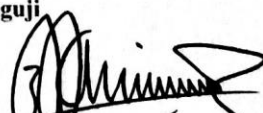

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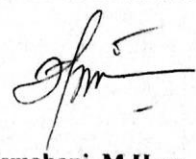
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     Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan,   Maret 2021

ng Membuat Pernyataan

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ABSTRACT

Jesi Suryani Sitorus. Registration Number: 0304162085. Improving Students' Vocabulary Mastery through the Utilization of Quizlet Application at Tenth Grade of MAS Ibadurrahman in 2020/2021 Academic Year. A Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatra, 2021.

Vocabulary as one aspect of language skills is considered to have a paramount role on the mastery of other language skill in language learning. Therefore, to improve students' vocabulary mastery a myriad of studies have employed MALL as an approach in clasroom practices, particulary for English language teaching (ELT). This study aimed to investigate how to use of digital game application called Quizlet affected students' vocabulary mastery. This study was conducted at the Tenth grade class of MAS Ibadurrahman with 33 students as the participants. Classroom action research with two cycles was used as the research design. In each cycle, the researcher collected both qualitative and quantitative data. The qualitative data were taken through observation checklist, diary notes, interview, and documentation while the quantitative one from pre-test, post-test I and post-test II. The result of qualitative data revealed that: 1) students enjoyed and actively participated in vocabulary learning utilizing Quizlet application; 2) students felt more interested and motivated to learn vocabulary mastery. Whereas the result of quantitative data showed that in cycle I, there was 9 students reaching the Minimum Criteria of KKM score with the average score of 62.2 while the percentage was 27.2%. In cycle II, 29 students reached the Minimum Criteria of KKM score with the average score of 85.6 while the percentage was 87.8%. Eventually, it can be concluded from the students' scores that there was improvement from cycle I to cycle II, thus vocabulary learning activities utilizing Quizlet application was effective.

Keywords: Quizlet Application, Senior High School, and Vocabulary Mastery.

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The writer realizes that this thesis is far from perfect because of the limited knowledge and experiences that the writer's has. Therefore, all the constructive suggestion is warmly welcome for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always be with us and bless us. Aamiin.

Medan, March 2021

Jesi Suryani Sitorus
Reg.No. 0304162081

TABLE OF CONTENT

LIST OF TABLES

LIST OF DIAGRAMS

LIST OF PICTURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents background of study, identification of problem, formulation of problem, objective of study, and significance of study.

A. **Background of the Study**

Language is considered to be a system of communication with other people using sounds, symbols, and words in expressing a meaning, idea, or thought.[1] One language that is widely used as a tool of interaction throughout the world is English. According to Richards & Rodgers, it is a universal language that is used by everyone to communicate throughout the world and has become the most widely studied foreign language in the world.[2]

Indonesia is one of the countries socio-politically mandating English as a foreign language (EFL).[3] Therefore, students in Indonesia needs to learn English particularly in formal education. It is one of the subjects that have been stated compulsory in the Curriculum at Junior High School, Senior High Schools and University level as an international subject.[4] Especially in Senior High School level (SMA / MA), in learning English, students are expected to learn components

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[1]Sholihatul Hamidah, (2019). *Language and Society*. Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).p.9

[2]Saun Lolong, (2019). Persepsi Mahasiswa Terhadap Penggunaan Lagu Bahasa Inggris Untuk Pembelajaran Bahasa Inggris. Thesis. Samratulangi University of Manado.p.1

[3]Allan Lauder,(2008). The Status and Fumction of English in Indonesia- A Review of Key Factors. *Makara, Sosial Humaniora*. 12(1).p.10

[4]Yuda Rahayu, (2016). Peningkatan Kemampuan Berbicara Bahasa Inggris Siswa Kelas VII SMPN I Kota Blitar Melalui Games. *Jurnal pendidikan*. 2(1).p.45

of language first, such as phonology, grammar, vocabulary, and others.[5]

Among all the stated components, vocabulary is the most important component to be mastered first. It is because vocabulary is basic in English which is language without vocabulary is not meaningful.[6] In addition based on the Regulation of the Minister of National Education number 47 of 2010 vocabulary is included in the scope of survival English which is the standard competency of student graduates in senior high school level. This competency requires students to be able to perform social functions in society by using sentence structure and vocabulary.[7] Furthermore the English Syllabus Curriculum K-13 requires all the students of senior high school especially in grade 10th to be able to master verbs, nouns, adjectives, and question words related to learn material.[8]

However, the fact, it did not occur in line with expectations Septina found there are still learning problems in students' vocabulary that include mastery and pronunciation of the word.[9] According to Suprayitno, the problems that faced by students in learning English are most students got difficulties in translate each word in text and they often didn't know the meaning of word.[10]

Similar to the issue found in the previously discussed research, the researcher conducted a preliminary study and also found the same problem which

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[5]Achril Zalmansyah, (2011). Meningkatkan Perbendaharaan Kata Siswa Dengan Menggunakan Komik Stirp Sebagai Media Pembelajaran Bahasa Inggris. *Jurnal Kandai*. 9(2).p.263.

[6]Ibid.p.263

[7]Peraturan Menteri Pendidikan Nasional No.47 Tahun 2010

[8]English Syllabus Curriculum K-13, 10th Grade.

[9]Septina, (2015). *Peningkatan Penguasaan Kosakata dengan Film Berbahasa Inggris*. Thesis. University of Lampung. p.3

[10]Edi Suprayitno,(2014), The Survey of Students' Difficulties in Learning English Skils at The Eight Grade Junior High School on Sumbergempol District in Tulungangung in Academic Year 2013-2014,*Thesis*, State Islamic Institute Tulungagung,p. 42-47

was presumed to be caused by the students' inability to understand what the teacher was saying and to translate the words asked by the teacher into their first language. When the teacher asked students to do their worksheets, many students often asked the meaning of some particular words. In addition to the issues related to the students' incompetence, the teacher was also found to use unvaried and conventional media such as dictionaries and reading books to support the teaching process. Sometimes the teacher only wrote down the meaning of the words that students did not know on the blackboard. Thus, it could also be assumed that the use of teaching media caused students' lack of interest in learning vocabulary. Based in this situation, the integration of technology in the teaching and learning process could be one possible solution to solve the issues.

Technology integration in language learning (TILL) can be understood as a tool that used to support the teaching and learning process.[11] One of the technology integration in teaching vocabulary is by using application based on MALL (Mobile Assisted Language Learning). Fithriani said that MALL can simply be defined as an approach to enhance language learning by making use handheld mobile devices.[12]

One MALL-based application for vocabulary learning is Quizlet. It is an online learning tool developed by a high school student in California named Andrew Sutherland. Facilities provide on this device in the form of virtual class services that manage multiple folders that contain a group of flashcards in a

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[11]Rahma Fithriani, Utami Dewi, Sholihatul Hamidah, Maryanti Salmiah and Widya Fransiska, (2019), Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perceptive. *The Second Annual International Conference on Language and Literature*, Universitas Islam Negeri Sumatera Utara (UINSU): Medan.p.637
[12]Ibid, p.635

particular topic or material.[13] A number of studies have shown that the Quizlet application can help students to improve their vocabulary. First, Chriany conducted on her research at 11th grade high school children found that students' vocabulary mastery had increased as seen from the result of the pre-test and post-test. In addition, students claimed to be motivated in learning vocabulary using the application.[14] The second study was conducted by Puspita who found that students appeared to be more active, interested, and happy in mastering vocabulary using the Quizlet application. In her research, she also found an increase in students' vocabulary mastery. This can be seen from the student pretest average score of 75 and increased to 89 in the average post-test score of students.[15]

Considering the effectiveness of Quizlet in vocabulary learning in some EFL contexts, the researcher intends to utilize Quizlet application in this study as an alternative solution to overcome vocabulary teaching and learning problems. The title of this research was "**IMPROVING THE STUDENTS' VOCABULARY MASTERY THROUGH THE UTILIZATION OF QUIZLET APPLICATION AT TENTH GRADE OF SENIOR HIGH SCHOOL**"

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[13]Quizlet

[14]Elisabeth Jeny Chriany, (2018). The Use of QuizletaAs A Learning Medium to Improve English Vocabulary Mastery. Thesis. University of Sanata Dharma of Yogyakarta.p.55

[15]Nining, P. (2019*). Enhancing Student's Vocabulary Mastery by Using Quizlet Media at the Seventh Grade of Mts Ma'arif Al-Ishlah Bungkal Ponorogo*. Thesis. State Institute of Islamic Studies of Ponorogo.p.13

B. **The Identification of Problem**

Based on the background of study above, there were problems faced by tenth grade students in MAS Ibadurrahman in learning vocabulary, the researcher identified the problems as follows:

1. Many students did not understand what the teacher says.

2. Many students got difficulties in knowing the meaning of some words.

3. Most of students got difficulties when doing their exercise because they are lacked of vocabulary.

4. The teacher used conventional method in teaching vocabulary, it makes the students not interest in learning vocabulary.

C. **The Formulation of Problem**

Based on the identification of the problem above, the researcher formulated the problem of the research in the following question: "How can Quizlet applications improve students' vocabulary mastery of the tenth grade students in MAS Ibadurrahman."

D. **The Objective of Study**

Related to the formulation above, the purpose of this study was to know how Quizlet applications can improve students' vocabulary mastery of the tenth grade students in MAS Ibadurrahman.

E. **The Significance of Study**

There are two significance aspects that the researcher has found to the result of this study which can give contribution to it. The first aspects is theoretical and second aspects is practical. For more details, it describes as follow:

1. Theoretical Significance

    Theoretically, the result of this study provided useful information and extensive knowledge for readers, specifically about the implementation of Quizlet application to improve students' vocabulary mastery of the tenth grade students in Senior High School level.

2. Practical Significance

    a. For Students

    The result of this research can give a lot of beneficial contributions to the students especially at the Senior High School level to help them to improve their vocabulary.

    b. For Teachers

    The result of this study can be a reference as a recent learning media especially in teaching and learning vocabulary becasue this learning media can help to improve students' vocabulary mastery.

    c. For Further Researcher

    This study will give the knowledge for another researcher about Mobile-Assisted Language Learning (MALL). The result of this study also provides useful information and references for other researchers who want to conduct any further studies in the same field.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents theoretical framework, related study, conceptual framework and hypothesis of the research.

A. **Theoretical Framework**

In conducting a research, theories are needed to introduce, describe and support the explanation of the concepts and term in research related. The term must be classified to avoid confusion. Hence, the reader and the writer may have the same perception of them. The theories used here include the nature of vocabulary, vocabulary teaching in Indonesia EFL context, technology integration in language learning, and the nature of Quizlet application.

1. **The Nature of Vocabulary**

   a. **Vocabulary as a Basic Element of Language**

One of elements in language learning which needs to be mastered is vocabulary. Mohammadnejad, Nikdel, and Oroujlo in Fitriani stated that vocabulary is a basic element in the language used to label things like objects, properties, and verbs to explain the purpose of what is to be conveyed. Further, The American Heritage Dictionary defines vocabulary the sum of words used by, understood by, or at the knowledge of particular person or group.[16] In other words, the numbers of word that used by someones called as vocabulary. In Al-Qur'an, vocabulary is mentioned in   Al-Baqarah verse 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ

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[16]John J. Pikulski and Shane Templeton. (2004). *Teaching and Developing Vocabulary: Key to LongTterm Reading Success*. USA: Houghton Mifflin Company.p.1

صَادِقِينَ (٣١)

Meaning: *"And (**Allah**) taught (to) Adam the names (of things) all of them. Then (**Allah**) shown that things to the angels and **Allah** said (to all angels), "inform **Me** the names of these, if you're truthful.[17]"*

From the Ibnu Katsir's interpretation said that, it is the maqam (situation) where Allah mentions Adam's glory over the angels because He (Allah) has specialized it by teaching him the names of all things which are not taught to the angels. It happened after they (angels) bowed down to him and then Allah told them that He (Allah) knew what they did not know.[18]

Based on these verses above, concluded that God taught Adam about all names entirely and gave the ability to know the name or word used to designate an object. This verse informed that God blessed   humans with the potential for knowledge to know the name or function and characteristics of things.

From all of the definitions above concluded that vocabulary is a core element in a language that must be learned, understood, and mastered by everyone in order to be fluent in learning language.

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[17] Mahmud Yunud. (2002). *Tafsir Quran Karim*. Jakarta: P.T. Hidayakarya Agung.p.8

[18] M.Abdul Ghoffar, Abdurrahim Muthi, Abdu Ihsan Al-Atsari. (2004). *Tafsir Ibnu Katsir Jilid 1*. Bogor: Pustaka Imam Asy-Syafi'i, p.104

b. **Kinds of Vocabulary**

Some researchers decided to divide vocabulary knowledge into productive vocabulary and receptive vocabulary.[19] According to Thornbury there are two kinds of vocabulary, they are grammatical words or function words and content words. The grammatical words they are generally prepositions (at, on, in, etc.), conjunction (but, and, or, etc.), determiners (a, an, the), and pronouns (I, You, Them, our, She, Hers, It, etc.).On the other hand, content words are usually nouns (door, pencil, water, etc.), verbs (watch, tell, listen, etc.), adjectives (clean, clear, smart, etc.) and adverbs (yesterday, here, carefully, etc.)[20].

Meanwhile, according to Hatch and Brown in Alqahtani research's vocabulary can be divided into two types, receptive vocabulary and productive vocabulary:

a. Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. For example if you can understand the meaning of word when you hear it or read it because of the context, it is part of your receptive vocabulary.

b. Productive vocabularies are the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.[21] For example if you are able to produce a word when speaking or writing in a way that is appropriate and that matched

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[19] Zunita, M., M., & Harun, B. (2016). Receptive Vocabulary Knowlegde or Productive Vocabulary Knowledge in Writing Skill, Which One important?. *International Journal of Academic Research in Business and Social Sciences*. 6(11).p.262

[20] Scott Thornbury,(2007),*How to Teach Vocabulary*,UK:Bluestone Press   p.3-4.

[21]Mofareh Alqahtani. (2015),The Importance of Vocabulary in Language Learning and How to be Taught.*International Journal of Teaching and Education* 3(3):21-34,p.25.

what you mean, this is part of your productive vocabulary.[22]

In this research, the researcher focussed to do research from receptive and productive vocbulary of adjectivecontent word. Because based on the preliminarydata, students' problem mostly about adjective.

c. The Importance of Vocabulary Mastery in Language Learning

Mastering vocabulary means concerning of remembering the words, such as comprehending, writing, or stating the words in many times.[23] According to Henry and Pongrantz in Alqahtani show that mastering language means being able to understand vocabulary and phonological systems both in speech and in writing.[24]

In addition, Amalia stated that vocabulary mastery is the ability to control, command, decide, and rule the vocabulary as a useful and important tool for communication and obtaining knowledge in oral and written text.[25]

Vocabulary mastery cannot be denied in learning English, not only students 'speaking skills but also reading and writing them too because vocabulary is one of the most key elements to improve students' mastery of English vocabulary and can also be advanced naturally by their experiences during life according to their needs and education.[26]

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[23]Rahma Matsna Aulia. (2016). Improving Grade Eight Students' Vocabulary Mastey Using Flashcard at MTSN Godean. Thesis. State University of Yogyakarta.p.12.

[24] Morafeh Alqahtani, Op.cit., p.22

[25]Lydia ,Amalia,(2017),Teaching Vocabulary Through Movie to Improve Vocabulary Mastery of the First Grade Students AT SMPN 26 Bandar Lampung. *Thesis,*University of Lampung,p.24.

[26]Aswal Syafaruddin. (2018). An Analysis on the Students' Vocaulary Mastery a Descriptive Study on the MTS. Thesis. Untan.p.2

In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital part in all language skills (i.e. listening, speaking, reading, and writing).[27] Rivers and Nunan argue that the acquisition of an adequate vocabulary is crucial for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for understandable communication.[28]

Based on the said explanation, concluded that vocabulary mastery is very important because vocabulary mastery is the ability to implement words in communication and to gain knowledge in spoken and written texts. Beside that, vocabulary mastery is said to be important   because, without good vocabulary mastery, a person will not be able to use good communication structures and functions.

2. **Vocabulary Teaching in Indonesia EFL Context**

Vvocabulary is the main core of language skills that provide a basis for students to use language. But the teaching vocabulary often given little priority in foreign language teaching programs. This causes students to feel afraid and not confident to express opinions, suggestions, or questions because of the lack of vocabulary they have.[29]

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[27] Mofareh Alqahtani, Op.cit., p.22

[28] Loc.cit

[29] Pattahuddin, Syawal, Saidna Bin-Tahir. (2017). Investigating Indonesia EFL Leaners' Learning and Acquiring English Vocabulary. *International Journal of English Linguistics.* 7(4). p.128

Furthermore, the students of Senior High School English Syllabus Curriculum K-13 especially in the tenth grade must be able to master verbs, nouns, adjectives, and question words related to learning material, by studying vocabulary it helps students are easier to able learn all English skill.[30] Thus the student should have been already mastered vocabulary.

However in reality, there were still many high school students who cannot reach it. This was proven by Suprayitno, the problems that faced by students in learning English are most students got difficulties in translate each word in text and they often didn't know the meaning of word.[31] These results indicate that the vocabulary size of high school students does not meet the applicable curriculum standards. In short, vocabulary teaching in the context of Indonesian EFL is still very low and needs more attention.

Priyono stated that the main problem for Indonesian EFL students was their limited vocabulary[32]. Several reasons led to this case, firstly the lack of student interest in learning English[33]. Second, teacher teaching techniques are ineffective and do not use varied learning media in the learning process, especially in learning vocabulary. Third, vocabulary teaching and learning haven't been taken into consideration by the practitioner in teaching English as foreign language

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[30] English Syllabus Curriculum K-13, 10th Grade.

[31] Edi Suprayitno. (2014). The Survey of Students' Difficulties in Learning English Skils at The Eight Grade Junior High School on Sumbergempol District in Tulungangung in Academic Year 2013-2014,*Thesis*, State Islamic Institute Tulungagung,p. 42-47

[17] Bambang Yudi Cahyono and Utami Widiati,(2008), The Teaching of EFL Vocabulary in the Indonesian Context:The State of Art,*TEFLIN Journal* 19(1),1-17,p.9-11.

[33] Nining, P. (2019*). Enhancing Student's Vocabulary Mastery by Using Quizlet Media at the Seventh Grade of Mts Ma'arif Al-Ishlah Bungkal Ponorogo. Thesis. State Institute of Islamic Studies of Ponorogo.p.13

because according to Kabiel in Dewi, explained that the majority of the teachers and students don't have adequate knowledge about vocabulary learning strategies and teachers are not aware of the importance of vocabulary and vocabulary learning strategies.[34]

Based on explanation above, the researcher conclude that vocabulary teaching in Indonesia EFL context is still a problem due to the lack of use of instructional media in teaching process, therefore it is necessary to select the interactive media so that students are interested in the learning process.

3. **Technology Integration in Language Learning**

According to Hennessy and Ruthven in Rammehar technology integration is defined in terms of how teachers use technology to carry out familiar activities more effectively and how these uses can reshape these activities.[35] Technology is an effective learning tool for students. Dockstander said that the use of technology can improve the educational environment.[36] This can support the learning and teaching process in the classroom by creating opportunities for students and teachers to complete assignments using a computer rather than ordinary pencil and paper.[37]

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[34] Dewi Nur Asiyah,(2017). The Vocabulary Teaching and Vocabulary Learning : Perception,Strategies,and Influences on Students' Vocabulary Mastery,*Jurnal Bahasa Lingua Scientia*,9(2),293-318,p.295.

[35] Rammerhar, S.(2007). A Study of English Language Effectivitiness for Educational Technology. *International jouornal of scientific* research and review.vol.8, n.2. p.716

[36] M. Reza, A. (2018). The Use of Technology in English Language Learning: A Literature Review. *International Journal of research in English Education*. 3(2). p.116

[37]Ibid.

In Al-Qur'an mentioned in An-naml: 28-30

اذْهَبْ بِكِتَابِي هَٰذَا فَأَلْقِهْ إِلَيْهِمْ ثُمَّ تَوَلَّ عَنْهُمْ فَانْظُرْ مَاذَا يَرْجِعُونَ ٢٨-

قَالَتْ يَا أَيُّهَا الْمَلَأُ إِنِّي أُلْقِيَ إِلَيَّ كِتَابٌ كَرِيمٌ ٢٩-

إِنَّهُ مِنْ سُلَيْمَانَ وَإِنَّهُ بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ ٣٠-

Meaning:

"Go with (bring) my lette and throw it down unto them; then trun away and see what (answer) they return, (28). (The Queen of Sheba) said: "O chiefs! Indeed a nobel letter has been delivered to me, (29)It is from Sulaiman and indeed (content) it:" in the name of Allah-the Most Compassionate-the Most Merciful [38]".

The description of the short story of Sulaiman and the Queen Balqis occured as advance communication technology at that time. Sulaiman used hoopoe (kind of bird) to deliver the message in the form of letter to Queen Balqis, so that the message can be received properly.[39]

From some of the explanations above, the researcher tried to conclude that technology integration in teaching process of language is a medium used to facilitate, to improve the specific performance process an to improve students' result learning.

In EFL context, Fithriani stated that technology integration has been increasingly much used in the teaching of various languages learning skill.[40]

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[38] Mahmud Yunud. (2002). *Tafsir Quran Karim*. Jakarta: P.T. Hidayakarya Agung.p.8

[39] Abdul Haris Pito. Media Pembelajaran Dalam Perspektif Alquran. Andragogi Jurnal Diklat Teknis. 6(2).p.112

[40] Rahma Fithriani, Tien Rafida, and Amiruddin Siahaan. (2018). Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perceptions. Advancess in Social Science, Education an Humanities Reseacrh (ASSEHR): Atlantis Press, p.87

Moreover, Peregoy and Boyle carried a study using technology in improving learners' skill in language learning. The results of their study indicated that technology tools can enhance learners' skill in language learning because they are user-friendly and learners can learn at a faster and more effective ways.[41] Additionally, technology integration in language learning can be understood as the use of technology to support the language learning process.[42]

Technology integration in learning has developed quite well and can be divided into CALL (Computer Assisted Language Learning), TELL (Technology-Enhanced Language Learning), WELL (Web-Enhanced Language Learning, focus on internet technology), IALL (Internet Assisted Language Learning) and MALL (Mobile-Assisted Language Learning, the focus is on mobile devices).[43] One of the most widely used technologies integration in education is MALL (Mobile-Assisted Language Learning, the focus is on mobile devices).[44]

a. Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) is a mobile technology that has great potential for effective language learning.[45] In line with that, Caudill was quoted by Natalia said MALL is a language learning technology with the implication of the IT Mobile device (portative). MALL is referred to as a sub-

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[41]Peregoy, S., & Boyle, O. (2012). Reading, writing and learning in ESL: A resource book for teacher. New York: Allyn & Bacon

[42]Rahma Fithriani, Utami Dewi, Sholihatul Hamidah, Maryanti Salmiah and Widya Fransiska, (2019), Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perceptive. *The Second Annual International Conference on Language and Literature*, Universitas Islam Negeri Sumatera Utara (UINSU): Medan.p.635

[43]Simone Torsani. (2016*). CALL teacher Education: Language Teachers and Technology Integration*. Netherland: Sense Publisher.p.2

[44] Ibid.

[45] Jaeseok Yang. (2013). Mobile Assisted Language Learning: Review of the Recent Application of Emerging Mobile Technologies. *English Language Teaching*. 6(7). p.19

type of mobile learning and   computer language.[46]

MALL is also referred to as M-learning which is believed to be able to increase second language teaching and learning by applying it to   the real world and changing the learning process into personal, informal, interactive, and ubiquitous experiences.[47]

From the explanation above, the researcher concluded that Mobile-Assisted Language Learning (MALL) is language learning that is assisted or enhanced through the use of mobile devices. MALL developed to   support the learning and language teaching system using cellular technology. With MALL students can easily access language learning   materials anytime and anywhere.

Many studies have proven that the use of MALL can improve student language learning. This is because students are already familiar   with the use of mobile phones. With such learning tools, students become more easily in control of the learning process and its own progress in cognitive conditions.[48]

On this occasion, the researcher was shown the studies of mobile device in English vocabulary teaching. Zhimei Lie for instance research about vocabulary learning assisted with smart phone application. The result show that most learners do have a strong willingness in learning via smartphone due to the convenience, portability and accesibility of the smartphone and during the experiment leaners

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[46]Monica, N., et all. (2016). Perspectives of Introduction of the Mobile-Assisted Language Learning (MALL) Technology. *International Journal of Environmental & Science Education*. 11(15).p. 8564

[47]Elisabeth Jeny Chriany, (2018). The Use of QuizletaAs A Learning Medium to Improve English Vocabulary Mastery. University of Sanata Dharma of Yogyakarta.p.55

[48]Tayabeh, M., M., et all. (2012). Mobile-Assisted Language Learning. International *Journal of Distributed and Parallel System*. 3(1). p. 310

participated in the activity and expanded their vocabulary effectively.[49]

Lu carried out a research study which aims to investigate the effectiveness of using mobile phone in English vocabulary learning. The result shows that students held positive attitudes towards learning vocabulary with the help of mobile phone.[50] In addition, Bornman in his research said that the benefits of using mobile phone and mobile application in teaching and learning vocabulary is having an opportunity to lean beyond classroom bonders.[51] In other words, instructional activities are not limited to a set place but can be conducted anywhere and anytime and learners can engage, often asynchronously with teacher, learning resource and other leaners.

There were many learning applications based on mobile-assisted language learning that are commonly used in teaching and learning processes such as, Hello English, Cake English, Hangman, Quizlet etc. In this study, researchers used Quizlet Application as MALL-based online learning media.

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[49]Zhimei Lie. (2018). Vocabulary Learning Assisted with Smartphone Application. *Theory and Practice in Language Studies*. 8(11).p.1516

[50]Ahmed, B., Lutfiye, S, et all. (2016). Effectiveness of Mobile Application in Vocabulary Teaching. *Contemporary Education Technology*. 7(1).p55

[51] Ibid.

4. **The Nature of Quizlet Application**

    a. **Definition of Quizlet Application**
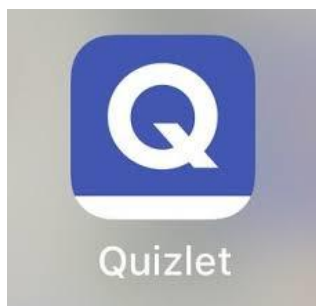
Picture 2.1. Quizlet Logo

Quizlet is an online vocabulary management system for teachers and students, and it helps them track vocabulary learning.[52] Andrew Sutherland was pioneer where he was a high school student in California who was able to develop this online learning tool. The device released in January 2007, it has actually been designed since 2005, but at the time of release, the device was still in the form of a website. Over time and increasingly sophisticated technology, this device has changed. In 2012 this Quizlet device was republished in the form of a mobile application that was provided only to IOS users. Only a year later this application provides facilities to Android users too.[53]

This innovative simple application was able to support students in learning and already used by more than 50 million students every month. This application provides a variety of learning subjects ranging from biology, chemistry, social studies, foreign languages and much more, using more than 18 foreign languages including English, Spanish, French German, and Chinese. For this

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[52] Mehdi, S, A. (2019). The Effect of Humoer-Integrated Pictures Using Quizlet on Vocabulary Learning of EFL Leaners. *Journal of Curricullum and Teaching*. 8(2).p.26

[53] *Quizlet*. The *mobile* application can be download through online stores that offer digital content (for *iOS* through the *App Store*, while for *Android* through *Google Play* by entering keyword "*Quizlet*").

cause, learning a foreign language and adding vocabulary will be easier and more enjoyable with this application. This makes the Quizlet application the largest education website in the world.[54]

b. Features in Quizlet Application

The features in Quizlet application can find on mobile phone and on website. In this research, the researcher only used the features that available on mobile phone, which is flashcard, learn, write, test and match. In detail these features can be seen as follow:[55]

1. Flashcard

Flasshcard is a collection of cards that contain teaching materials according to the subject you want to learn. Flashcard in digital form can be set by the teacher. Flashcard can help students to easily remember vocabulary through images related to the material that has been set by the teacher.

Picture2.2. Flashcard Feature

[54] Quizlet. Loc.cit

[55]Dhany Efita Sari. (2019). *Quizlet*: Aplikasi Pembelajaran Berbasis *Smartphone* Era Generasi Milenial. *Journal Pendidikan dan Ilmu Sosial,* 1(12).

2. Learn

Learn in this feature, there are a bunch of questions related to teaching material. This feature is in the form of multiple choices, where students can choose the most appropriate answer from the answers provided.
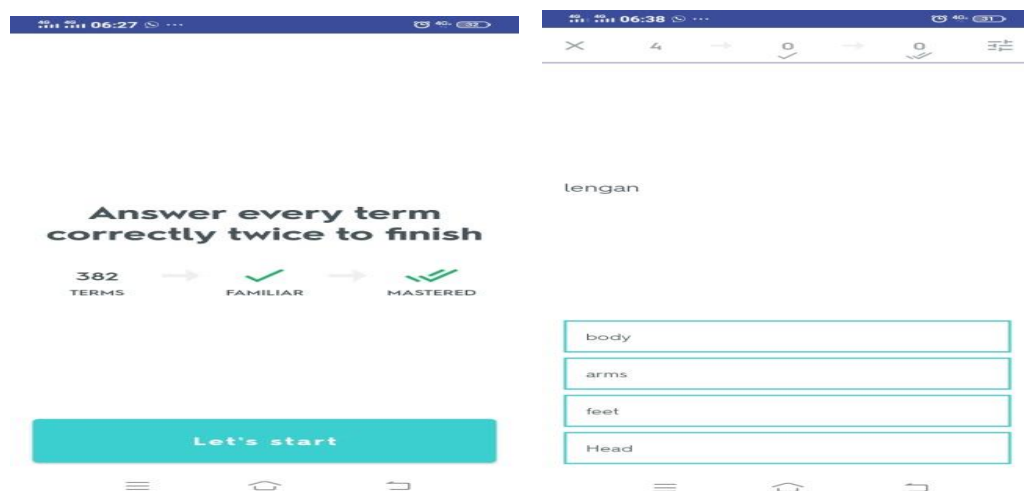
Picture2.3. Learn Feature

3. Write

Write is a feature of practice questions in the form of essays. Unlike the learn feature, in this feature students will submit answers to questions provided using their own language or in other words write. This feature is considered important because with written language students can express their opinions directly and be examined directly by the Quizlet device.

Picture2.4. Write Feature

4. Test

Test is a test in which there are questions in the form of essays, multiple choices, matching and true or false. This feature is also the most complex evaluation tool.
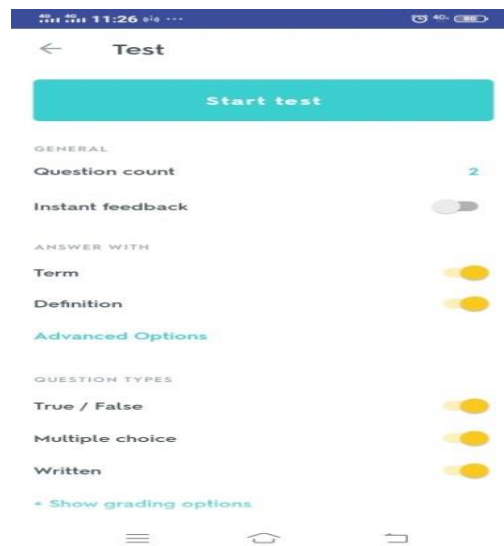
Picture2.5. Test Feature

5. Match

Match in contrast to other features in this feature, has a high appeal because in this feature students will learn while playing. This feature is one of the tests to

match the games feature. Of course, the test given will be in accordance with the subject and subject matter.
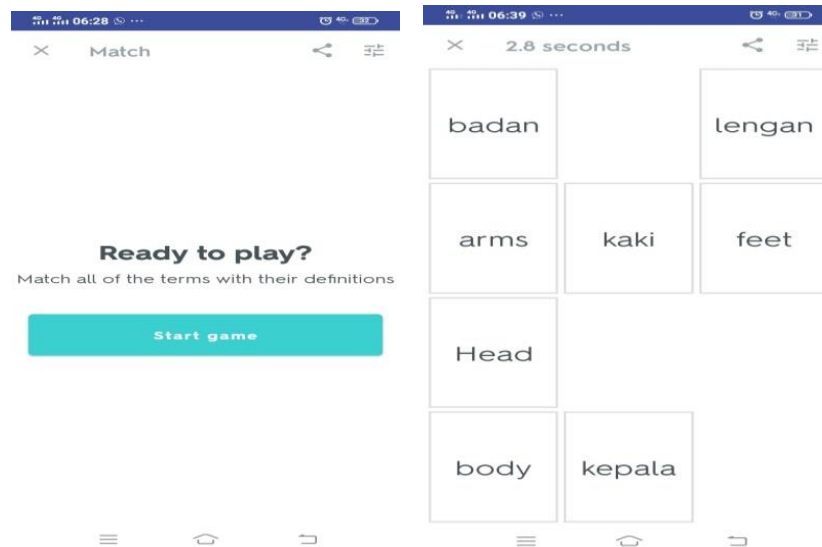
Picture2.6. Match Feature

c. The Procedure of Teaching Vocabulary through Quizlet Application

In this application, teachers can teach vocabulary by looking for material available in the application or by making their own learning material. The following were some of the steps obtained by teachers in using the Quizlet application:

Firstly: Download and install the Quizlet Application on the Playstore page in Android or the Appstore page in IOS on your smartphone.

Picture2.7. Playstore page in Android

Secondly: After that, the image appeared below and start by creating an account. In creating an account, teachers or students can log in using the appropriate Gmail or Facebook account.

Picture2.8. Quizlet front page

Thirdly: After that, the following home page appeared.
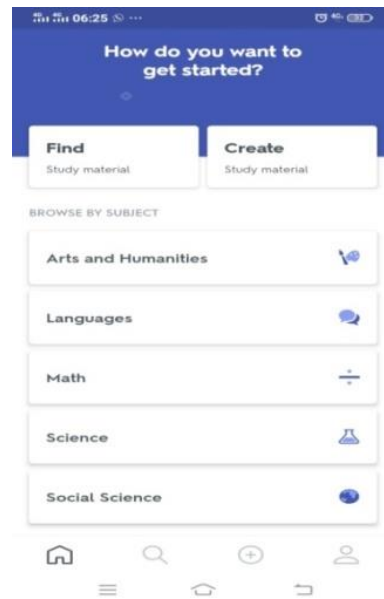
Picture2.9. Quizlet home page

On this page, the teachers can choose the required subject so in this case

the teacher can choose the subject language and can directly choose the material

needed.
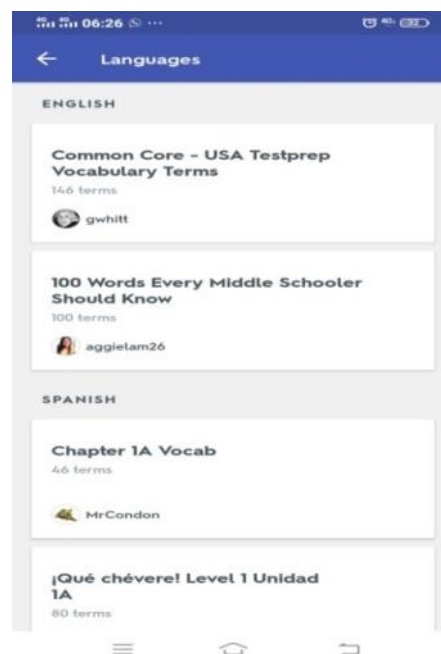
Picture2.10. Language page

But if the teacher wants to make their own learning material, then the teacher can choose "create" which is available in the upper right-hand corner.

Fourthly: After that the following form will appear.

Picture2.11. Material creation page

The teachers are asked to fill in the subject and description in accordance with the learning material. After that, the teacher asked to fill in the vocabulary to be taught in the column below and choose the language used. After completion, it can be saved and shared.
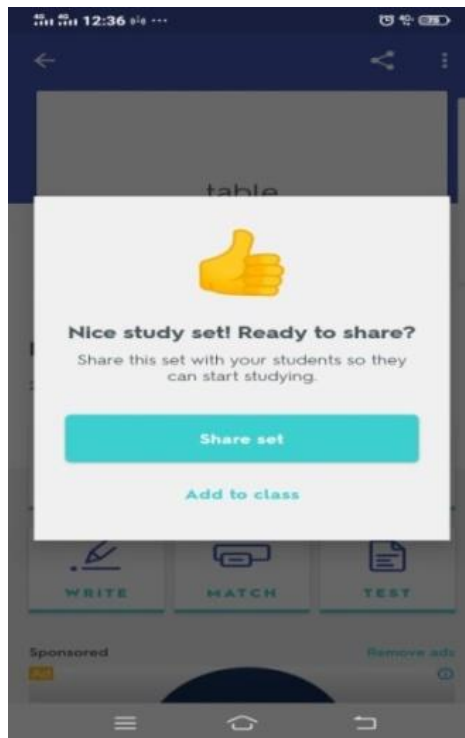
Picture2.12. Finished page create material

Lastly: The teachers can use it with various features available.

d. Advantages and Disadvantages of Quizlet Application

The following were some of the benefits of using Quizlet namely, first, besides being able to improve students' vocabulary, in this application also effective in increasing student motivation in learning English[56]. Second, this application has a visual learning syle audio-visual as well as kinesthetic learning in accordance with current learning style this can help students make learning easier[57]. Thirdly, this application can give students confidence and can provide students a way to learn independently by using their computers and

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[56] M. Rizky, S., & Pangesti, W. (2020). The Effectiveness of Quizlet Application towards Students' Motivationin Learning Vocabulary. *Studies in English Language and Education*. 7(1).p.92

[57] Dhany Efita Sari. Op.cit. p.13

smartphones.[58]

Even so, this application was still have weakness. One of the weakness was in the Quizlet live feature. In this features cannot be accessed using the application but these features only can be accessed via website by the teacher. In addition to using the application via smartphone, this device requires an internet network so that users must have a good internet connection. But even though it is like that, it does not make Quizlet an application that is rarely used, but instead, it is the largest educational platform in the world.[59]

B. **Related Studies**

Many researchers have conducted research related to the use of application Quizlet to improve students' vocabulary skill. Here were some examples of such studies:

1. Firstly, a thesis by Irene Rachel Geraldine, entitle *The Use of Quizlet as an Online Tool to Improve Vocabulary Mastery* with the aim to improve students' vocabulary mastery through the use of Quizlet. The study was conducted in two cycles and each cycle consisted of two meetings, starting from April 2018 to May 2018 using the cycle discovered by Kemmis and Mctaggart. The steps in the cycle were planning, action and observation, and reflection. The subjects in this study involved an English teacher and 32 7th grade students at SMP N Cahaya. The researcher divided the actions into three main sections: pre-Quizlet-based activities, Quizlet-based activities, and post-Quizlet-based

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[58] Blair, W.,B. (2016). *Checking the Effectiveness of Quizlet as a Tool for Vocabulary Learning*. The center for English as a Lingua Franca, Japan. p.47

[59] Dhany Efita Sari, Sofa Aji Ftriani and Ridwan Cahya Saputra. (2019). Active and Interactive learning through Quizlet and Kahoot. *Advances in Social Science, Educational and Humanities Research*. 440().p.119

activities. These actions carried out to help students in providing interesting media to learn vocabulary, remember the main vocabulary taught, and express students' opinions. The results of tests conducted before and after the action also showed an increase. The average value of tests carried out before the action is 74.8 and the average value of the tests carried out after the action is 93.3[60].

2. Second, a research by Abdulaziz B Sanosi, entitle *The Effect of Quizlet on Vocabulary Acquisition*. This study concerns with the major objective of foreign language teaching vocabulary acquisition. This research used experimental-research design. Two groups of low-level EFL learners participated in the study as subject research. Each group underwent a pretest and a posttest to assess their acquisition of the assigned vocabulary lessons that were extracted from their syllabus. After using Quizlet for vocabulary learning for a month, the experimental group participants show a significant improvement in vocabulary posttest. The experimental group gains achieved a score (3.43). Given that the full mark of the test was 15, this gain could be considered prominent as it represents around 23 % of the ceiling score. This result is supported further by the slight development made by the control members although the two tests were unified. Control group members, on the

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[60] Irene R, Geraldine and Triastuti, A.(2018). *The Use of Quizlet as an Online Tool to Improve Vocabulary Matery*. Thesis. Yogyakarta State University.

other hand, have hardly shown progress with a slight difference in mean scores of 0.17 which represents only 1 % of the ceiling score.[61]

3. Thirdly, a research by Fery Angga Widiastuti, entitle *Improving Students' Vocabulary Mastery Using Flashcard.* The purpose of this study is to find and describe that flashcards can improve students' English vocabulary and describe the advantages and disadvantages of flashcards in teaching English vocabulary. This research was conducted in February to June in class II, Bulakan 02 Sukoharjo Elementary School, 2011-2012 academic year using classroom action research design. This research was carried out in two stages with steps, such as action planning, action implementation, observation, and reflection. Research data were collected using qualitative and quantitative data collection techniques. The results showed that the use of flashcards can improve students' English vocabulary. This can be seen from the average test results which increased from 56.5 in the pre-test to 77.1 in the first post-test and 83.7 in the second post-test. The use of flashcards can make students pay more attention to the lesson. It also increases student participation in learning English vocabulary. The students feel no longer ashamed and are very motivated to take English lessons.[62]

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[61] Abdulaziz, B, S. (2018). The Effect of Quizlet on Vocabulary Acquisition. *Asia*n *Journal of Education and e-Learning*.

[62] Widiastuti. F. A. (2012). *Improving Students' Vocabulary Mastery Using Flashcard.* Thesis. Sebelas Maret University of Surakarta.

Based on the explanation from the previous studies above, it concluded that Quizlet as a online learning application is suitable media to help student to improve their vocabulary mastery. Therefore, by seeing the result of previous studies, the researcher believed that the Quizlet application can be useful for this study. In addition, in this study, the researcher did not only use flashcard feature such as previous studies above, but the researcher also used five the feature in the Quizlet that can be accessed easily.

C. **Conceptual Framework**

Vocabulary is a core element of a language that must be mastered by every student to be able to master learning English. In Indonesia the English Syllabus Curriculum K-13 requires all the students of senior high school must be able to master vocabulary related to learning material. However in reality found that there are still learning problems in students' vocabulary that include mastery and pronunciation of the word. The problems also faced by students in learning English are most students got difficulties in translate each word in text and they often didn't know the meaning of word.

The best solution to overcome these problems is using technology integratiom. Tachnology integration in teaching vocabulary is by using application based on MALL (Mobile Assisted Language Learning). MALL is a technology that can help student to learn vocabulary teaching effectively. Technology as a learning media that can be used to improve students' vocabulary mastery is the Quizlet application. Quizlet application is an online learning application that is able to attract students' learning interest and is able to help students to easily remember words.

Based on the results of several studies, it is also said that Quizlet is effective to increase students' vocabulary mastery and can be considered a good candidate for both teacher and student for instruction and learning vocabulary mastery. In short, the researcher assumed that the Quizlet application can help in teaching and learning vocabulary. The researcher done teach the students by using Quizlet application to improve student vocabulary mastery.

D. **Hypothesis**

Based on the explanation of the theoretical and conceptual framework above, the hypothesis of this research is the students' vocabulary mastery can be improved by using Quizlet Application at MAS Ibadurrahman the tenth grade Senior High School.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research design, the subject of research, place and time of research, the procedure of observation, technique of collecting data, and technique of analyzing data.

A. **Research Design**

This research used a classroom action research (CAR) methodology. Classroom Action Research is a research aims to solve the problems faced by instructors in the classroom. This research also focuses on improvements made by teachers and schools to improve learning outcomes.[63] According to Bogdan & Biklen explain that action research is the methodical assortment of information that is designed to bring about social change.[64] From this explanation, the researcher also defines classroom action research as a systematic collection study conducted by the teacher in the classroom which is the goal to improve students learning outcomes.

Sagor said the purpose of classroom action research is to help educators improve or enhance their actions in learning.[65] CAR considered meeting the requirements in helping students to improve their vocabulary by using the Quizlet app. By using this technique, it expected to help students in solving these problems in the teaching and learning process. Hece, the researcher chose this

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[63] Mahmud. &, Tedy Priatna. (2008). *Penelitian tindakan kelas: Teori dan praktek*. Bandung: Bumi Panyileukan. p.25

[64] Siti Khasinah. (2013). Classroom Action Research. *Jurnal Pionir*. 1(1).p.108

[65] Azuar Juliandi. (2014). Classroom Action Research: Penelitian tindakan kelas. Paper presented at Workshop on Teaching Grant for Learning Innovation. Medan: Center for curricullum and learning development, UMSU. p.2

research design because it considers having the same objectives as this research.

Furthermore, Niff said that action research (for that matter all kinds of research) was more than just undertaking activities. It is a form of exercise which involves data gathering, reflection on the action as it is offered through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence.[66]

The researcher used the research model of Kurt Lewin. This model used four research components, namely planning, action, observation, and reflection. These four components implemented in a continuous cycle. These are used to collect qualitative and quantitative data.[67] The relationship between these components was seen as a research cycle which can be seen as follows:

Picture3.1. Cycles model of Kurt Lewin

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[66]Jean McNiff and Jack Whitehead,(2002),*Action Research: Principles and Practice 2nd Edition*,London and New York :Routledge Falmer,p.16-17.

[67]Sukardi. (2015). *Metode Penelitian Pendidikan Tindakan Kelas: Implementasi dan Pengembanganny*a. Jakarta: Bumi Aksara. p. 4.

B. **The Subject of Research**

a. Population

Population is a set of elements or cases, whether individuals, object, or event that follow to specific criteria and to which we intend to generalize the result of the research.[68] The population chose by the researcher was the student of the tenth grade because based on curiculum K13 of High School levels, students must be able to master vocabulary than the other grade to make them easily understand to the next level in the other skill. There were 2 classes of the tenth grade with a total 104 students. The number of the students for each class can be seen in the following table:

Table 3.1
The Population of the Study

No.	Class	Number of Students
1.	X MIA-1	33
2.	XMIA-2	30
Total		63

b. Sample

Sample is the set of elements, or a single element, from which data are obtained.[69] The technique used in taking this sample is a purposive sampling technique in its implementation in determining the respondent. Purposive sampling was one technique of sampling that reviews   the   selection   of samples based on population and specific objectives of the study that have been

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[68]James H. McMillan. (1996). *Educational Research: Fundamentals for the Consumer: Second Editions.* New York: HarperCollins Publlisher. p.85

[69] Yatim Riyanto. (2010). Metodologi Penelitian Pendidikan, 3rd edition, Surabaya: SIC, p.86

known by researchers since in the beginning[70].

The reason for the researcher used this purposive sampling because the technique of the sample was selected based on the purpose and the problem of study that the researcher got from doing preliminary data. Thus, it made the researcher though that this technique was appropriated to be used in classroom action research. On this occasion, the researcher chose class X MIA-1 as a sample of the study. Because based on the results of the preliminary data, this class had a lower level of vocabulary knowledge than the other classes. The number of the students for the X MIA-1 class can be seen in the following table:

Table 3.2
The Sample of the Study

Class	The number of students
X MIA-1	Female
	33
Total	33

C. **Place and Time of Research**

This research conducted at MAS Ibadurrahman on 8th Desember 2020 until 27th January 2021. The researcher chose this school because, researcher has conducted research on the second field experience program in there and find the problem based on the preliminary research. In addition, this school has internet facility that made the researcher conducting the research easily and the distance was not too far from the researcher's residence so that it made it easier for researcher to conduct research. Hence, the researcher knew the situation of the school and class, the researcher found problems in the mastery of vocabulary from the students in this school.

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[70] Yatim Riyanto,Ibid,80

D. **The Procedure of Observation**

The procedure of this research carried out with planning, acting, observing, and reflecting. The researcher has been conducted preliminary studies to find problems with observation and interview in class and afterwards continued to the next step, which is the first cycle. In carried out the first cycle, if the results of the student's score do not reach the KKM (minimum completeness criteria) which is 75, then the researcher continued to take steps in the second cycle.

Before the first cycle is carried out, the students gave a pre-test to identify the basic knowledge of the students before applying the application. The steps of the action procedure in class action research were as follows:

1. **Cycle 1**

After doing the preliminary study, the researcher did the cycle I. In this cycle I, the researcher conducted four phases. The procedure of observations is as follows:

a. **Planning**

Planning is the process activities to plan an action based on the result of preliminary observation. In this phase, the researcher who was assisted by the teacher prepared everything needed during the study, while the things that prepared by the researcher are:

1) Researcher prepared lesson plan and all teaching materials and facility needed. The topic of the lesson plan was "Which on is Your Best Gateway?"

2) Researcher prepared learning media. The media used in this cycle is Quizlet, thus the researcher set some features in the application for students to use.

3) Researcher prepared pre-test and post-test related to the material. The

researcher gave the pre-test before the researcher did the treatment, later the post-test has been given after the researcher explained the material. Pre-test and post-test had the same level of difficulty.

4) Researcher prepared student test results sheets. It can be seen in appendix XIII.

5) The researcher also prepared observation sheets (it can be seen in appendix V) and diary notes (it can be seen in appendix VIII). In observation sheet, the researcher collected the data based on the teaching and learning activity in the classroom. While, in diary notes the researcher collected the data about how students' reacted, behaved and responded during the lesson

6) The researcher also prepared interview sheets for the teacher and some students (it can be seen in appendix IX).

b. **Acting**

The action is the process of teaching and learning that has been planned before. In this phase, researcher and the teacher worked together to implement Quizlet application. The researcher began to implement the teaching-learning process in accordance with the lesson plan that has been prepared. In this phase, the research was conducted in six meetings in the classroom. All the activities below guided directly by the researcher. Meanwhile, the researcher and the English teacher collaborated in reflecting the learning process after giving the treatment in which by considering the weakness of the previous one so it could has not happened in the next cycle. The acting process can be seen as the following:

1) In the first lesson, the researcher only gave a pretest to the students in order to find out their basic abilities.

2) During the second lesson, the researcher presented the material about vocabulary in tourism destination by using Quizlet application with flashcard feature and also provided 10 new vocabularies related to material.

3) Next, the researcher explained the material about vocabulary in text "Tanjung Puting National Park" by using Quizlet application with test feature while asking students to recall the vocabularies given at the last meeting and give 10 new vocabularies related to material.

4) In the next meeting, the researcher explained the material about vocabulary in text "Taj Mahal" by using learn and match feature while asking to recall 20 vocabularies that has been given and give 10 new vocabularies again.

5) Further, the researcher explained the material discuss about vocabulary in tourism destionation in text "Batu City" by using spell and write feature while asking 30 vocabularies that has been given.

6) Finally in the last meeting the researcher gave a post-test to the students in order to find out the students' ability after implementation Quizlet.

c. **Observing**

Observation was conducted by the researcher to find out information that occurs in the classroom during the teaching and learning process. In this phase, the researcher observed all the phases that have been carried out such as observing the planning, observing the strategies and media that used, and observed all things that were needed and related to the implementation process.

d. **Reflecting**

At the end of each cycle, the researcher who was assisted by the teacher evaluated all the actions taken in each phase including all the data obtained such as from the results of interview, post-test and observation. Then the researcher and the teacher decided whether this cycle was successful or should be continued on the second cycle. The results of reflection presents that students didn't exceed the KKM value which is 75, it was proven from the result of students' score whereas only 27% students got success and 73% students got unsuccess. Moreover students still not interested in learning vocabulary, it was proven from observation sheet that some students was not active take parts in every activities. Therefore, it was concluded that this cycle is fail and is decided to proceed the next cycle.

2. **Cycle 2**

This cycle is a continuous cycle from the first cycle. The purpose of this cycle to emphasize the weekness in the previous cycle and to improve the students' ability in learning process. The researcher carried out this cycle because the researcher still found weaknesses in the previous cycle and found the result of students' test score did not reach the score of minimum criteria of mastery (KKM) learning. Therefore, the researcher repeated all the stages (re-planning, re-action, re-observation, and re-reflection).

After conducting cycle 2, the researcher was assisted by the English teacher reflected the result of the students' test present achievement the minimum criteria of mastery (KKM). Besides the students also felt interest in learning vocabulary. Therefore, the researcher decided to stop the research in this cycle because there has been an increase in students' score and the objectives of this research have

been achieved.

E. **Technique of Collecting Data**

The data in this study were collected in the form of qualitative and quantitative data. The qualitative data was in the form of interviews, documentation, diary notes, and observation. Meanwhile the quantitative data was in the form of tests. In detail, the techniques of collecting data can be seen as follow:

1. Test

In this study, the researcher used instrument test as quantitative research data. Tests are a series of questions or exercises or tools used to measure the skills, knowledge, intelligence, abilities, or talents of an individual or group.[71] In this study, researcher used the objective test that is a test are made up of number of items, for example, missing word, true/false statement, multiple choices and matching test.[72] On this occasion, the researcher used an objective test which is a matching test.

The matchmaking test or often known as matching test, vision seek test or adjusting test is a special form of multiple choices test. In this form of test, two groups of materials provided and students must look for a match between the materials in the first group and the second group. The reasons of the researcher used the matching test is because it can be scored easily, quickly and have high

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[71] Masganti Sitorus. (2010).*Metodologi Penelitian Pendidikan* Islam. Medan:IAIN Press.p.64

[72] Akumjika Chikamma. (2019). Critique of Objectives Test in Language Teaching and Learning. Deparment of Linguistic and Nigeria Languages. University of Nigeria.p.3-4

objectivity.[73]

In this study, the researcher gave the matching test consist of 40 questions which focuses on the topic of adjective and the vocabulary in the material. The test was taken from book entitle "*Bahasa Inggris untuk SMA*".[74] The tests are adopted from book which have never been learned and seen by the students in 10th grade of MAS Ibadurrahman because they don't use this book and the researcher found the kind of test related with material to be taught. According to Hasbi in his research said that based on the result of the validity test, it shows that printed teaching materials include handout modules, and books (textbook and test book) are valid to be used.[75]

In carried out the test, the researcher gave 45 minutes for students to answer the test by matching words with the right meaning. The researcher gave a pre-test at the beginning before getting the action and post-test after gave the action. The pre-test and post-test in this study was the same. In assessing the test, the researcher was assisted by the teacher in finding scores from the test results given. The researcher used formula which was designed by Purwanto[76], as follow:

$$S = \frac{R}{N} \times 100\%$$

S = score

R = the number of the correct answer

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[73] Asrul, Rusdi Ananda, & Rosnita. (2014). *Evaluasi Pembelajaran*. Medan: Perdana Mulya Sarana

[74] Herman Benyamin. (2016). *Bahasa Inggris untuk SMA Kelas X*. Bandung: Grafindo Media Pratama,p. 56-76.

[75] Hasbi Azis, (2019). Validitas, Reabilitas, Praktikalitas, dan Efektivitas bahan ajar cetak meliputi Handout, Modul, dan buku (diktat dan buku tes).p.12

[76] Ngalim Purwanto. (2009). Prinsip-prinsip dan Teknik Evaluasi Pengajaran. Bandung: Remaja Posdakarya.p.112.

N = the number of the test items

2. Observation

The next instrument is observation. Merriam said that observation is a research tool when it is systematic, when it addresses a specific research question, and when it is subject to the checks and balances in producing trustworthy results. In addition, field notes to describe the result of observation in highly descriptive.[77] In this study, researcher conducted observations while the learning process take place and during the course of this classroom action research. The researcher observed how the conditions of the teaching-learning process and how students behaviour and action during the lesson. The purpose of this instrument is to collect a variety of information and to evaluate how attitudes are shown to students in classroom conditions through the observation checklist (see in appendix IV)

3. Diary notes

Diary notes are the personal notes of researcher during the class action research process. Diary notes is one of crucial of research that use to record every that happens during the research and observation, which is going on. It is personal note about observation, feeling, response, interpretation, reflection and explanation.[78] The researcher was record what they have observed such as

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[77] Merriam,S.B,(2009),*Qualitative Research A Guide to Design and Implementation Revised and Expanded from Qualitative Research and Case Study Applications in Education*. Jossey Bass: United States of America. Retrieved July, 20 2020.

[78] Tim Pusat Pendidikan dan Pelatihan Pengawai Kementerian Pendidikan dan Kebudayaan,(2017),*Modul Diklat teknis Penyusunan Karya Tulis Ilmiah (Penelitian Tindakan Kelas*.Depok.Kementerian Pendidikan dan Kebudayaan Pusat Pendidikan dan Pelatihan Pengawai,p.71.

responses, responses, behavior, and how students can respond to things that researcher ask. All of these things wrote in the diary notes (see in appendix VII).

4. Interview

According to Moleong said that the interview is an activity carried out by researcher to obtain information by a conversation between the interviewer and the interview.[79] In this case, the researcher tried to interview the teacher with the aim of obtaining information about the extent of students' knowledge in vocabulary mastery and how the teacher's responses toward the implementation of Quizlet application. Besides that, the researcher also tried to interview three students who have been selected by the teacher based on the criteria of student who are the most active and the most passive in the class to get the feedback after implementing the Quizlet application.

The interview had done after doing a post-test by the researcher to students and the English teacher. Based on the interviews, the researchers found that the teacher and the students agreed to use Quizlet application in teaching and learning process to help students' improve their vocabulary. (it can be seen in appendix VIII until XI).

5. Documentation

Documentation is using to show how the teaching and learning process uses photos. The documentation method means how to collect data by recording data that already occurs.[80] All the teaching and learning activities included discipliness and students' learning outcomes documented and carried out in this study.

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[79] Sukardi. Op.cit. p. 49.

[80] Yatim Riyanto. (2010). *Metodologi Peneltian Pendidikan, 3rd edition,*Surabaya:SIC, p.103

Documentation shown by using the photos and attached by researcher in the appendix XIII.

F. **Technique of Analyzing Data**

In this study, qualitative and quantitative method were used to collect all the data. After all the data qualitative and data quantitative has obtained, the data were analyzed by the researcher. The techniques of Miles and Huberman were used to analyse the qualitative data and the mean formula was used to analysis the quantitative data.

a. Analyzing Qualitative Data

The researcher used the qualitative data instruments that were observation, interviews, and diary notes. After that the researcher analyzed the qualitaive data based on Miles and Huberman's perception. Analysis according to Miles and Huberman is done with flow models and interactive models[81] which can be described as follows:

1. Data Reduction

The data reduction is the process of reviewing the records of the results of data collection and separating data that is considered important and not important. The aim is to check for possible errors in the data.[82] In this section, the data has obtained from observation, interview and diary notes was reduced and summarized by the researcher. After that the researcher chose the relevant data appropriate to the research. Next, the researcher encoded the data by colot-coding. The data that has been colored was the data which is a findings. The researcher

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[81] Masganti sitorus. Op.cit.p.218

[82] Ilyas. (2016). Pendidikan Karakter melalui Homeschooling. Journal of Nonformal Education. 2(1). p.94

made detailed information from data that has been summarized previously, then record data objectively and make reflections of data that provided ideas or thoughts related to data information.

2. Data Display

According to Verdinelli and Scagnoli, data display in a graphic format is a way of portraying information succinctly and efficiently, illustrating details provided in longer textual information.[83] After reducing the data, the researcher displayed the data. The researcher made a presentation or appearance of the data. The researcher compiled and organized all the data that has been reduced, with the aim that these data are easily to be understood and analyzed. All the data can be seen in appendix.

3. Conclusion and verification

The final process is the conclusion. After the whole process is carried out, the researcher drew conclusions from the results of the data presentation process. The researcher then confirmed the trustworthiness of the data by using expert debrief, member check and inter-rater reliability.

Lincoln and Gubi said that peer debrief is a person who is knowledge-able about educational research methods and capable of discussing problem about the research process with the research (Lincoln & Gubi).[84] Member checking refers to the process where the participants examine the transcribed data and reflect on the

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[83]Susana Verdinelli and Norma l.Scagnoli,(2013), *Data Display in Qualitative Research* in The International Journal of Qualitative Methods (12):359-381DOI.10.1177/160940691301200117.p.12.

[84] Izhar, O., & Khalid Arar. (2019*). Emotion Management and Feelings in Teaching and Educational Leadership*. United Kingdom: Emerald Publishing. p.220

researcher's conclusion and interpretation based on the data.[85] In addition, inter-rater reliability refers to the degree to which two coders come to agreement in regard to the quality of any data coding.[86]

In expert peer debrief there are at least two peers who can help the researcher, namely someone who is an expert in analyzing qualitative data. In this process, the researcher consulted to the first advisor who is the English lecturer and expert in qualitative approach to check all the stage in this research. After check all the data, the advisor said that the data was right in each stage of data analysis. Next is member check, the researcher rechecked the data obtained. The aim of this process is to ensure that the answers of the collaborators (teachers and students) match the interview transcript. The last is inter-rater reliability, researcher needs help from English teachers to examine and assess student work.

b. Analyzing Quantitative Data

The result of the test was analyzed by descriptive statistical analysis. In this descriptive statistical analysis, there are three common used techniques namely central tendency, variability, relative standing. Therefore, in this study, the researcher used a relative standing technique used to calculate scores and average scores from student test results.

Firstly, the researcher measured the average or mean vocabulary scores of students per action per cycle. This is used to find out how students' vocabulary competencies are improved[87]. The students' mean score by calculated using the formula bellows:

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[85] Loc.cit

[86] Loc.cit

[87] Retno Widyaningrum. (2017). *Statistika.* Yogyakarta: Pustaka Felicha.p.51.

$$Mx = \frac{\sum fx}{n}$$

Mx = mean

$\sum fx$ = individual score

n = number of students

Next, the researcher counted the percentage of classes that passed the minimum mastery level criteria (KKM) given the English subject acquisition score of 75 (seventy-five).[88]

$$P = \frac{F}{N} \times 100\%$$

P = the class percentage

F = total percentage score

N = total number of students

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[88] Anas Sudijono.(2008).*Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada. p.43

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings consist of data description and discussion of the utilizing Quizlet application to improve students' vocabulary mastery.

A. **Data Description**

This research was conducted in X MIA-1 class of MAS Ibadurrahman Stabat that consisted 33 female students. This research was conducted in two cycles on 8th December 2020 until 27th January 2021 which the cycle I started on 8th December 2020 until 13rd January 2021. and the cycle II started on 13rd January until 27th January 2021. Every cycles consist of four phase, they were planning, action, observation, reflection.

The researcher collected the qualitative and quantitative data of this research. The qualitative data were taken from the form of interviews sheet, documentation, diary notes sheet, and observation sheet. Meanwhile the quantitative data was taken from the mean of the students' score vocabulary. The test as the pre-test and post-test was given in every last meeting of each cycle.

Before the researcher did the research, the researcher did preliminary data to identify the situation and the problem that occurred during the teaching and learning process. After that the researcher continued to the next cyle. The findings of the preliminary data explained as below:

1. Preliminary Data

The preliminary study was done before then researcher did cycle I on December 6th 2020. In the preliminary study, the researcher collected the qualitative and quantitative data. The qualitative data taken by observation and interview to the teacher and students. While the quantitative data taken by pre-test that has given to the students in order to know the students' vocabulary skill before Quizlet application media was applied.

Based on the result of qualitative data that the researcher has gained from observation, it showed that the researcher found several problems faced by students were the students' inability to understand what the teacher was saying and to translate the words asked by the teacher into their first language. Then the teacher was also found to use unvaried and conventional media such as dictionaries and reading books to support the teaching process. Thus, it could also be assumed that the use of teaching media caused students's lack of interest in learning vocabulary. After done the observation, the researcher also has done the interview with the students.

The result of interview shown that the students were difficult to understand what the researcher was saying and they did not know what the meaning of some word. From the result of the interview data, it concluded that the students' vocabulary still limited. The interview was done before the cycle I, it can be seen from this data below:

Researcher : Do you think it's difficult to mastering vocabulary?
(Menurut kamu, apakah untuk menguasai kosakata itu sulit?)
Student I : Yes Miss, because I don't like memorize some words.
(Iyaa miss, karena saya tidak suka mengahafal, jadi

menurut saya itu sulit).

    Student II   : No Miss, if I'm not lazy. But in this school, there   are many things that I should memorize it. So it makes me difficult to mastering vocabulary *(tidak tapi jika saya tidak malas. Tetapi disini banyak sekali yang perlu dihafal jadi itu membuat saya merasa susah untuk menguasai kosakata).*

    Student III   : No Miss, because I think to memorize some word is easy if we are diligent *(tidak, karena menurut saya menghafal itu cukup mudah, jika rajin)*

(Interview Transcript)

From the data above, it showed most of student mentioned it was not difficult to memorize some word if the students did not lazy to memorize it. But some students said that she felt difficult to memorize because she did not like to memorize it. To support the data above, the researcher also has done interview the English teacher, it can be seen from the data below:

    Research   : According to you Mam, how is the students' mastery in English vocabulary at this class?

    Teacher   : Students usually memorized several words. But sometimes they were lazy to memorize it.

(Interview Transcript)

From the information above, it showed students still felt difficult to memorize vocabulary because of they felt lazy to memorize vocabulary, it was cause they have a lot of lessons to memorize. This was also agreed by the English teacher.

Furthermore, quantitative data was taken from pre-test activities. The pre-test was followed by 33 students. The result of the pre-test showed that no one the students have achieved the KKM score. They could not get the score up to the 75 or it can be said that the students were unsuccessed. The total score of the students was 1385.

Diagram 4.1 Students' Pre-Test Score
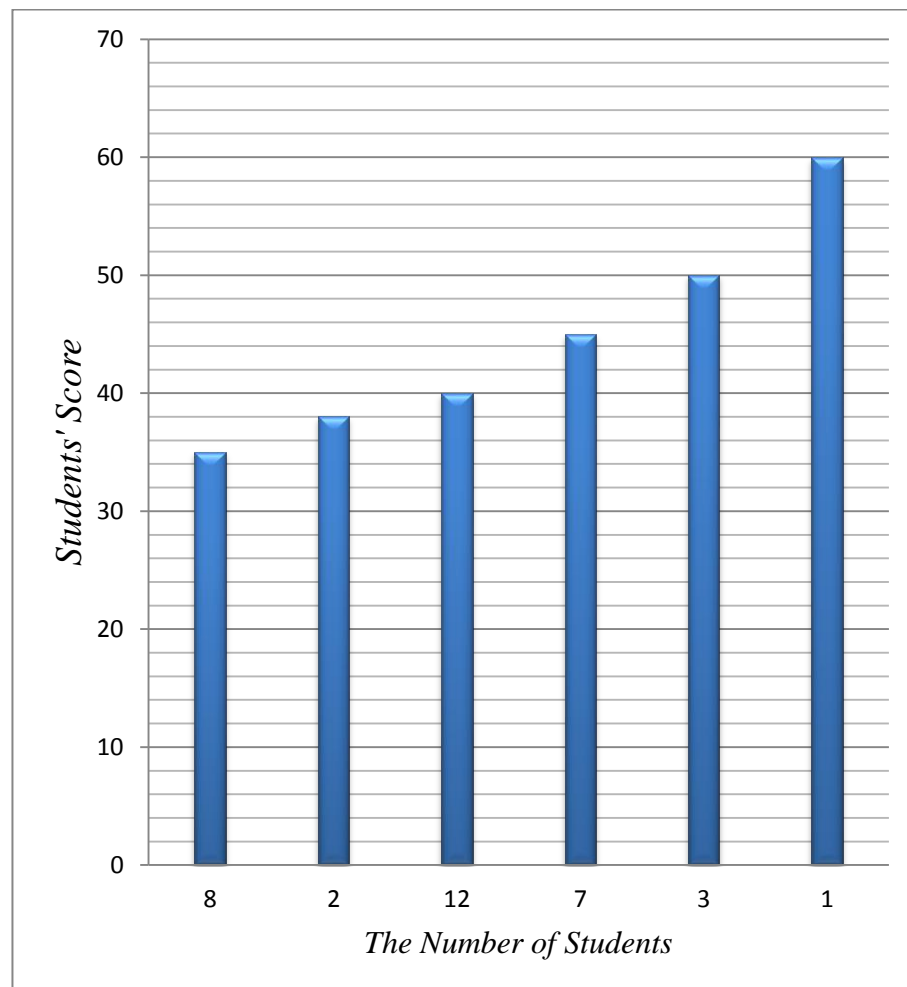
The mean of the students was 41.9 (for the calculation, it can be seen in appendix XIII). While the percentage of students who got success called as P1 and unsuccess called as P2 in vocabulary test was calculated by applying the following formula:

$$P1 = \frac{F}{N} \times 100\%$$

$$= \frac{0}{33} \times 100\%/;$$

$$P1 = 0\%$$

And;

$$P2 = \frac{F}{N} \text{ x } 100\%$$

$$= \frac{33}{33} \times 100\%$$

$$P2 = 100\%$$

Diagram 4.2 Percentage of Students' Pre-Test
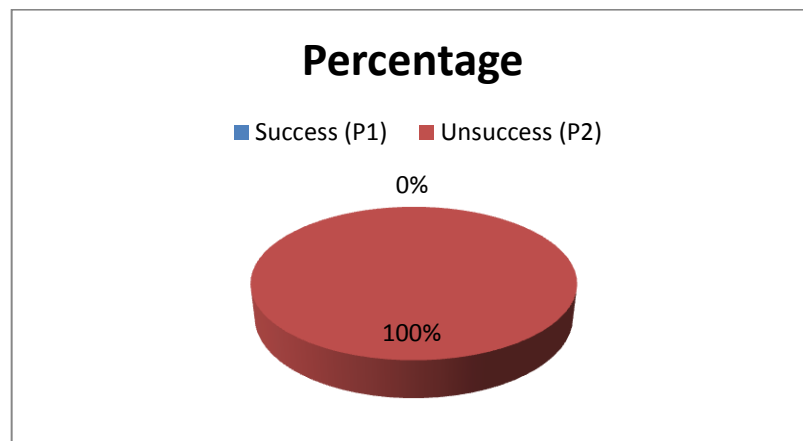
From the data above, the students vocabulary mastery was low. The percentage of the students who got the success score was 0% and the percentage of the students who got unsuccess score was 100%. It can be concluded that the students' vocabulary mastery in pre-test was unsuccess.

Based on the result of qualitative and quantitative data, the researchers conclude the ability of students' vocabulary mastery is very low. It is proven by students' interviews script and students'score. Therefore, the researcher continued to the first cycle, hoping that students' vocabulary mastery will be improved.

2. Report of Cycle I

After done preliminary data, the researcher continued to the first cycle. In the first cycle, the research was conducted through 4 phases they were planning, action, observation and reflection. There were two kinds of analyses data that the researcher had done, they were: qualitative data and quantitative data. The

qualitative data was taken from observation sheet, interview and researcher's note. Besides that, the quantitative data was taken from test that the researcher has given in the last meeting of cycle I. The result of qualitative and quantitative data of this cycle explained in below:

1. Qualitative data

There were six meetings in the cycle I. The meetings were on 8th December 2020, 9th December 2020, 5th January 2021, 6th January 2021, 12nd January 2021, 13rd January 2021. Before implement Quizlet application, the researcher was done some activities, they were: (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3) Teacher checked the attendance list of students, (4) teacher gave the purpose of the study.

The implementing of Quizlet Application was carried out after the researcher had explained the subject materials in learning process. The subject material was presented by topic: Famous Tourist Attractions and Historic Buildings. Then the researcher divided the student into five groups. Each group was asked to answer the questions that the researcher had prepared in the Quizlet Application using several features. After that each group asked to present the question and answer from the application in front of the class.

The utilization of Quizlet in learning process made students easier to improve their vocabulary. It can be seen from the result of the interview after implemented, it can be seen as follow (see in appendix XI):

> *Researcher* : What did you feel after participating in this lesson, especially in terms of using vocabulary by using Quizlet application? *(Apa yang kamu rasakan setelah mengikuti pembelajaran Bahsa Inggris khusunya penguasaan*

kosakata dengan menggunakan aplikasi Quizlet?

Student I : It makes learning become fun, enthusiastic and make us easier to remember vocabulary *(belajarnya jadi lebih seru miss, jadi lebih semangat, terus jadi buat lebih mudah ingat kata-katanya. Karna kayak game gitu kan mis)*

Student II : It is a good thing, I think. It makes learning process more fun *(Ya bagus sih miss, lebih enak belajarnya).*

Student III : It helps us to master vocabulary *(lebih membantu miss, membantu penguasaan kosakata saya)*

(Interview Transcript)

Researcher : Are there any new vocabulary that you know after using Quizlet application. *(Apakah ada penambahan kosakata baru setelah kamu menggunakan aplikasi Quizlet ini)?*

Student I : Yess, there are. *(Ya ada).*

Student II : Yes, miss. Before using this application, I don't know what the meaning of 'almighty'. And now I know it Miss. *(ada miss. Yang tadinya gak tau apa itu 'almighty', sekarang udah tau miss).*

Student III : Yes, of course. *(tentulah miss).*

(Interview Transcript)

Based on this interviews, the researcher found the utilization of Quizlet application in learning process could help student more enthusiastic and made the studens easier to remember vocabulary. This was also agreed by the teacher, it showed from the result of inetrview with teacher, as follow:

Researcher : According to you Mam, how did students' vocabulary mastery after implementing this application?

Teacher : students are able to master several ways in learning this application.

(Interview Transcript)

From the Qualitative data above, it shows that the teacher and students agreed that using Quizlet application can help students to improve their vocabulary. Besides that, students also said that using Quizlet application was

very good and made the learning process more enjoyable.

2. Quantitative data

   The researcher took the quantitative data from the result of the test that had given to the students. The test based on the material that had learnt in the class previously. The test gave in the last meeting of this cycle and it was followed by 33 students. The students' post-test I score increased than students' pre-test score. The total score of the students was 2.055.

Diagram 4.3 Students' Post-Test Score
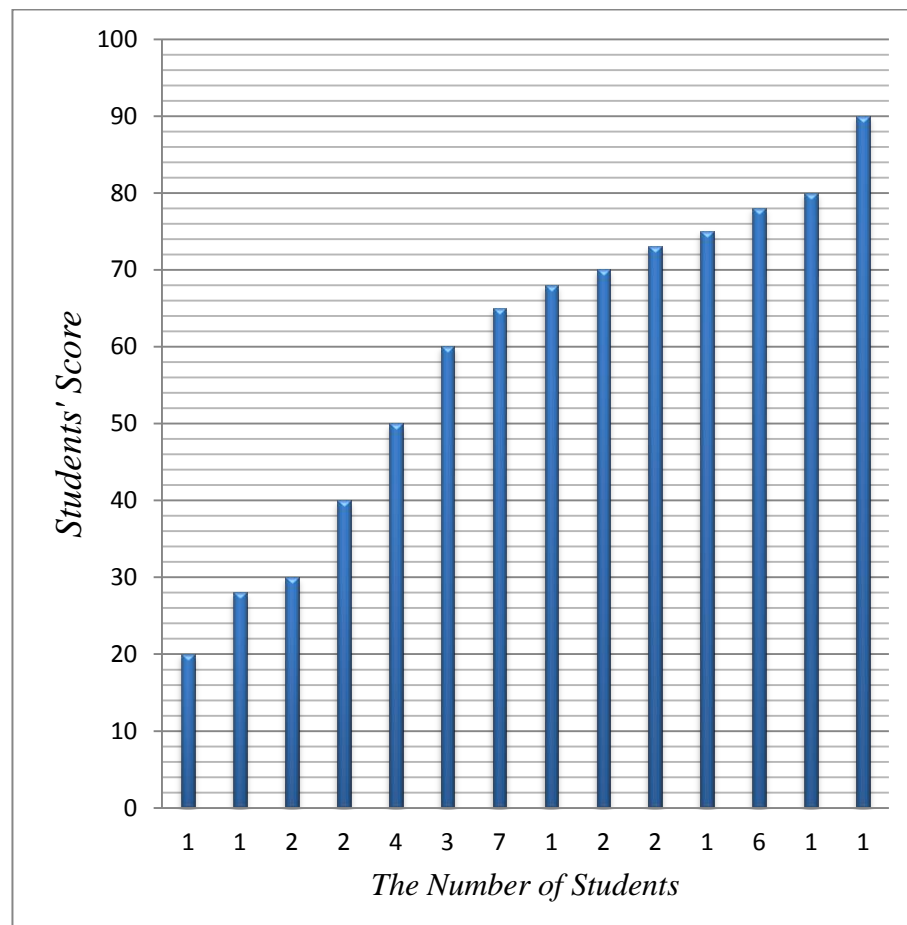
The mean of the students' score was 62.2. The numbers of students who got success (P1) was 9 and got unsuccess (P2) was 24 students. The percentage of students who got success and unsuccess in vocabulary test was calculated by applying the following formula:

$$P1 = \frac{F}{N} \text{ x } 100\%$$

$$= \frac{9}{33} \times 100\%$$

$$P1 = 27.2\%$$

And;

$$P2 = \frac{F}{N} \text{ x } 100\%$$

$$= \frac{24}{33} \times 100\%$$

$$P2 = 72.7$$

Diagram 4.4 Percentage of Students' Post-Test I
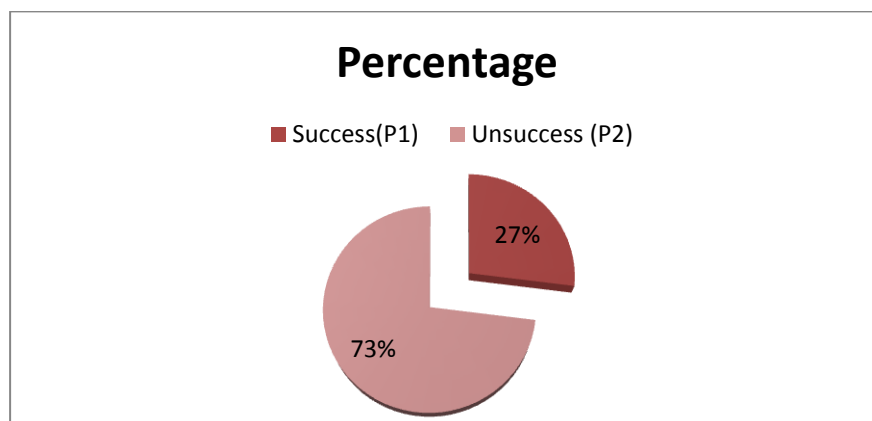
Based on the data above, it can be seen there was a significant increase in the percentage of the cycle I than pre-cycle. But it was still low and it did not reach up to KKM score. It can be concluded the students' vocabulary mastery in cycle I was unsuccess.

3. Reflection

In this step the researcher took the feedback of vocabulary mastery and learning process from the result of the researcher's note in every single meeting, observation, interview and documentation after saw the situation and the motivation the students in the learning process in cycle I.

In the learning process in cycle I, the researcher faced several problem, as follow: the students did not have mobile phone, the most of students always aksed the meaning of some words, the most of students were not confident to present the vocabulary in front of the class, and they did not have enough time to practice the application.

Furthermore, the researcher found that there was an improvement of the students' between pre-cycle and cycle I, although the result of the students' score was not significant. From the information above, the researcher decided to continue in cycle II. However the implementation of next cycle needed the evaluation. The researcher hoped that the evaluation would give effect to the cycle II. Based on the problems faced by researcher in cycle I, the researcher tried to find the solution to solve the problems, as follows:

a. The students play the Quizlet Application with one mobile phone each group. It was because the students did not allow bring smartphone. So, the researcher provided 5 smarthphones for each group and it was used alternately by each member of the group.

b. The researcher provided the correct pronounciation from the audio to students, in order that student know how to pronounce the correct word.

c. Giving the motivation to the students and made a role that every student had to

present the definition, so they would be given time to prepare their selves before present the definition of vocabularies.

3. Report of Cycle II

This cycle II was purposed to solve the problem that occurred in cycle I. It was the reason why the researcher decided to continue the research to the cycle II. The focus of the cycle II was same as the cycle I. The researcher still used Quizlet Application as the media to improve the students' vocabulary mastery. There are two kinds of data, they are: qualitative data and quantitative data. The qualitative data was taken from the observation sheet, interview and researcher's note. While the quantitative data was taken from test that has given in last meeting of cycle II

1. Qualitative data

The implementation of the cycle II was held on in six meetings. They were on 13rd January, 19th January, 20th January, 26th January, 27th January 2021. The researcher was as a teacher in this action, while the English teacher as a collaborator research of the teaching learning process. This action also focused on improving the students' vocabulary mastery.

Before implementing the cycle II, the researcher had discussed to the English teacher. The English teacher thought this was a good action but the English teacher thought students have problem in time. The teacher felt that the students did not have much time to memorize the vocabulary and to practice using Quizlet Application. So, the researcher and the teacher decided to give more time to the students. Before that happened, the researcher was done some activities, they were: (1) researcher entered to the class and gave greeting to the students so there was English environment since the first meeting, (2) prayed together, (3)

Teacher checked the attendance list of students, (4) teacher gave the purpose of the study.

Afterwards was done, the researcher did not provide any subject material more, because the researcher wanted to give more time to students for practice. But the topic focused still about Famous Tourist Attractions and Historic Buildings.

The researcher asked the students to memorize the vocabulary and practice more using Quizlet Application. Then the researcher asked every member to present the vocabulary that they had already known in front of other groups. Then, the researcher asked to all group to explain the vocabulary in front of the class alternately.

The utilization of Quizlet considered more effective in increasing students' confidence and helped students to remember the vocabulary easily. This was proven by the result of interview, as followed:

Researcher	*: Do you enjoy using this application? (Apakah kamu merasa enjoy dalam menggunakan aplikasi ini?*
Student I	*: Yes, Miss (Ya miss).*
Student II	*: Yes, Miss (Iya miss).*
Student III	*: Of course Miss, because I get new vocabulary (tentu saja miss. Karena saya mendapatkan beberapa kosakata baru)*

(Interview Transcript)

Researcher	*: What do you think about using Quizlet application to help students mastering vocabulary? (Menurut pendapat kamu, bagaimana tentang penggunaan aplikasi Quizlet untuk membantu siswa dalam menguasai kosakata?*
Student I	*: I think, it's a good miss, because it can make students easier to memorized vocabulary (menurut saya, bagus miss, karena bisa membuat siswa lebih mudah menghafal kata-kata).*
Student II	*: Yes miss, Good!. It's helpful (iya miss, baguslah. Sangat*

membantu)

Student III   *:* suitable to use, because this is a good application.
(cocok miss digunakan, karena aplikasi ini baguss.
Pokoknyaa the best la miss.)

<div align="right">

(Interview Transcript)

</div>

This was approved by the English teacher who was said Quizlet application

was suitable to be used to improve students' vocabulary. The English teacher also

said that she would like to apply Quizlet application in learning process. It can be

seen from the result of interview, as follow**:**

Researcher   : Do you think that this application suitable for
teaching vocabulary for students?

Teacher   : yes, I think so. This application can help students   in
learning process.

Researcher   : So, would you like to apply this application in your
vocabulary class?

Teacher   : yes, i would to apply this application, if needed.

<div align="right">

(Interview Transcript)

</div>

Based on the Qualitative data above, it showed the English teacher and

students felt the utilization of Quizlet application is very competent and can help

students to improve their vocabulary.

2. Quantitative data

The quantitative data took from the result of the test that had given to the

students. The test gave in the last meeting of this cycle and it was followed by 33

students. The result of post-test II in cycle II was higher than the pre-cycle and

post-test I in cycle I.

Diagram 4.5 Students' Post-Test Score
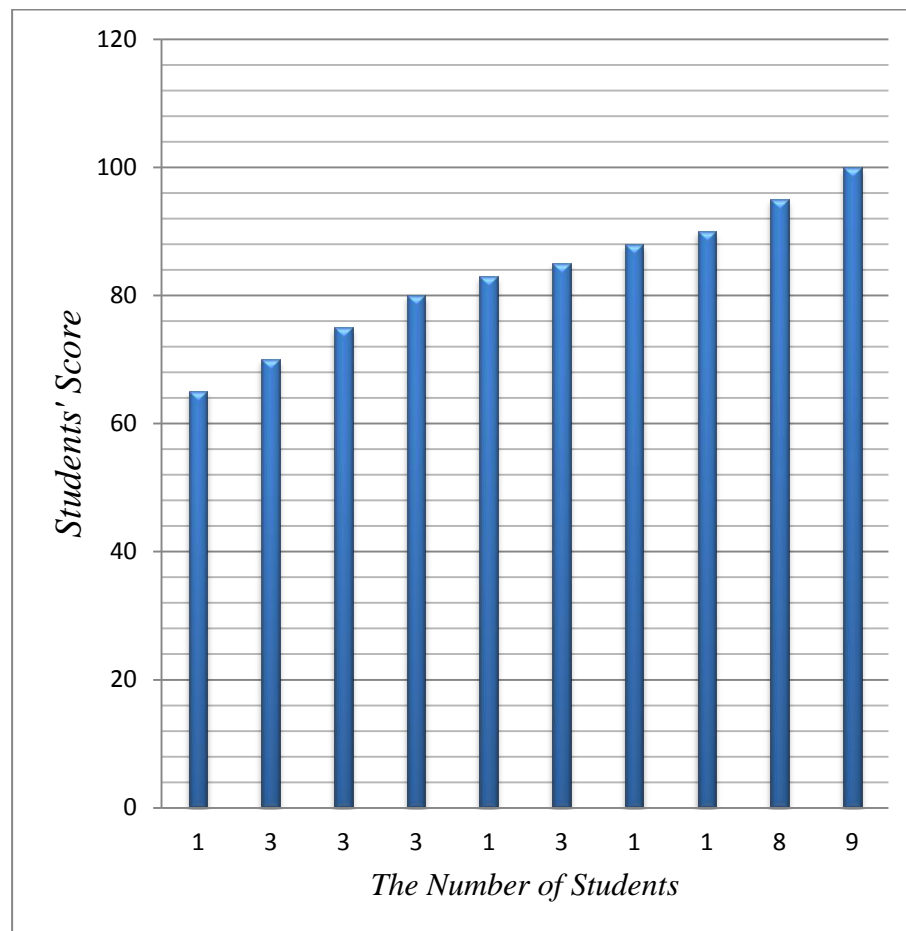
The result showed the total score of the students was 2.825 and the mean of the students' score was 85.6. The numbers of students who got success (P1) was 24 and got unsuccess (P2) was 9 students. The percentage of students who got success and unsuccess in vocabulary test can be seen in diagram below:

Diagram 4.6 Percentage of Students' Post-Test II
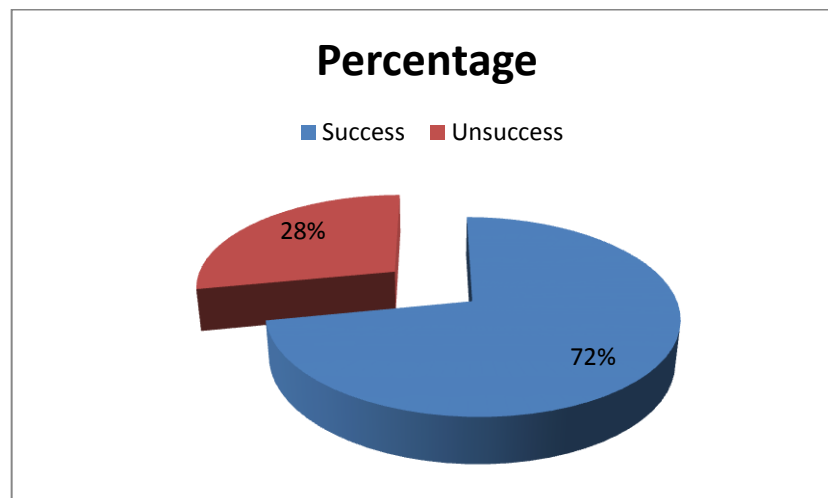
3. Reflection

The utilization of Quizlet application to improve the students' vocabulary mastery in cycle II was not performed without obstruction. Therefore, the researcher reflected on the implementation of the action. The researcher saw that there was an improvement in students' vocabulary mastery it proven by the observation sheet and the studentas' score. Based on the observation, it showed the enthusiastic of the students during teaching and learning process by using Quizlet application was increase. It can be seen in appendix IV. While based on the students' score, it showed there were significant increased in every cycle.

Based on these data, the researcher and the English teacher as a collaborator felt the cycle could be stopped because the aims of this research has been achieved that were an improvement of students' vocabulary mastery by using Quizlet application.

4. Comparison Result of the Cycle

In this research, the researcher has done every cycles such as pre-cycle, post-cycle I and post-cycle II. Every cycles was followed by 33 students. The result of the data showed there were an improvement of students' vocabulary mastery in every cycles. The following data below was the detail of information related to the implementation of Quizlet Application on improving students' vocabulary mastery, can be seen in the table below:

Table 4.1 The Improvement of Cycle

No	Pre-Cycle	Cycle I	Cycle II
1.	The students felt boring and lazy to memorize vocabulary	Students interest to memorize the vocabulary by using Quizlet application during teaching and learning process.	Students interest to memorize the vocabulary by using Quizlet application during teaching and learning process.
2.	The vocabulary were passive in the class	Since the students involved Quizlet application they were actve during the teaching and learning process.	Students were active to memorize and practice using Quizlet application during the teaching and learning process.
3.	The students still confused using Quizlet application as a media	The students had understood to use Quizlet application as a media	The students were enjoy and enthusiasm to use Quizlet applicatiom as a media

While the comparison between every cycles related to the implementation of Quizlet Application on improving students' vocabulary mastery showed in the diagram below:

Diagram 4.7 Comparison of the Percentage of the Result Studentss' Success Score
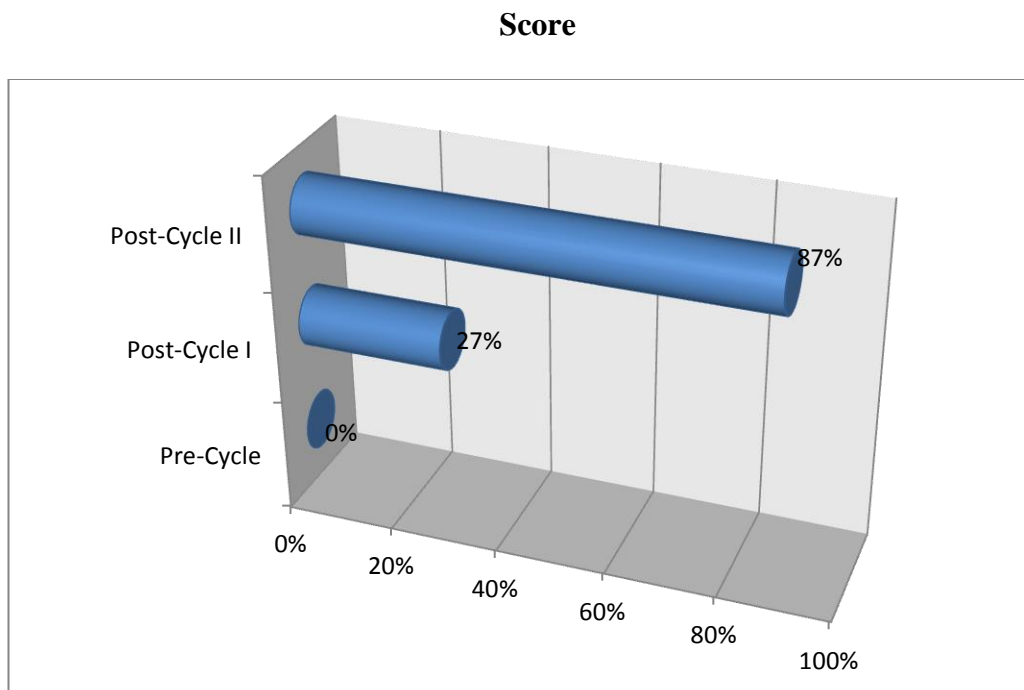
The data above indicated there was an improvement from the pre-cycle, cycle I and cycle II. The comparison between every cycles was in the pre-cycle no one student could reach the KKM score while in the cycle I there were 9 of 33 students who got score up to KKM or it about 24% students were success and the last in cycle II, there were 29 of 32 students who were success in the test or about 87%. Based on this data, the researcher decided to stop doing the research because of the aims of this study had been achieved.

Based on all the data qualitative and quantitative that has been obtained, it show there are significant improvement of students' vocabulary mastery after utilization Quizlet application. Therefore, the utilization of Quizlet application in teaching and learning process is effefctive to help students improve their vocabulary mastery.

B. Discussion

Based on the result of the finding, this research only needed 2 cycles to reach the minimum of the passing grade (KKM). Adnan latief said that the achievement of the result study was based on the target, its mean that the cycle was successfull[89]. Based on that statement, this research was stopped in this cycle II, because the aims of this the research has been reached.

The result in the cycle I showed that the students were failed to reach the KKM score. It was because in cycle I the students got some difficulties during the teaching and learning process. The problems that the students faced in the cycle I were the students still felt difficulties to memorize vocabulary, they did not have enough time to practice using Quizlet application and they always asked the meaning of some words. This finding also found in Supriyitno's research, in his research he found the problems that most students got difficulties in translate each word and they often did not know the meaning of word. However, there were still an improvement of the studens' test in cycle I although it was not significant.

Meanwhile, based on the finding in the cycle II, it showes the significant improvement of the students' vocabulary mastery. The result of post-test II in this

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[89]Mohammad Adnan Latief, (2009). Penelitian Tindakan Kelas Pembelajaran Bahasa Inggris. *Jurnal Ilmu Pendidikan*. 10(2).p.15

cycle was higher than the pre-cycle and post-test I in cycle. The students were more interested and excited to learn by using Quizlet application, it was because of using mobile phone in learning process. This is in line with Geraldine in her research also proven that learning English especially in vocabulary by using Quizlet application was effective to help students' improve their vocabulary. The vocabulary learning via smarthphone application made learners have a strong willingness in learning via smarthphone due to the convenience, portability and accesibility of the smarthphone and during the learning process learners participated and expanded their vocabulary effectively.

From the explanation above, the researcher conclude that the Quizlet application is suitable to use as a media in teaching and learning process. Based on the data which has been collected and analyzed, the researcher conclude the utilization of Quizlet application can improve students' vocabulary mastery and can be an alternative solution to overcome vocabulary teaching and learning problems in tenth grade of Madrasah Aliyah Swasta Ibadurrahman.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the findings research and suggestion of the result by utilizing Quizlet application to improve students' vocabulary mastery.

A. **Conclusions**

Based on the result has done, the researcher conclude the utilization of Quizlet application has positive impact in improving students' vocabulary mastery. In each cycle, there is an increase in student interest in learning such as students not feeling lazy to memorize vocabulary and students feel enjoy in learning process. This is proved by the result of interview and observation which show the students take part actively activity in class. Moreover, students also feel more enthusiastic and interest in memorizing vocabulary.

Furthermore, the students' score in every cycle has increased. This is proven by the result of test in every cycle. There is significant increase in students' mean score which is 41.9 in the pre-cycle increased to 62.2 in the cycle I and increased to 85.6 in the cycle II.

Therefore, the hypothesis of this research is improving the students' vocabulary mastery through the utilization of Quizlet application at the tenth grade of senior high school MAS Ibadurrahman was accepted. The learning process by using Quizlet is considered effective in making it easier for students to learn vocabulary thus students were more easily to remember, know and understand the meaning vocabulary. Afterwards, Quizlet application can make students more enthusiastic during learning process.

B. **Suggestion**

Based on the result of this study, the researcher give suggestion for the students, teacher, and further researcher, as follow:

1. Teacher

The utilization of Quizlet application can be used in teaching and learning process especially in vocabulary material. Hence, the researcher tries to give the suggestion to the English teacher for implementing Quizlet application in teaching and learning process. Because this application can make student felt enjoy and more enthusiastic in learning English and can improve students' vocabulary mastery.

2. Students

Students should be active in the class to make teaching and learning process lively. Besides the students also have to focus on the material to the teacher's explanation. In addition, students should have the confidence to speak up by using English in front of the class in order to make students can speak up every time and everywhere.

3. Further researcher

It has been known from the result of study vocabulary by using Quizlet application could improve students' vocabulary mastery. The researcher would like to suggest the further researcher that Quizlet application can be used as additional reference for further research with the different sample and occasion.

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Appendix I

LESSON PLAN
(RPP)

School   : MAS Ibadurrahman
Subject   : English
Class/Semester   : X/I
Topic   : Descriptive Text; Famous Tourist Attractions and Historic
                    Buildings by using Quizlet Application
Time Allocation   : 2 x 45 minutes (6 weeks)

A.   Learning Objectives

After following the learning process, students are expected to be able to:

a.   Identify giving information and ask questions about tourist attractions and famous historic buildings

b.   Identify various ways of disclosure from each context.

c.   Understand the structure of expression texts that give and request information about tourist attractions and famous historic buildings.

d.   Understand the linguistic elements of the expression of giving and asking for information about tourist attractions and famous historic buildings

e.   Write sentences that ask for information about attractions and famous historic buildings

f.   Answering questions about tourist attractions and famous historic buildings submitted to him

g.   Arrange descriptive texts oral and written, short and simple, related to famous tourist attractions and historic buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context.

h.   Know and mastery the English vocabulary about tourist attractions.

B.   Learning Method

Asking and Giving Question Method

C.   Learning Resources

1.   Media   : Quizlet Application
2.   Tool/Materials :Whiteboard and Markers
3.   Book   : Student Book "Bahasa Inggris" Jakarta : Ministry of Education and Culture 2016

D.   Learning Steps

Activity	Activity Description	Time allocation
Intial activity	Students greet the teacher; The teacher answer the student's greeting and asks the student's condition; The teacher attends the presence of students; The teacher invites students to be grateful for the opportunity to be able to learn English; The teachergives apperception by giving a story and a few questions; Students pay attention to the learning objectives conveyed by the teacher.	15 minutes
Core Activity	**First Meeting** The teacher give pret-test **Second Meeting** The teacher teach the student related "Tourist Attraction". The teacher using Flashcard feature from Quizlet. The teacher ask to student to do assessment about tourist destination on page 51. The teacher give 10 new vocabulary related to tourist destination. **Thrid Meeting** The teacher try to recall 10 vocabularies that has given. The teacher teach the student about vocabulary in text "Tanjung Puting National Park" by using test feature. The teacher ask student to do assessment on page 56-57. The teacher give 10 new vocabulary related to the text. **Fourth Meeting** The teacher try to recall 20 vocabularies that has given. The teacher teach the student about vocabulary in text "Taj Mahal" by using Learn and match feature. The teacher ask the student to do assessment on page 60 The teacher give 10 new vocabulary related to the material	60 minutes

	Fifth Meeting The teacher try to recall 30 vocabularies that has given. The teacher teach the student about vocabulary in text "Batu City" by using write feature. The teacher ask the student to do assessment in Flashcard, learn and match feature that has been prepare by the teacher. **Sixth Meeting** The teacher give post-test to the student.	
Post Activity	The teacher asks students to deduce what they have learned. Student express the difficulties and benefits activities during takes place The teacher give feedback to student about the topic they have learned. Greetings.	16 minutes

E.   **Assessment of Learning Outcomes**

  1. Knowledge
a.   Assessment Techniques   : Written
b.   Forms of Assessment   : Essay
c.   Assessment Intrument   : do the test in the book
  2. Skill Assessment
a.   Assessment Techniques   : Speaking
b.   Form of Assessment   : Oral
c.   Assessment Instrument   : Re-call vocabularies

Medan, Januari 2021

Agreed by,

English Teacher,   Researcher,

Juanita Revtik, S.Pd   Jesi Suryani Sitorus

Approved by,

Headmaster of MAS IBADURRAHMAN

NIP.

Appendix II

Competence test for pre-test, find the best answer!

Name = _____

A. **Read the descriptive text *Mysteries of Trunyan Village*. Complete the gaps with the correct adjective from the box.**

> Volcanic – Almighty – Larger – Mysterious – Dead – Calm –
> Fascinating – Balinese – Famaous - Orginal

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer creater rim of Batur, an _____ 1) volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the _____ 2) Balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16th century. It is _____ 3) for the Pura Pancering Jagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellinhngs, and a _____ 4) banyan tree, which is said to be more that 1,100 years old. At Kuban sub-village close to Trunyan is a _____ 5) cementery that is seperated by the lake and accessible only by boat – there is no path along steep walls of the creater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boar, and it takes around half an hour across the _____ 6) waters. Getting to Lake Batur takes around two hours drive to the northeast of Denpasar along the main road to Buleleng and through Bangli Regency.

Unlike the _____ 7) people, the people of Trunyan do not cremate or bury their dead, but just lay them out in bamboo cages to decompose, although strangely there is no stench. A macarable collection of skulls and bones lies on the stone platform and the surrounding areas.

The woman from Trunyan are prohibited from going to the cementery when a _____ 8) body is carried there. This follows the deeply rooted belief that if a woman comes to the cementery while a corpose is being carried there, there will be a disaster in the village, for example a landslide or a

_____ [9] eruption. Such events have been frequent in the village's history, but whether women had anything to do with it is a matter of opinion.

You can visit both the village of Trunyan or the Kuban cemetery by chartered boat from Kedisan. Sadly, nowadays the boat trips are now blatant tourist traps, as touts and guides strongly urge to donate your cash to the temple project or leave a donation for the dead. These touts ruin an otherwise _____ [10] experience.

B.   **Read the descriptive adjective for describing things below. Match the descriptive adjective with the correct word.**

[1]Paint -- [2]traffic – [3]people – [4]buildings – [5]city – [6]transport – [7]sidewalk – [8]building(walls) – [9]monuments/statue – [10]signs – [11] enormous – [12]unique – [13]savannah – [14]destination – [15]amazing – [16]waterfall – [17]mausoleum – [18]troipical

11.   Active, bustling, noisy, busy, clean, dirty, windy: _____

12.   Loud, congested, snarled: _____

13.   Old, shabby, rundown, crumbling, modern, futuristic, sleek, towering, squat: _____

14.   Brick-built, stone-built, marbled, graffti-convered: _____

15.   Carved, ancient, moss-covered, faded, green, bronze: _____

16.   Concrete, slick, craked, tidy, littered, swept: _____

17.   Fresh, weathered, peeling: _____

18.   Neon, weathered, worn, bright, welcoming, flashing: _____

19.   Belching, crawling, speeding, honking, waiting, screeching: _____

20.   Hurried, blundled, smiling, frowning, eager, rushed: _____

21.   The biggest, the largest, building, huge: _____

22.   Special, exclusive, specific, characteristic: _____

23.   Grassland, prairi, field **:**_____

24.   Direction, some place, go to, journey: _____

25.   Impressive, extraordinary, wonderful, incredible:_____

26.   Water, cool, high, fresh, jump down: _____

27.   Tomb, grave, resting place, deadth: _____

28.   Fresh, flower, forest**:** _____

C. Answer the question below by choosing the correct answer in the box!

> Compact – Touristic – Picturesqeu – Beautiful – Dull – Ancient –
> Paradise –Largest – Undistrubed –Unique – Splendid -- Elliptical

29. Niagara Falls is always _____ with life.

30. The Great Wall of China is a very _____ place.

31. I don't like Egypt; it is very _____.

32. The Coliseum is an _____ place.

33. The Grand Canyon is very _____.

34. Black Forest in Switzerland is very _____ in autumn as the trees look colorful.

35. Raja Ampat Island are a truly _____ paradise.

36. Raja Ampat is the _____ marine national park in Indonesia.

37. The area is relatively _____ by human, which is a reson for such untouched beauty.

38. There are many _____ floras on the islands.

39. The building itself is _____ in shape.

40. Taj Mahal is one of the most _____ pieces of architectures in the world.

Appendix III

Competence test for post-test, find the best answer!

Name = _____

A.   Read the descriptive text *Mysteries of Trunyan Village*. Complete the gaps with the correct adjective from the box.

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11.   Active, bustling, noisy, busy, clean, dirty, windy: _____

12.   Loud, congested, snarled: _____

13.   Old, shabby, rundown, crumbling, modern, futuristic, sleek, towering, squat: _____

14.   Brick-built, stone-built, marbled, graffti-convered: _____

15.   Carved, ancient, moss-covered, faded, green, bronze: _____

16.   Concrete, slick, craked, tidy, littered, swept: _____

17.   Fresh, weathered, peeling: _____

18.   Neon, weathered, worn, bright, welcoming, flashing: _____

19.   Belching, crawling, speeding, honking, waiting, screeching: _____

20.   Hurried, blundled, smiling, frowning, eager, rushed: _____

21.   The biggest, the largest, building, huge: _____

22.   Special, exclusive, specific, characteristic: _____

23.   Grassland, prairi, field **:**_____

24.   Direction, some place, go to, journey: _____

25.   Impressive, extraordinary, wonderful, incredible:_____

26.   Water, cool, high, fresh, jump down: _____

27.   Tomb, grave, resting place, deadth: _____

28.   Fresh, flower, forest**:** _____

C. Answer the question below by choosing the correct answer in the box!

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32. The Coliseum is an _____ place.

33. The Grand Canyon is very _____.

34. Black Forest in Switzerland is very _____ in autumn as the trees look colorful.

35. Raja Ampat Island are a truly _____ paradise.

36. Raja Ampat is the _____ marine national park in Indonesia.

37. The area is relatively _____ by human, which is a reson for such untouched beauty.

38. There are many _____ floras on the islands.

39. The building itself is _____ in shape.

40. Taj Mahal is one of the most _____ pieces of architectures in the world.

Appendix IV

Answer Key

A.

1. Almighty	6. Calm
2. Original	7. Baliness
3. Famaous	8. Dead
4. Larger	9. Volcanic
5. Mysterious	10. fastinating

B.

11. People
12. City
13. Building (wall)
14. Sidewalk
15. Monuments
16. Buildings
17. Paint
18. Transport
19. Traffic
20. Signs
21. Enormous
22. Unique
23. Savannah
24. Destination
25. Amazing
26. Waterfall
27. Mausoleum
28. Tropical

C.

29. Beatiful
30. Compact
31. Dull
32. Ancient
33. Splendid
34. Pictureswque
35. Paradise
36. Tourist
37. Undistrubed
38. Elliptical
39. Largerst

Appendix V

OBSERVATION CHECKLIST

No   : Observation Checklist 1
Cycle   : I
Meeting   : II, III, IV, V, VI.
Object   : Researcher
Day/Date   : 8th Dec 2020- 12rd Jan 2021

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	**No**	
I. Opening			
a. The teacher greets the students	✓		
b. The teacher checks the students' condition and the attendance.	✓		
c. The lesson reviewed material and looked ahead to new material.	✓		
d. The prepared goals/objectives are apparent.	✓		
e. The teacher is well prepared and well-organized in class	✓		
II. Main Activities	✓		
a. The students are ready to learn the materials	✓		
b. The students are introduced to the social context of a model of a descriptive text.	✓		
c. The students explore features of the general cultural context in which the text is used and the social purposes the text achieves.	✓		
d. The teacher introduces a model of a spoken descriptive text.		✓	
e. The teacher explains the model of the text.	✓		
f. The students with the teacher guidance investigate the structural pattern of the model.	✓		
g. The students with the teachers' guidance investigate the language features of the model.	✓		
h. The teacher gives chances to the students to ask questions.		✓	
i. The students deliver questions to the teacher.			
j. The students use dictionary to help them in finding vocabulary	✓		
	✓		
III. Closing			
a. Teacher and students reflect to today's lesson	✓		
b. Teacher gives feedback to students.	✓		

		✓	
c. Teacher and students summarize materials learned		✓	
d. Teacher gives further guidance to students		✓	
e. One of the students leads the prayer	✓		
f. Teacher says goodbye to students.	✓		
IV. Class Situation			
a. The students have enthusiasm or motivation during the teaching process.		✓	
b. The students actively take parts in each class activity.		✓	
c. The time allocation is appropriate.	✓		
d. The media used by the teacher are sufficient in the teaching and learning process.		✓	
e. The teacher's instructions are clear.	✓		

Appendix VI

OBSERVATION CHECKLIST

No : Observation Checklist 1
Cycle : II
Meeting : VII, VIII, IX, X, XI.
Object : Researcher
Day/Date : 13rd Jan – 27th Jan 2021

Check each item in the column that most clearly represents your observation and write additional comments in the provided column.

Activities	Implementation		Comments
	Yes	**No**	
I. Opening			
a. The teacher greets the students	✓		
b. The teacher checks the students' condition and the attendance.	✓		
c. The lesson reviewed material and looked ahead to new material.	✓		
d. The prepared goals/objectives are apparent.	✓		
e. The teacher is well prepared and well-organized in class	✓		
II. Main Activities	✓		
a. The students are ready to learn the materials	✓		
b. The students are introduced to the social context of a model of a descriptive text.	✓		
c. The students explore features of the general cultural context in which the text is used and the social purposes the text achieves.	✓		
d. The teacher introduces a model of a spoken descriptive text.	✓		
e. The teacher explains the model of the text.	✓		
f. The students with the teacher guidance investigate the structural pattern of the model.	✓		
g. The students with the teachers' guidance investigate the language features of the model.	✓		
h. The teacher gives chances to the students to ask questions.	✓		
i. The students deliver questions to the teacher.			
j. The students use dictionary to help them in finding vocabulary	✓ ✓		
III. Closing			
a. Teacher and students reflect to today's lesson	✓		
b. Teacher gives feedback to students.	✓		

		✓		
c.	Teacher and students summarize materials learned	✓		
d.	Teacher gives further guidance to students			
e.	One of the students leads the prayer	✓		
f.	Teacher says goodbye to students.	✓		
IV. Class Situation				
a.	The students have enthusiasm or motivation during the teaching process.	✓		
b.	The students actively take parts in each class activity.	✓		
c.	The time allocation is appropriate.	✓		
d.	The media used by the teacher are sufficient in the teaching and learning process.	✓		
e.	The teacher's instructions are clear.	✓		

Appendix VII

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DIARY NOTES

</div>

Cycle   : I

Meeting   : I, II, III, IV, V, VI

Day/Date   : 8th Dec 2020 until 13rd Jan 2021

Respondent   : R   (Researcher)

              ET   (English Teacher)

              C   (Collaborator)

              S   (Students)

On the first meeting, the researcher give the pre-test to the studets. The students seem like confuse to answer the test because they didnt know the meaning of the word. The condisiton is not conducive because they ak each other.

On the second meeting. The researcher teach the material and introduce them to Quizlet application and try to use Flashcards featute. In this meeting the students feel confuse to use Quizlet application because it the first time for them. In every meeting, the researcher give 10 new vocabulary to the students related the material and on this meeting the researcher try to recall it. But only two students can remember it and the other feel difficult to recall it. In this meeting the researcher using test feature. The students feel more enjoy than previous meeting.

On the next meeting, the researcher try to recall their vocabulary again and only 10 students can remember it. In this meeting, the researcher using learn and match feature and the students likely interested to use it.On the last meeting of the cycle I, the researcher tries to recall their vocabulary that has been given. There are 15 students can remember it. It means that the students' vocabulary mastery is still lack. In this last meeting, the researcher using write feature. The students feel happy to use it. And on the last meeting, the researcher give post-test I to the students. It is not like pre-test, in this test the student seems like calmer than pre-test although there are students always ask each other. It is because they have to know some meaning.

Appendix VIII

DIARY NOTES

Cycle   : II

Meeting : VII, VIII, IX, X, XI, XII

Day/Date : 13rd Jan 2021 until 27th Jan 2021

Respondent : R (Researcher)

      ET (English Teacher)

      C (Collaborator)

      S (Students)

    In this cycle II, the researcher decided not to teach the material anymore, because the researcher has discussed with the teacher that students need to more time to use Quizlet application. So, in this meeting the researcher using Quizlet application by Flashcard features. In this meeting students feel more enthusiasm. The next meeting, the researcher tries to recall their vocabulary and there are 21 students can remember it. In this meeting, the researcher use test feature and the students seems happy.

    And next meeting, the researcher using learn feature. So far so good, the researcher didn't find any problem. The students enjoy during learning process.
Next meeting, the researcher tries to recall the vocabulary that has given. Only 7 students feel difficult to remember it and most of students feel easy. In this meeting the researcher use match feature.

    In this meeting, the researcher using write feature and there are only 3 students feel difficult to remember vocabulary that has given. During the learning process, the students are seems enjoy, enthusiasm, and interested.
And the last, the researcher gives post-test II. The researcher didn't see any students who feel difficult. They do the test quietly.

Appendix IX

INTERVIEW TRANSCRIPT WITH THE ENGLISH TEACHER BEFORE IMPLEMENTING CLASSROOM ACTION RESEARCH

Note: R = Researcher
T = Teacher

Quesions:

R   : According to you Mam, how's the students' mastery in vocabulary English at this class?

T   : students usually memorized several words, but sometimes they was lazy to memorized it.

R   : What is your opinion about this application, is can help students or not?

T   : I think this application can help in the learning process if needed

R   : What problems do you face in teaching English in class?

T   : The problem in teaching is that studens are usually sleepy and lazy to do the exercise

R   : How do you deal with these problems and solve students' problems in vocabulary?

T   : I solve the students' vocabulary problem by encouranging them to learn and memorize vocabulary everyday and using dictionary

R   : How do you teach students to mastery English vocabulary and what method that you use?

T   : I use the discussion method in class.

Appendix X

INTERVIEW TRANSCRIPT WITH THE ENGLISH TEACHER AFTER
IMPLEMENTING
CLASSROOM ACTION RESEARCH

Note: **R = Researcher**
T = Teacher

Quesions:

R : According to you Mam, how did students' mastery in vocabulary after implementing this application?

T : Students are able to master several ways in learning this application

R : Do you think that this application suitable for teaching vocabulary for students?

T : Yes, I think so. This application can help students in learning process

R : So, would you like to apply this application in your vocabulary class?

T : Yes, I would to apply this application, if needed

Appendix XI

INTERVIEW TRANSCRIPT WITH THE STUDENTS BEFORE IMPLEMENTING
CLASSROOM ACTION RESEARCH

Note: R = Researcher

S = Student

Quesions:

R   : Do you think it's difficult to mastering vocabulary?

(Menurut kamu, apakah untuk menguasai kosakata itu sulit?)

S I   : Iya Miss

S II   : Tidak Miss, karena menurut saya mengahafal itu cukup mudah jika rajin

S III   : Tidak jika rajin mengahafal, tapi disini banyak yang perlu dihafal miss, jadi susah

R   : What problems did you have in mastering vocabulary?

(Apa masalah yang kamu alami dalam menguasai kosakata?)

S I   : kadang suka lupa miss

S II   : karna gak ngerti miss jadi males

S III   : males miss

R   : What kinds of tasts are usually given by the teacher regarding vocabulary mastery?

(Tugas seperti apa yang biasanya bapak/ibu guru berikan terkait penguasaan kosakata?)

S I   : disuruh nyarik arti kata dikamus miss, habis itu disuruh hafal

S II   : ngafal kata la miss

S III   : mencari dan menghafal miss, setiap saat menghafal

R : If you didn't know the meaning of a word, what will you do?

   (Jika kamu tidak mengetahui arti dari suatu kata, apa yang akan kamu lakukan?)

S I : liat dikamus miss

S II : kamusla miss

S III : kamus miss, kalo gak dapat tanyak ke buk guru

R : Have you ever heard of teaching techniques using Quizlet application?

   (Apakah kamu pernah mendengar teknik pengajaran menggunakan media Quizlet Application?)

S I : enggak miss

S II :belum miss, tidak pernah mendengar, melihat dan menggunakannya miss

S III : enggak pernah miss, sekalipun enggak.

Appendix XII

INTERVIEW TRANSCRIPT WITH THE STUDENTS AFTER
IMPLEMENTING
CLASSROOM ACTION RESEARCH

Note: R = Researcher
       S = Student

Quesions:

R   : What did you feel after participating in this lesson, especially ini terms of using vocabulary by using Quizlet application?

        (Apa yang kamu rasakan setelah mengikuti pembelajaran Bahsa Inggris khusunya penguasaan kosakata dengan menggunakan aplikasi Quizlet ?)

S I   : belajarnya jadi lebih seru miss, jadi lebih semanga, terus jadi buat lebih mudah ingat kata-katanya. Karna kayak game gitu kan miss

S II   : ya bagus sih miss, lebih enak belajarnya

S III : lebih membantu miss, membantu penguasaan kosakata saya

R   : Are there any new vocabuary that you know after using Quizlet application?

        (Apakah ada penambahan kosakata baru setelah kamu menggunakan aplikasi Quizlet ini?)

S I   :ya miss

S II   : ada miss. yang tadinya gak tau apa itu almighty, sekarang udah tau miss

S III : tentula miss

R   : Are there any problems that you feel when using this Quizlet application?

        (Apa ada kendala yang kamu rasakan pada saat menggunakan aplikasi Quizlet ini?)

S I   : kami gak pakek hape miss, jadi sulit

S II   : hape miss

S III   : ada miss, hape

R   : Do you enjoy using this application?

          (Apakah kamu merasa enjoy dalam menggunakan aplikasi ini?)

S I   :Ya miss.

S II   :Iya miss.

S III   :tentu saja miss, karena saya mendapatkan beberapa kosakata yang baru.

R   : What do you think about using Quizlet application to help students mastering vocabulary?

          (Bagaimana pendapat kamu, tentang penggunaan aplikasi Quizlet untuk membantu siswa dalam menguasai kosakata?)

S I   : menurut saya, bagus miss, Karena bisa membuat siswa lebih mudah menghafal kata-kata.

S II   :iya miss, baguslah. Sangat membantu.

S III   : cocok miss digunakan, karena aplikasi ini baguss.

          Pokoknyaa the best la miss.

R   : In your opinion, Quizlet application is suitable to be applied in learning English, especially in using vocabulary?

          (Menurut pendapatmu, apakah Quizlet Application ini cocok diterapkan dalam pembelajaran Bahasa Inggris khususnya dalam penguasaan kosakata?)

S I   : menurut saya sangat cocok, lagian aplikasi ini offline miss, jadi pass.

S II   : ya kalo aplikasi ini diterapkan miss, bagus juga, semua siswa bisa mudah mengingat kata-kata baru miss

S III   : ya bagusla miss. Buat belajar gk boring.

Appendix XIII

Students' Pre-test Post-test I and Post-test II Score

No	Name of Students	SCORE		
		Pre-Test	**Post-Test I**	**Post-Test II**
1	AR	45	72,5	100
2	AH	40	50	95
3	AZ	35	77.5	95
4	AN	35	77.5	95
5	DAH	35	65	95
6	DNH	40	40	80
7	FNL	50	40	85
8	FA	45	50	87.5
9	FD	40	77.5	75
10	HP	50	77.5	100
11	HS	40	60	82.5
12	HR	37.5	70	100
13	HA	37.5	30	95
14	NA	45	67.5	85
15	MA	45	27.5	75
16	MH	60	90	100
17	MJ	35	77.5	95
18	Mt	35	75	100
19	Mr	45	72.5	95
20	MQ	35	60	70
21	NT	45	65	95
22	Nfi	40	65	100
23	NS	40	20	70
24	Nfa	40	77.5	90
25	Nay	40	65	100

26	Nam	35	50	80
27	Nau	35	60	85
28	Naz	40	65	100
29	SJ	40	65	80
30	ST	40	70	75
31	TK	45	65	70
32	VD	40	80	100
33	WA	50	50	65
TOTAL		$\sum$= 1385 M= 41.9	$\sum$= 2.055 M= 62.2	$\sum$= 2.825 M= 85.6

Appendix XIV

Documentation

A. Pictures

i. The classroom situation when the student doing on the pretest

ii. The researcher delivered the subject material in the classroom

iii. The classroom situation when students doing the discussion

iv. The situation of students percentation in front of the class

B. The Result of Students' Score

a. Students' score in Pre-test

·Appendix II‡

Competence test for pre-test, find the best answer!

S(40)

Name = Nazwa Fatika Lubis

A. Read the descriptive text *Mysteries of Trunyan Village*. Complete the gaps with the correct adjective from the box.

> Volcanic – Almighty – Larger – Mysterious – Dead – Calm – Fascinating – Balinese – Famaous - Orginal

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer creater rim of Batur, an __Balinese__ ¹⁾ volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the __Orginal__ ²⁾ Balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16ᵗʰ century. It is __Famaous__ ³⁾ for the PuraPanceringJagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellinhngs, and a __Mysterious__ ⁴⁾ banyan tree, which is said to be more that 1,100 years old. At Kuban sub-village close to Trunyan is a __Larger__ ⁵⁾ cementery that is seperated by the lake and accessible only by boat – there is no path along steep walls of the creater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boar, and it takes around half an hour across the __calm__ ⁶⁾ waters. Getting to Lake Batur takes around two hours drive to the northeast of Denpasar along the main road to Buleleng and through Bangli Regency.

Unlike the __almighty__ ⁷⁾ people, the people of Trunyan do not cremate or bury their dead, but just lay them out in bamboo cages to decompose, although

Appendix III

Competence test for Pre-test, find the best answer!

Name = _Fita Dwi Prdalai_

A. Read the descriptive text *Mysteries of Trunyan Village*. Complete the gaps with the correct adjective from the box.

> Volcanic – Almighty – Larger – Mysterious – Dead – Calm –
> Fascinating – Balinese – Famaous - Orginal

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer creater rim of Batur, an _Almighty_ [1] volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the _Famaous_ [2] Balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16th century. It is _Original_ [3] for the PuraPanceringJagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellinhngs, and a _Mysterious_ [4] banyan tree, which is said to be more that 1,100 years old. At Kuban sub-village close to Trunyan is a _Large_ [5] cementery that is seperated by the lake and accessible only by boat – there is no path along steep walls of the creater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boar, and it takes around half an hour across the _Volcanic_ [6] waters. Getting to Lake Batur takes around two hours drive to the northeast of Denpasar along the main road to Buleleng and through Bangli Regency.

Unlike the _Balinese_ [7] people, the people of Trunyan do not cremate or bury their dead, but just lay them out in bamboo cages to decompose, although

b. Students' score in Post-Test I

Appendix III
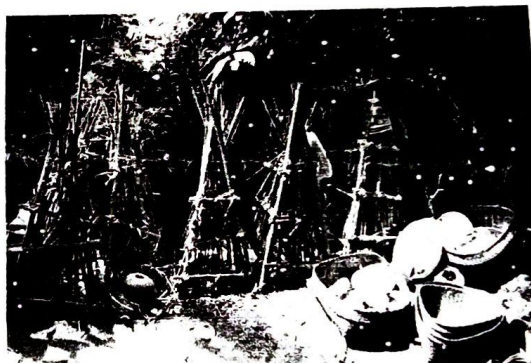
Competence test for post-test, find the best answer!

Name = Nazwa Fahika Lubis

A. **Read the descriptive text** *Mysteries of Trunyan Village*. **Complete the gaps with the correct adjective from the box.**

> Volcanic – Almighty – Larger – Mysterious – Dead – Calm –
> Fascinating – Balinese – Famaous - Orginal

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer creater rim of Batur, an _almighty_ 1) volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the _Orginal_ 2) Balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16th century. It is _famaos_ 3) for the PuraPanceringJagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellinhngs, and a _larger_ 4) banyan tree, which is said to be more that 1,100 years old. At Kuban sub-village close to Trunyan is a _Mysterius_ 5) cementery that is seperated by the lake and accessible only by boat – there is no path along steep walls of the creater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boar, and it takes around half an hour across the _Calm_ 6) waters. Getting to Lake Batur takes around two hours drive to the northeast of Denpasar along the main road to Buleleng and through Bangli Regency.

Unlike the _Balinese_ 7) people, the people of Trunyan do not cremate or bury their dead, but just lay them out in bamboo cages to decompose, although

Appendix III

Competence test for post-test, find the best answer!

Name = Vika Dwi Anjalni

A. Read the descriptive text *Mysteries of Trunyan Village*. **Complete the gaps with the correct adjective from the box.**

> Volcanic – Almighty – Larger – Mysterious – Dead – Calm –
> Fascinating – Balinese – Famaous - Orginal

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer creater rim of Batur, an **Almighty** 1) volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the **original** 2) Balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16th century. It is **famous** 3) for the PuraPanceringJagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellinhngs, and a **Larger** 4) banyan tree, which is said to be more that 1,100 years old. At Kuban sub-village close to Trunyan is a **mysterious** 5) cementery that is seperated by the lake and accessible only by boat – there is no path along steep walls of the creater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boar, and it takes around half an hour across the **calm** 6) waters. Getting to Lake Batur takes around two hours drive to the northeast of Denpasar along the main road to Buleleng and through Bangli Regency.

Unlike the **Balinese** 7) people, the people of Trunyan do not cremate or bury their dead, but just lay them out in bamboo cages to decompose, although

Appendix III

Competence test for post-test, find the best answer!

Name = _Naliza Aiya B A_

A. Read the descriptive text *Mysteries of Trunyan Village*. Complete the gaps with the correct adjective from the box.

Volcanic — Almighty — Larger — Mysterious — Dead — Calm —
Fascinating — Balinese — Famaous — Orginal

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer creater rim of Batur, an ~~Volcani~~ [1] volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the _____ [2] Balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16th century. It is _____ [3] for the PuraPanceringJagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellinhngs, and a _____ [4] banyan tree, which is said to be more that 1,100 years old. At Kuban sub-village close to Trunyan is a _____ [5] cementery that is seperated by the lake and accessible only by boat – there is no path along steep walls of the creater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boar, and it takes around half an hour across the _____ [6] waters. Getting to Lake Batur takes around two hours drive to the northeast of Denpasar along the main road to Buleleng and through Bangli Regency.

Unlike the _____ [7] people, the people of Trunyan do not cremate or bury their dead, but just lay them out in bamboo cages to decompose, although

c. **Students' score in Post-Test II**

$\cancel{4} \, (90)$

Appendix III

Competence test for post-test! find the best answer!

Name = Natwa Fatika Lubis

A. **Read the descriptive text** *Mysteries of Trunyan Village*. **Complete the gaps with the correct adjective from the box.**

> Volcanic – Almighty – Larger – Mysterious – Dead – Calm – Fascinating – Balinese – Famaous - Orginal

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer creater rim of Batur, an __Almighty__ 1) volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the __orginal__ 2) Balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16th century. It is __famaous__ 3) for the PuraPanceringJagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellinhngs, and a __larger__ 4) banyan tree, which is said to be more that 1,100 years old. At Kuban sub-village close to Trunyan is a __mysterious__ 5) cementery that is seperated by the lake and accessible only by boat – there is no path along steep walls of the creater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boar, and it takes around half an hour across the __Calm__ 6) waters. Getting to Lake Batur takes around two hours drive to the northeast of Denpasar along the main road to Buleleng and through Bangli Regency.

Unlike the __Balinese__ 7) people, the people of Trunyan do not cremate or bury their dead, but just lay them out in bamboo cages to decompose, although

Appendix III

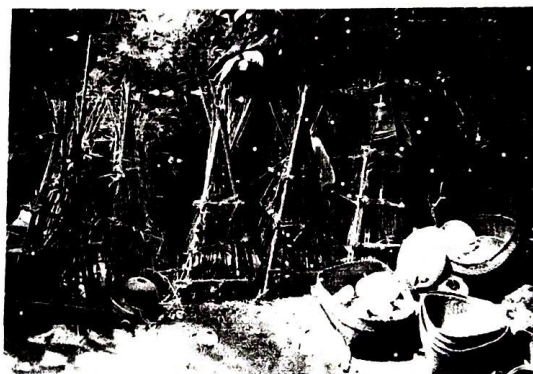Competence test for post-test find the best answer!

Name = Vika Puti Anjalni

A. **Read the descriptive text *Mysteries of Trunyan Village*. Complete the gaps with the correct adjective from the box.**

> Volcanic – Almighty – Larger - Mysterious – Dead – Calm –
> Fascinating – Balinese – Famaous - Orginal

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer creater rim of Batur, an __Almighty__ 1) volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the __Original__ 2) Balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16th century. It is __Famaous__ 3) for the PuraPanceringJagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellinhngs, and a __large__ 4) banyan tree, which is said to be more that 1,100 years old. At Kuban sub-village close to Trunyan is a __Mysterious__ 5) cementery that is seperated by the lake and accessible only by boat – there is no path along steep walls of the creater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boar, and it takes around half an hour across the __Calm__ 6) waters. Getting to Lake Batur takes around two hours drive to the northeast of Denpasar along the main road to Buleleng and through Bangli Regency.

Unlike the __Balinese__ 7) people, the people of Trunyan do not cremate or bury their dead, but just lay them out in bamboo cages to decompose, although

Appendix III

Competence test for post-test, find the best answer!

Name = _Naliza Arya_ (x Sains B)

A. **Read the descriptive text *Mysteries of Trunyan Village*. Complete the gaps with the correct adjective from the box.**

> Volcanic – Almighty – Larger – Mysterious – Dead – Calm –
> Fascinating – Balinese – Famaous - Orginal

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer creater rim of Batur, an _Al-Mighty_ 1) volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the _Original_ 2) Balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16th century. It is _famaous_ 3) for the PuraPanceringJagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellinhngs, and a _Larger_ 4) banyan tree, which is said to be more that 1,100 years old. At Kuban sub-village close to Trunyan is a _Mysterious_ 5) cementery that is seperated by the lake and accessible only by boat – there is no path along steep walls of the creater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boar, and it takes around half an hour across the _Calm_ 6) waters Getting to Lake Batur takes around two hours drive to the northeast of Denpasar along the main road to Buleleng and through Bangli Regency.

Unlike the _balines_ 7) people, the people of Trunyan do not cremate or bury their dead, but just lay them out in bamboo cages to decompose, although

Appendix XV

Letters

i. Research Permission

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-15527/ITK.V.3/PP.00.9/12/2020   05 Desember 2020
Lampiran : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala MA SWASTA IBADURRAHMAN

Assalamulaikum 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	: Jesi Suryani Sitorus
NIM	: 0304162085
Tempat/Tanggal Lahir	: Kisaran, 23 Juli 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: Jl.Prof H.M. Yamin,SH No.176C Kelurahan SIDODADI Kecamatan MEDAN TIMUR

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. UDKP Paya Mabar, Stabat, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

Improving Students' Vocabulary Mastery through the Utilization of Quizlet Application

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

Medan, 05 Desember 2020
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

Digitally Signed
Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 197506222003122002

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

ii. Research Response

YAYASAN IBADURRAHMAN STABAT
MADRASAH ALIYAH SWASTA

IBADURRAHMAN

JL. UDKP PAYA MABAR STABAT – Kode Pos: 20811 Telp (061) 8911851
Web: Ibadurrahmanstabat.com, Email: Ibadurrahmanpayamabar@gmail.com

بسم الله الرحمن الرحيم

No   : 085/ C.1 / MAS. – PPIR / XII / 2020
Lamp   : -
Hal   : **Dizinkan Melakukan Riset**

Kepada Yth : **Dekan**
             Fakultas Ilmu Tarbiyah dan Keguruan
             UIN Sumatera Utara
             di-
                  Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Ba'da salam semoga Bapak dalam keadaan sehat wal'afiat serta dalam lindungan Allah SWT dalam menjalankan aktifitas sehari-hari. Amin.

Sehubungan dengan adanya Surat Nomor: B-15527/ITK.V.3/PP.00.9/12/2020 Tentang Izin Riset yangng ditujukan pada Kepala MAS Ibadurrahman Stabat pada tanggal 05 Desember 2020, dalam rangka untuk menyusun Skripsi (Karya Ilmiah) sebagai salah satu syarat kelulusan dalam mencapai gelar Sarjana Strata Satu (S1). Menerangkan bahwa:

Nama	: **JESI SURYANI SITORUS**
T/Tgl Lahir	: Kisaran, 23 Juli 1998
NIM	: 0304162085
Fakultas	: Ilmu Tarbiyah dan Keguruan UIN-SU
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Judul	: **"Improving Students' Vocabulary Mastery through the Utilization of Quizlet Application"**

Maka mahasiswa diatas pada dasarnya kami tidak keberatan untuk dilakukannya Riset pada Madrasah yang kami pimpin, selama untuk kelancaran dan sesuai mengikuti aturan yang ada, dengan ini kami mengizinkan kepada mahasiswa tersebut untuk melakukan perihal tersebut.

Demikianlah surat ini kami perbuat, Atas partisipasinya kami ucapkan terima kasih.

Billahi Fii Sabililhaq Fasthabiqul Khairat
Wassalamu'alaikum Warahmatullahi Wabarakatuh.

23 Rabi'ul Akhir 1442 H
08 Desember 2020 M

Kepala Madrasah

M. Nizhamuddin, S.Pd.I

YAYASAN IBADURRAHMAN STABAT
MADRASAH ALIYAH SWASTA

IBADURRAHMAN

JL. UDKP PAYA MABAR STABAT – Kode Pos: 20811 Telp (061) 8911851
Web: Ibadurrahmanstabat.com, Email: Ibadurrahmanpayamabar@gmail.com

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN
Nomor: 0102/ C.1 / MAS. – PPIR / II / 2021

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Saya yang bertanda tangan di bawah ini :
Nama Lengkap   : **M. Nizhamuddin, S.Pd.I**
Jabatan   : Kepala Madrasah Aliyah
Alamat Madrasah   : Jl. Umar Baki Paya Mabar

Sesuai dengan surat nomor: B-15527/ITK.V.3/PP.00.9/12/2020 tentang Izin Riset yangng ditujukan pada Kepala MAS Ibadurrahman Stabat pada tanggal 05 Desember 2020, dalam rangka untuk menyusun Skripsi (Karya Ilmiah) sebagai salah satu syarat kelulusan dalam mencapai gelar Sarjana Strata Satu (S1). Menerangkan bahwa:

Nama   : **JESI SURYANI SITORUS**
T/Tgl Lahir   : Kisaran, 23 Juli 1998
NIM   : 0304162085
Fakultas   : Ilmu Tarbiyah dan Keguruan UIN-SU
Program Studi   : Pendidikan Bahasa Inggris
Semester   : IX (Sembilan)
Judul   : **"Improving Students' Vocabulary Mastery through the Utilization of Quizlet Application"**

Bahwa benar mahasiswa diatas telah melakukan Riset pada Madrasah yang kami pimpin dimulai dari tanggal 06 Desember 2020 sampai dengan 29 Januari 2021, selama melakukan riset lancar dan tidak ada kendala serta sesuai mengikuti aturan yang ada.

Demikianlah surat keterangan ini kami perbuat, Atas perhatian dan kerjsamanya kami ucapkan terima kasih.

Billahi Fii Sabililhaq Fasthabiqul Khairat
Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Stabat, 01 Jumadil Akhir   1442 H
         Januari   2021 M

Kepala Madrasah

M. Nizhamuddin, S.Pd.I