

**THE INFLUENCE OF QUIZLET APPLICATION
TOWARD STUDENS VOCABULARY MASTERY
AT THE FIRST SEMESTER OF THE EIGHT
GRADE OF SMPN 01 RAWA PITU IN
THE ACADEMIC YEAR OF
2023/2024**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree



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NPM. 1711040009

Study Program: English Education

Advisor : Prof. Dr. Idham Kholid, M.Ag

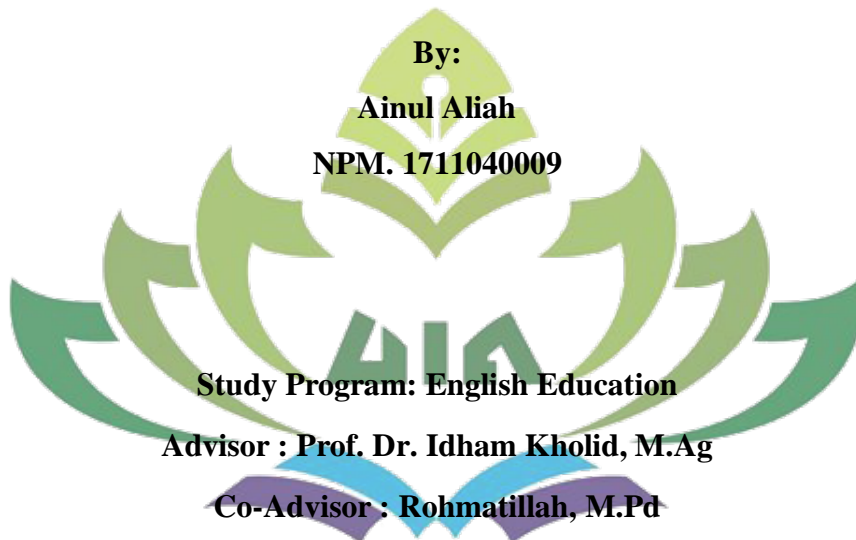
Co-Advisor : Rohmatillah, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
OF LAMPUNG
2023/2024**

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UNIVERSITY OF LAMPUNG
2023/2024**

ABSTRACT

THE INFLUENCE OF QUIZLET APPLICATION TOWARD STUDENS VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMPN 01 RAWA PITU IN THE ACADEMIC YEAR OF 2023/2024

By:

Ainul Aliah

This research was conducted based on the result of the interview in preliminary research that held in SMPN 1 Rawa Pitu. The researcher found that many students have low vocabulary. The researcher tried to solve students' problem by using Quizlet Application as the media in teaching vocabulary to help the students learning more vocabularies. The aimed of this research was to know whether there is an effectiveness of using Quizlet Application in teaching vocabulary at the eighth grade of SMPN 1 Rawa Pitu in the academic year of 2023/2024.

This research was conducted by using quasi experimental design. The population of this research was all of eighth grade students in the first semester of SMPN 1 Rawa Pitu in the academic year of 2023/2024. There are two classes as the sample of this research that were selected by using cluster random sampling technique, they were VIII B and VIII C. The instrument that was used to collect the data in this research was multiple choices with 50 questions after doing the validation. After collecting the data, the researcher analyzed the data by using SPSS.

From the data analysis, the value of the significant generated sig (Pvalue) = $0.004 < \alpha = 0.05$, which it means that H_0 was ejected and H_a was accepted. It can be concluded that there is an effectiveness of Quizlet Application in teaching vocabulary at the eighth grade of students SMPN 1 Rawa Pitu in the academic year of 2023/2024.

Keywords : *Vocabulary Mastery, Quasi-experimental Research, Quizlet Application,*

DECLARATION

Hereby, I state this thesis entitled "The Influence of Using Quizlet Application Towards Students" Vocabulary Mastery at the First Semester of the Eight Grade of SMPN 1 Rawa Pitu in Academic Year 2023/2024" is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 04 December 2023



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A thesis entitled: **“THE INFLUENCE OF QUIZLET APPLICATION TOWARD STUDENTS VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHT GRADE OF SMPN 01 RAWA PITU IN THE ACADEMIC YEAR OF 2023/2024”**, by **AINUL ALIAH, NPM: 1711040009**, Study Program: **English Education** was tested and defended in the examination session held on: **Friday, December 22th 2023.**

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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Quizlet Application Towards Students” Vocabulary Mastery at the First Semester of the Eight Grade of SMPN 1 Rawa Pitu in Academic Year 2023/2024” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

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MOTTO

هَلْ جَزَاءُ الْإِحْسَانِ إِلَّا الْإِحْسَانُ ﴿٦٠﴾

“The reward of goodness is nothing but goodness.” (Q.S. Ar – Rahman: 60)¹



¹Maulawi Sher ‘Ali, *The Holy Qur’an Arabic Text and English Translation*, (UK: Islam International Publications Limited, 2015), P. 637

DEDICATION

This thesis is dedicated to all my beloved people who always care, loves, and support me:

1. My beloved parents, Mr. Rojikan and Mrs. Fatimah who always pray for my success, advised me wisely, financed me, give me a lot of love, motivation, support, and all of the best thing that they have. I love them so much.
2. My beloved sister and young brothers, Eri Ulviana Zain, Muhammad Rasyid, and Nur Alvian who always give me love and support for me.
3. My beloved big family who always give a support for me.
4. My beloved and my Best friend Sofyan Arifin who always remind me to not giving up, give a help, contribution, and support for me to accomplish this thesis.



CURRICULUM VITAE

Ainul Aliah was born in Tulang Bawang on June 15nd, 1999. She is the two child of four children of Mr. Rojikan and Mrs. Fatimah. She has one sister and two younger brothers. sister Eri Ulviana Zain and my younger brothers Muhammad Rasyid and Nur Alvian.

She began her study at elementary school of SDN 1 Sumber Agung in 2005 and graduating in 2011. Then, she continued her study at Islamic Junior High School Madrasah Tsanawiyah Darul A'mal Metro Lampung in 2011. After graduating from Islamic Junior High School in 2014, she continued her study in Madrasah Aliyah Darul A'mal Metro and graduated in 2017. Then in 2017, she continued again her study in State Islamic University (UIN) of Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty. During her study in UIN Raden Intan Lampung.



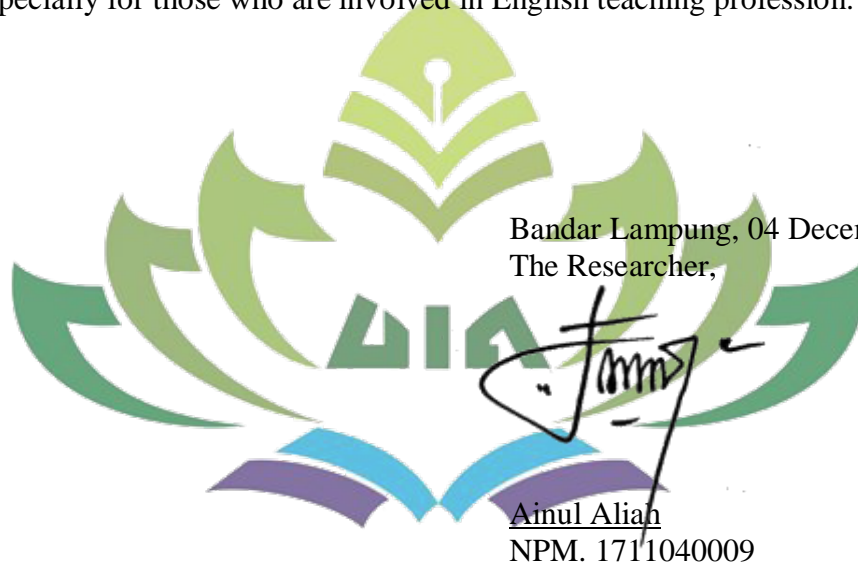
ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Quizlet Application Towards Students Vocabulary Mastery” at the First Semester of the Eight Grade of SMPN 1 Rawa Pitu in Academic Year 2023/2024” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with her personnel who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. M. Ridho Kholid, S.S., M.Pd., the chairperson of English Education Study Program of UIN Raden Intan Lampung who patiently guided me until completion this thesis.
3. Prof. Dr. Idham Kholid, M.Ag as the first advisor and the chairperson of English Education Study Program of UIN Raden Intan Lampung who has patiently guided and directed the researcher until the completion of this thesis as well.
4. Rohmatillah, M.Pd., as the great co-advisor, who always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.
5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. Mansari, S.Pd, the headmaster of SMPN 1 Rawa Pitu for allowing the researcher to conduct the research.
7. Yuli Kartika Sari, S.Pd, English teacher of SMPN 1 Rawa Pitu for being helpful during the research process and giving suggestion during the research; all the teachers, and the students at the First semester of the Eight grade of SMPN 1 Rawa Pitu in academic year 2023/2024 for allowing, carrying out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.

8. My beloved parents, Mr. Rojikan and Mrs. Fatimah who always pray for my success, advised me wisely, financed me, give me a lot of love, motivation, support, and all of the best thing that they have. I love them so much.
9. My beloved sister and young brothers, Eri Ulviana Zain, Muhammad Rasyid, and Nur Alvian who always give me love and support for me.
10. My beloved and my Best friend Sofyan Arifin who always remind me to not giving up, give a help, contribution, and support for me to accomplish this thesis.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.




Bandar Lampung, 04 December 2023
The Researcher,

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TABLE OF CONTENTS

	Page
COVER.....	i
ABSTRACT.....	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION.....	v
MOTTO.....	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENT	xi
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
LIST OF FIGURE	xvi
CHAPTER I: INTRODUCTION	
A. Title Confirmation.....	1
B. Background of the Problem	2
C. Identification and Limitation of the Problem	6
D. Formulation of the Problem.....	7
E. Objective of the Research.....	7
F. Significances of the Research	7
G. Relevance Studies	8
H. Systematic Discussion.....	9
CHAPTER II: REVIEW OF LITERATURE	
A. Vocabulary.....	11
1. Definition of Vocabulary	11
2. The Nature of Vocabulary.....	12
3. Vocabulary as Core Component of Language	12
4. Kind of vocabulary	13
5. Types of Vocabulary.....	15

6. The Importance of Vocabulary Mastery in Language Learning ...	15
B. Concept Students Vocabulary Mastery	19
C. Technology Integration in Learning.....	21
D. Mobile-Assisted Language Learning (MALL).....	22
E. Quizlet Application	24
1. Definition of Quizlet Application.....	24
2. Features in Quizlet Application.....	25
3. Activity of Using Quizlet	28
4. The Procedure of Teaching Vocabulary by Using Quizlet	28
5. Advantages and Disadvantages of Quizlet Application	32
F. Google Classroom.....	33
1. Definition Google Classroom.....	33
2. Activity of Using Google Classroom	35
3. The Procedure of Teaching Vocabulary by Using Quizlet	35
4. Advantages and Disadvantages of Google Classroom	36
G. Frame of Thinking.....	38
H. Hypothesis	38

CHAPTER III: RESEARCH METHOD

A. Time and Place Research.....	39
B. Research Design.....	39
C. Population, Sample, and Sampling Technique Research	40
D. Research Procedure	41
E. Operational Definition of Variable	42
F. Research Instrument	43
G. Scoring Procedure	46
H. Validity and Reliability of the Test.....	46
I. Data Analysis	48

CHAPTER IV: RESULT AND DISCUSSION

A. Research Procedures	50
B. Process of Treatment	51
C. Result of the Research.....	53

1. Experimental Class Pre-Test Result	53
2. Control Class Pre-Test Result	53
3. Experimental class Post-Test Result.....	54
4. Control Class Post-Test Result.....	54
5. Gain Score.....	55
D. Result of Data Analysis	55
1. Result of Normality Test.....	55
2. Result of Homogeneity Test.....	56
3. Result of Hypothetical Test.....	57
E. Discussion	58

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	60
B. Suggestion.....	60

REFERENCES.....	62
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APPENDICES.....	67
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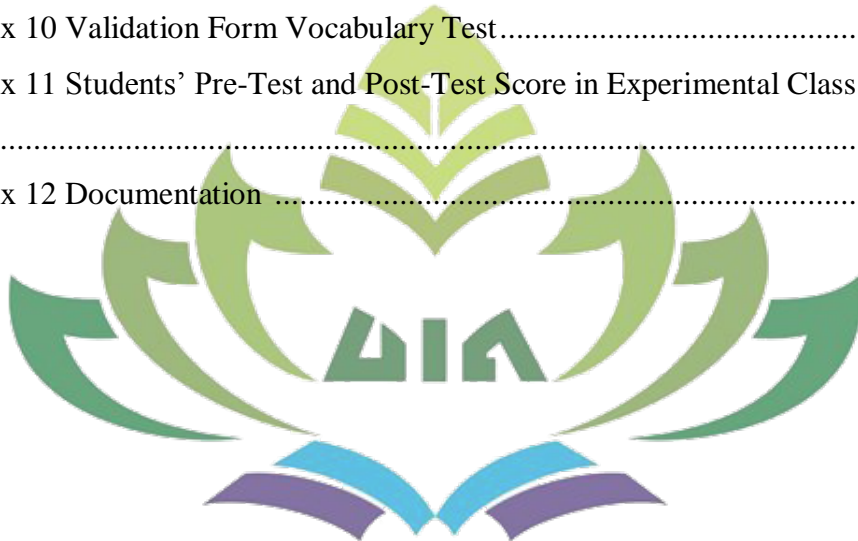
LIST OF TABLES

		Page
1.	Table 1.1	Students vocabulary score at the Eight Grade..... 4
2.	Table 3.1	The Population of Eight Grade of SMPN 01 Rawa Pitu..... 40
3.	Table 3.2	Spesification of Test..... 44
4.	Table 4.1	The Normality Test 56
5.	Table 4.2	The Result of Homogeneity Test 57
6.	Table 4.3	The Result of Hypothetical Test 58



LIST OF APPENDICES

	Page
1. Appendix 1 Students Score	69
2. Appendix 2 Teacher Interview Question	71
3. Appendix 3 Teacher Interview Result	72
4. Appendix 4 Students Interview Result	74
5. Appendix 5 Syllabus	76
6. Appendix 6 RPP Experimental Class	80
7. Appendix 7 RPP Control Class	91
8. Appendix 8 Instrument Pre-Test.....	103
9. Appendix 9 Instrument Post-Test	109
10. Appendix 10 Validation Form Vocabulary Test.....	118
11. Appendix 11 Students' Pre-Test and Post-Test Score in Experimental Class and Control Class1	121
12. Appendix 12 Documentation	123



LIST OF FIGURE

Figure 2.1	Quizlet home page	25
Figure 2.2	Learn Feature	26
Figure 2.3	Flashcard Feature	26
Figure 2.4	Write Feature.....	27
Figure 2.5	Test Feature	27
Figure 2.6	Match Feature.....	27
Figure 4.1	Experiment Class Pre-Test Result.....	53
Figure 4.2	Control Class Pre-Test Result	54
Figure 4.3	Experiment Class Post-Test Result	54
Figure 4.4	Control Class Post-Test Result.....	55



CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understanding the title of this thesis, and to avoid misunderstanding, the writer feels the need to explain some words which become the title of this thesis. The thesis title meant is “The Influence of Quizlet Application Toward Students’ Vocabulary Mastery” at the First Semester of the eight Grade of SMPN 1 Rawa Pitu Tulang Bawang in the Academic Year of 2023/2024”. The description of understanding some of the terms contained in the title of this thesis are as follows:

Influence is the effect that somebody something has on the way a person thinks or behaves or on the way that something works or develops.¹ It means that anything that affects in any scale and range, even only slightly, is considered an Influence. This research focused on finding the influences of vocabulary at a particular level.

Quizlet is an online vocabulary management system for teachers and students that helps students track vocabulary. Quizlet is an interactive learning platform that operates online which can be used as a medium for any learning This application can be used through the website or application mobile (for ios and android).² Can be used in the form of a smartphone application, but can also be used offline (without an internet connection). Access is free, but well organized. Quizlet can be installed on your mobile device or downloaded from the Playstore.

Vocabulary is a set of words that must be known the meaning, when speaking or reading verbally and a set of words that can also be used by someone when writing.³ It means that in order to be able to communicate in English, the students will master adequate personal English Vocabularies that they cover their needs for communication in real life situation.

Vocabulary mastery is one of the important aspects in foreign language learning. According to North, vocabulary mastery is solid in all situations and the choice of words

¹ Oxford University Press, “1. Definition of Influence Noun from the Oxford Advanced Learner’s Dictionary,” accessed July 17, 2022

² Mehdi Solhi Andarab, “*The Effect of Humoer-Integrated Pictures Using Quizlet on Vocabulary Learning of EFL Leaners*”. Journal of Curriculum and Teaching. Vol. 8. No. 2. 2019. p.26

³ H. Hiebert Elfrida and Michael. L. Kamil, *Teaching and Learning Vocabulary, bringing research to practice* (New jersey: Mahwa Publisher 2005), 10

resembles the native speaker's skill.⁴ It means that vocabulary mastery is very necessary to be explored and mastered by student which must be in accordance with existing rules. vocabulary mastery is needed to express our ideas and to be able to understand the language, vocabulary is to crucial to be mastered. In other words vocabulary mastery is the ability to understand lexis and vocabulary is very important to master because mastering a lot of vocabulary will make it easier for students to read, write, listen and speak English.

Based on the explanation above, the writer will give the title of this research is "The Influence of Quizlet Application Toward Students' Vocabulary Mastery" at the First Semester of the eight Grade of SMPN 1 Rawa Pitu Tulang Bawang in the Academic Year of 2023/2024

B. Background of the Problem

Vocabulary is the key to improve English achievement. Students who have a lot of vocabulary can be easier in the learning process. Without mastery of vocabulary, students will face difficulties in learning. Then when they understand how to enrich their vocabulary, students gradually lose interest in learning. Vocabulary is one of the important components in teaching English as a foreign language.

Vocabulary learning is one of the challenges faced by foreign language learners during the language learning process. Thornburry stated that other components, such as grammar, only contribute a little more than vocabulary because without vocabulary nothing can be conveyed.⁵ It means that vocabulary is a very important part of learning English. If students lack vocabulary, students cannot convey their ideas write, and read something as a result they will not be able to understand what some people are saying. The lack of students' vocabulary is caused by a lack of methods or techniques used in learning vocabulary. The right method or technique is needed to make the teaching and learning process easier and more interesting. Interesting methods, media or techniques will encourage students to learn vocabulary more easily.

According to Ur, learning vocabulary has various problems. First, students have difficulty pronouncing words because there are variations between spoken and written in understanding English. Incorrect pronunciation is usually caused by a lack of sound

⁴ Brian North, *English Profile Studies :The CEFR in Practice* (United Kingdom : Cambridge university press, 2014), p.79.

⁵ Scott Thornburry, *How to Teach Vocabulary*, (New York: Longman, 2002), P 13

similarity between English and the student's native language. Second, the problem of writing words or spelling sounds is not appropriate or the written form is very different from the spoken form in English. Third, difficulty in choosing suitable word meanings. Fourth, various grammatical types of a word, called inflections, are one of the causes of students' difficulties in learning subjects. The representative is affixation; affixation is a way of determining new words from the present collectively with prefixes and suffixes. It is difficult for students to understand the meaning of words because adding prefixes and suffixes to a word will cause the word class to always change.⁶

Based on preliminary research and interviews conducted at SMPN 1 Rawa Pitu Tulang Bawang, the researcher found that most of the students have difficulties in mastering vocabulary. When the researcher interviewed Mrs. Yuli Kartika Sari, S.Pd., she said that the students' vocabulary mastery is still low because they are difficult to remember the vocabulary. Then, the results of the preliminary research showed that there are several problems in teaching and learning vocabulary. First, the students were still difficult to recognize the meaning of the words. Second, The students experience difficulties when doing exercises due to lack of vocabulary. Third, The students had difficulties in pronouncing, spelling and memorizing new vocabulary, and the last most students do not understand what the teacher says during learning. The teacher also said in the interview that he found it was difficult to convey material in the teaching and learning process because of the limited vocabulary of students. In this case it makes students lose motivation in learning English because some students think that learning English is a difficult subject. This problem is stimulated by classroom activities where the teacher uses textbook in the teaching and learning process sometimes the teacher gives some vocabularies to students and asks them to translate or memorize the vocabulary.⁷

The students' average score of vocabulary mastery test can be seen in the table below:

⁶ Penny Ur, *"A Course in Language Teaching, Practice and Theory"*, Cambridge: Cambridge University Press, 1996, 60.

⁷Yuli Kartika Sari, *"Interview with The English Teacher (Smpn 01 Rawa Pitu)"*, January 21th, 2023, Unpublished.

Table 1.1
Preliminary Research Students Vocabulary Score of Eight Grade Of Smpn 1 Rawa Pitu
Tulang Bawang in Academic Year of 2023/2024

No	Score	Category	Classes			Total	Percentage
			VIIIA	VIIIB	VIIIC		
1	100-80	Excellent	4	3	3	10	1.28 %
2	79-60	Good	7	6	4	17	2.17 %
3	59-40	Fair	3	8	7	18	2.30 %
4	39-20	Poor	8	11	14	33	4.30 %
5	19-0	Very poor	0	0	0	0	0
Page of number			22	28	28	78	100 %

Source: English Teacher's Document of SMPN 1 Rawa Pitu

From the table above, it can be seen that the achievement of vocabulary skills of the eight grade of SMPN 1 Rawa Pitu Tulang Bawang was 34.61 % of students who scored above the criteria and 65.38 % of students who scored below the criteria. It can be concluded that the vocabulary learning achievement in class VIII of SMPN 1 Rawa Pitu Tulang Bawang is low because there are 27 students who get scores above the criteria and 51 students who get scores below the criteria, it shows that vocabulary mastery in class VIII of SMPN 1 Rawa Pitu is not optimal so that students have difficulty in vocabulary mastery. Lack of vocabulary can be solved by a number of media, methods, or techniques used by the teacher in delivering the material. In the classroom, teachers can use various methods, media, or technology-based techniques to make it easier for students to increase their mastery of the vocabulary they have learned. In addition, by using various methods, media, techniques or technology-based teaching, students' motivation can increase rapidly. Thus, it is more fun for the teacher to teach vocabulary and students' vocabulary mastery will increase.

The teacher must be able to find an effective and interesting way of teaching and learning vocabulary. Based on this situation, the integration of technology in the teaching and learning process can be an effective and interesting way to solve problems that occur in the classroom.

Technology integration in language learning (TILL) can be understood as a tool used to support the teaching and learning process.⁸ One of them is technology integration in teaching vocabulary by using MALL (Cellular Assisted Language Learning) based applications. Nazerat in Fithriani said MALL is simply defined as an approach to enhance language learning by utilizing handheld mobile devices.⁹

One implementation of MALL-based vocabulary learning is Quizlet. According to Sanosi, Quizlet is a mobile and web based study application that allows students to study information via learning tools and games.¹⁰ It means that the Quizlet application is a medium that can help teachers and students learn English. Quizlet is one of the largest educational platforms in the world. Basically, it can be accessed free, both in the form of websites and applications. Quizlet can be installed on your mobile device or downloaded from the Playstore. Quizlet is also one of the interesting and fascinating lessons for students, making it easier for students to learn material concepts. Quizlet trains students' understanding of vocabulary mastery and also trains students.

In line with this, there are several relevant previous research studies, namely as follows.

The first research by M. Rizky Setiawan, and Pangesti Wiedarti entitled "The Effectiveness of Quizlet Application to Students' Motivation in Learning Vocabulary" shows that there are differences in the issues discussed. Because in this study conducted by M. Rizky Setiawan and Pangesti Wiedarti focused on the effectiveness of the quizlet application as a motivation to learn vocabulary. In this research, the researcher focuses on the effect of quizlet application on students' vocabulary area. While the similarities are that they both use quizlet application in learning vocabulary and both use quasi-experimental design research methods.¹¹

Second, the research conducted by Anh Tuan Pham Agung entitled "University Students' Perceptions on The Use of Quizlet in Learning Vocabulary". The results of this study indicate that there are differences in the problems discussed because in this study conducted by Anh Tuan Pham, it discussed exploring students' perceptions of using quizlet to learn their vocabulary and using quantitative and qualitative approaches to test

⁸Ramha Fithriani, Utami Dewi, Sholihatun Hamidah, Maryanti Salmiah and Widya Fransiska, *Using Facebook in Efl Writing Class: Its Effective From Students Perceptive, The Second Annual International Conference on Language and Literature*, Universitas Islam Negeri Sumatera Utara (UINSU): Medan 20019. P.637

⁹*Ibid*, p 635

¹⁰Abdulaziz Sanosi, "The Effect of Quizle on Vocabulary Acquisition", *Asian Journal Of Education and E-Learning*, Vol. 06 Issues 04 August 2018, P. 72

¹¹M. Rizky Setiawan, Pangesti Wiedarti, "The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary". *Studies in English Language and Education*. Vol. 7(1). No. 83-95. 2020.

the frequency among students and their level of satisfaction with the quizlet application. Where in this study discusses the effect of the quizlet application on students' vocabulary mastery, and in this study uses a quantitative approach. The similarity is that they both use the quizlet application.¹²

Third, the research conducted by Ismail Cinar, Asim Ari entitled "The Effects of Quizlet on Secondary School Students' Vocabulary Learning and Attitudes Towards English". and asim ari discussed quizlet learning to develop positive attitudes towards English lessons. Where in this study discusses the effect of the quizlet application on students' vocabulary mastery. The similarity is that they both use the quizlet application for vocabulary lessons.¹³

Fourth, the research conducted by Efitasari, Sofa Aji Fitriani, and Ridwan Cahya Saputra entitled "Active and Interactive Learning Through Quizlet and Kahoot". aji Fitriani, and ridwan Cahya Saputra focused on active and interactive learning for students. Where in this study discusses the effect of the quizlet application on students' vocabulary mastery. The similarity is that they both use the quizlet application.¹⁴

Based on several relevant previous researcher studies, it can be found that there are differences between the four previous studies and this research, namely want to know whether there is an influence on students' vocabulary using the quizlet application. Therefore, researcher is interested in conducting a research entitled "The Influence of Quizlet Application Toward Students' Vocabulary Mastery SMPN 1 Rawa Pitu Tulang Bawang.

C. Identification and Limitation of the Problem

Based on the background of study above, there were problems faced by eight grade students in SMPN 01 Rawa Pitu Tulang Bawang in learning vocabulary, the researcher identified the problems as follows:

1. The students were still difficult to recognize the meaning of the words.

¹²Anh Tuan Pham, "Student Perceptions Of The Use of Quizzes in Vocabulary Learning", IJET, Vol 17, No. 07, 2022.

¹³ Ismail Cinar, Asim Ari, "The Effects of Quizlet on Secondary School Students' Vocabulary Learning and Attitudes Towards English". Asian Journal of Instruction (AJI). Vol. 7(2). No. 60-73. 2019. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Ismail+cinar+&btnG=#d=gs_qabs&u=%23p%3D Ee7NSsNgKcEJ

¹⁴Dhany Efitasari, Sofa Aji Fitriani, and Ridwan Cahya Saputra, "Active and Interactive Learning Through Quizlet and Kahoot," Advances in Social Science, Education and Humanities Research, Vol. 440 (2019): 118

2. The students experience difficulties when doing exercises due to lack of vocabulary.
3. The students had difficulties in pronouncing, spelling and memorizing new vocabulary.
4. The students do not understand what the teacher says.

The limitation of the problem, the writer focuses this research on the influence of quizlet application toward students' vocabulary mastery at the first semester of the eight grade of SMPN 1 Rawa Pitu Tulang Bawang in the academic year of 2023/2024. The vocabulary focuses on noun and adjective based on syllabus.

D. Formulation of the Problem

Referring to the identification of the problem and limitation of the problem above, formulates the problem as follows: "Is there any significant influence of using quizlet application towards students' vocabulary mastery at the first semester of the eight grade of SMPN 01 Rawa Pitu Tulang Bawang?"

E. Objective of the Research

Based on the formulation of the problem above, the purpose of this study is to know the influence of quizlet application toward students vocabulary mastery at the first semester of the eight grade of SMPN 1 Rawa Pitu Tulang Bawang.

F. Significances of the Research

There are significances that be acquired from this research as follows:

1. Theoretical Contribution of the Research

This study is using Quizlet Application to be implemented in teaching students in order to lead them to understand vocabulary. This application hopefully can accomplish and solve the problem come up in students teaching vocabulary.

2. Practical Contribution of the Research

a. For the teacher

It is easier for teachers to practice learning media for vocabulary by utilizing existing facilities that can be applied in schools, using strategies that are appropriate to the media used.

b. For the students

This research is the students can improve motivation and interesting in learning vocabulary so that can think and analysis material provided by the teacher.

c. For the school

This research is expected to provide information and input in the use of instructional media to help students' vocabulary mastery in English.

d. For the author

This research is expected to add knowledge from developing and can become the author's experience in the process of becoming a teacher.

G. Relevance Studies

In this study, there are some previous studies which showed that the quizlet application was effective to be applied in the teaching and learning process, they are:

1. The first previous study conducted by M. Rizky Setiawan, Pangesti Wiedarti, which is about "The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary". The purpose of this study was to determine the effectiveness of using the quizlet application as a medium to increase students' motivation to learn vocabulary. The results showed that the use of the quizlet application was effective in increasing students' motivation to learn vocabulary. Students feel more enthusiastic, don't get bored easily, so they show high interest when learning vocabulary through the application. They also perform the tasks provided in the application independently.¹⁵
2. The second previous research conducted by Anh Tuan Pham Agung with the title "student perceptions of the use of quizzes in vocabulary learning". students and their level of satisfaction with the quiz and its advantages and disadvantages to students. The results showed that students sometimes use Quizlet to study their vocabulary with a frequency of about 2 hours per week. In addition to satisfaction, the level of student satisfaction is considered quite positive. Many students like quizzes for their ease and effectiveness.¹⁶
3. The third previous study conducted by Ismail Cinar, Asim Ari entitled "The Effects of Quizlet on Secondary School Students' Vocabulary Learning and Attitudes Towards English". The main purpose of this study was to determine the effect of quizlet application online vocabulary application on students vocabulary learning skills and attitudes towards English courses. The results of the study show that the use of the quizlet application makes learning more fun, and has increased students'

¹⁵M. Rizky Setiawan, Pangesti Wiedarti, "The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary". Studies in English Language and Education. Vol. 7(1). No. 83-95. 2020.

¹⁶Anh Tuan Pham, "Student Perceptions Of The Use of Quizzes in Vocabulary Learning", IJET, Vol 17, No. 07, 2022.

interest and motivation, and facilitated vocabulary learning. Quizlet application online vocabulary exercises make an important contribution to students' vocabulary learning, persistence of learned vocabulary, and to develop a positive attitude towards the English language.¹⁷

4. The fourth previous study conducted by Dhany Efita Sari, Sofa Aji Ftriani, and Ridwan Cahya Saputra entitled “Active and Interactive Learning Through Quizlet and Kahoot”. The purpose of this study is to explain the advantages of Quizlet and Kahoot in an effort to realize active and interactive learning. The literature study was used in this study, the results showed that quizlet and kahoot were effectively implemented to realize active and interactive learning with the advantages of each feature in both applications.¹⁸

Based on the four previous studies above, there are several differences between previous research and previous research this lesson. The first previous study about the effectiveness of the Quizlet Application on Students' Vocabulary Learning Motivation. The second previous study about The Merits of Quizlet For Vocabulary Learning. The third previous study about the Effect of Quizlet application on Vocabulary of Middle School Students Learning and Attitude Towards English. The last previous study about Active and Interactive Learning Through Quizlet and Kahoot. While in this study, the author will use the quizlet application toward student mastery. Therefore, the novelty of this thesis is the use of quizlet application toward students' vocabulary mastery.

H. Systematic Discussion

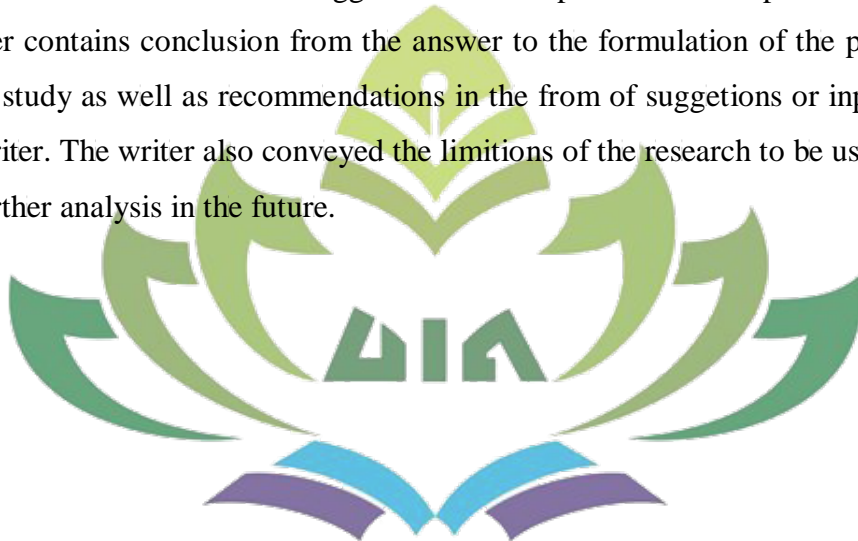
The writing system in this study generally consist of 5 interrelated chapter. The writing system provides an overview related research therefore it is structured as follows:

1. Chapter 1 is introduction consists of title confirmation, background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research, relevance studies and systematic discussion.

¹⁷Ismail Cinar, Asim Ari, “*The Effects of Quizlet on Secondary School Students' Vocabulary Learning and Attitudes Towards English*”. Asian Journal of Instruction (AJI). Vol. 7(2). No. 60-73. 2019. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Ismail+cinar+&btnG=#d=gs_qabs&u=%23p%3DEe7NSsNgKcEJ

¹⁸Dhany Efita Sari, Sofa Aji Ftriani, and Ridwan Cahya Saputra, “*Active and Interactive Learning Through Quizlet and Kahoot,*” Advances in Social Science, Education and Humanities Research, Vol. 440 (2019): 118

2. Chapter 2 is review of related literature consists of five sub-chapter, they are vocabulary, Concept Students Vocabulary Mastery, technology integration in language learning (TILL), mobile-assisted language learning (MALL), quizlet application, google classroom Frame of Thinking, and hypothesis.
3. Chapter 3 is research method consists of time and place research, research design, population, sample and data collecting technique, research procedure, operational definition of variable, research instrument, scoring procedure, validity and reliability of the test, and data analysis (normality, homogeneity, and hypothetical text)
4. Chapter 4 is result and discussion this chapter describes the description of the data and the result of study in accordance with the data test and analyzes that have been carried out previously. Then explain the results of hypothesis testing.
5. Chapter 5 is conclusion and suggestion this chapter is the last part of a study. This chapter contains conclusion from the answer to the formulation of the problem posed in the study as well as recommendations in the form of suggestions or input for further the writer. The writer also conveyed the limitations of the research to be used as material for further analysis in the future.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is the vital aspect of language. Vocabulary is the core of the other abilities, such as writing, speaking, listening even reading something, everything needs good vocabulary mastery.¹ It means to be able to be in a language, English is no exception the first thing students must be able to master is vocabulary, where it will be difficult for students to master English if they do not have enough vocabulary. Conversely if students have sufficient vocabulary mastery then it will not be difficult in mastering English. Whether in speaking, writing, reading, or listening. Everything will feel easy.

According to Renandya, vocabulary is a fundamental part of language knowledge and skills. Many are fundamental to how good a student's English is.² It means that vocabulary is part of the foundation for English language skills and to measure how well students use vocabulary in English.

Vocabulary is one of the most obvious components of language and the first thing that comes to the attention of applied linguists.³ To find out, students need to know the meaning of English vocabulary in English collaboration sentence. Words represent complex and often Ambiguity.⁴ Therefore, the teacher must act and support students in learning vocabulary. Before students study vocabulary, teachers need to teach students to increase vocabulary until students know the vocabulary needed by students.

If students master vocabulary, it is very helpful for students to communicate with everyone. Vocabulary first will make it easier to master other skills such as reading, listening, speaking, and writing. mastering vocabulary makes students understand all the information From other countries, and vocabulary also helps students to speak students will understand when they hear English clearly with native

¹ J. Michael Wallace, *Teaching Vocabulary*, (London: Education Book, 1998), 9.

² Jack C. Richards and Willy A. Renandya, "*Methodology in Language Teaching of Current Practice*", (New York: Cambridge University Press, 2002), P. 255.

³Jack C. Richards, "*Curriculum Development in Language Teaching*", (Cambridge University Press, 2001), p. 4.

⁴Elfrieda H. Hiebert, Michael L. Kamil, "*Teaching and Learning Vocabulary (Bringing Research To Practice)* (London: Laurence Elbaum Associates, 2005), p. 1.

speakers when reading English words from newspapers, books, magazines, etc. Vocabulary is a means of giving and receiving Spoken or written information in English is required.

Based on the above definition, it can be concluded that vocabulary is the ability to help and facilitate students to master other English skills such as reading, writing, speaking, and listening. Vocabulary also an important component and a basic part of learning English.

2. The Nature of Vocabulary

a. Vocabulary as Core Component of Language

One of the elements in language learning that needs to be mastered is vocabulary. Nejad in Fitriani said that vocabulary is the basic element in language that is used to label things such as objects, properties, and verbs to explain the purpose and what is to be conveyed.⁵ Vocabulary is also one of the components of language that must be taught to support the development of language skills. This is supported by Richard in Apriliaswati, vocabulary is the core component of language proficiency and provides much of the basis for how well speaking, writing, listening, and reading lessons are.⁶ In short vocabulary is the first and important step in language acquisition. Vocabulary teaching is one of the basics for students to build language mastery before students develop students' language skills. Vocabulary usually develops with age and serves as a useful and basic tool for communication and acquiring knowledge. Acquiring a broad vocabulary is the biggest challenge in learning a second language. Mastery of vocabulary is very important for effective communication both orally and in writing. Effective communication will not occur without mastery of language vocabulary or writers. Without mastery students will be less skilled in speaking, reading, listening, and writing.

Based on the above definition, it can be said that vocabulary is the essence of language that must be learned and mastered by everyone in order to make it easier to learn a language.

⁵ Ramha Fithriani, Utami Dewi, Sholihatun Hamidah, Maryanti Salmiah and Widya Fransiska, *Using Facebook in Efl Writing Class: Its Effective From Students Perceptive, The Second Annual International Conference on Language and Literature*, Universitas Islam Negeri Sumatera Utara (UINSU): Medan 20019. P.637

⁶ Istikamah Salsabila, Rahayu Apriliaswati, Luwandi Suhartono, "The Use of Categories Games to Teach Students Vocabularies on Writing Descriptive Text", *English Education Study Program Teacher Training and Education Faculty Tanjungpura University*, P.1

b. Kinds of Vocabulary

There are many classifications made by experts about the types of vocabulary based on many aspects. Aeborsold Field distinguishes vocabulary into two, namely active vocabulary and passive vocabulary.

1. Active vocabulary

Active vocabulary is also known as productive vocabulary. Students must know how to pronounce vocabulary well, they must be able to use the grammar of the target language, students must also be familiar with collocations and understand the connotations of word meanings. This type is often used in speaking and writing.

2. Passive Vocabulary

Passive vocabulary refers to language items that can be recognized and understood in the context of reading and listening, and also as receptive vocabulary.⁷

According to Alqahtalani, the vocabulary is also divided into two types.

1. Receptive vocabulary

Receptive vocabulary is vocabulary that the learner understands when they are used in context, but they cannot produce. That is the vocabulary that students know when they see or meet in reading the text but do not use it in speaking and writing.

2. Productive vocabulary

Productive vocabulary is vocabulary that can be reached by students who can pronounce correctly and use it constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the right time. Therefore, productive vocabulary can be treated as a process, because learning can produce words to express other people's thoughts.⁸

From the explanations of the experts above, it can be said that receptive or passive vocabulary are words that are found when reading texts, speaking or when someone is talking to them but students do not use them to speak and write. Therefore, students must not be familiar with the vocabulary. On the other hand, productive and active vocabularies are words that students know well and students can use and pronounce correctly in speaking and writing.

⁷ Jo Ann Aeborsold and Mary Lee Field, *From Reader To Reading Teacher*, (New York: Cambridge University Press, 1997), P. 139

⁸ Mofareh Alqahtalani, *The Important of Vocabulary in Language Learning and How to Be Taught*, International Journal of Teaching and Education, Vol.3, No. 3, 2015, P. 25.

c. The Importance of Vocabulary Mastery in Language Learning

Vocabulary mastery is the ability to get and receive many words, by having and mastering them, who will know the meaning of vocabulary in its context can also help to avoid mistakes in identifying language with dictionaries and guide us in making the equivalence of the second language to native language. Vocabulary mastery is the ability to understand and use words to express ideas or thoughts both orally and in writing.⁹

Vocabulary mastery is the activity of mastering or understanding and using the words contained in a language, both spoken and written. Mastery of vocabulary is very necessary because the more vocabulary a person has, the easier it is for students to convey and receive information, even vocabulary can be used as a measure of one's intelligence.¹⁰

There are several kinds of vocabulary mastery according to Nurgiyantoro in Elfiza, namely active-productive mastery, including speaking and writing skills or called encoding, which is the process of communicating ideas, thoughts, feelings, through linguistic forms which means mastery of spoken speech or speaking and writing. The second is passive-receptive mastery which includes listening and reading skills or also called decoding, which can be interpreted as understanding only in the thought process. A person can be said to master vocabulary if he can show good language skills.¹¹

According to river and nunan in alqahtalani, argue that adequate vocabulary is very useful for successful second use because without a broad vocabulary, we will not use structures and functions that may be useful for us to visit.¹² In English as a second and foreign language vocabulary plays an important role in all English skills such as listening, speaking, reading and writing.

Based on the explanation above, it can be said that vocabulary mastery is very important in language learning because vocabulary mastery is the ability to implement

⁹Yuliana Selviana, Misnah Mannahali, Ambo Delle, "Hubungan Antara Penguasaan Kosakata Dengan Kemampuan Menyimak Bahasa Jerman Siswa Kelas XI Bahasa", Journal of Language, Literature, and Linguistics. Vol. 1 No. 2, August 2020. P.149.

¹⁰ Yulia Elfiza, Emidar, Ena Noveria, "Peningkatan Penguasaan Kosakata Melalui Teknik Permainan Teka-Teki Silangdikelas VII A SMPN Sungai Penuh," Journal Pendidikan Bahasa dan Sastra Indonesia, Vol. 1, No. 2 Maret 2013, P. 469

¹¹ Ibid., 469.

¹²Mofareh Alqahtalani, *The Important of Vocabulary in Language Learning and How to Be Taught*, International Journal of Teaching and Education, Vol.3, No. 3, 2015, P. 22

words in communication and gain knowledge in spoken and written texts. Vocabulary words are important because without mastery of vocabulary one cannot use a good communication structure.

3. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that are explained by the experts.¹³ One of explanation is explained by Thornburry. He explained that there are at least eight types of vocabulary. There are noun, verb, adverbs, adjective, pronouns, preposition, conjunctions, and determiner. Those can be described as follows:

a. Noun

1. Definition of Noun

The noun is one of the most important part of speech. It may function as the chief or head of word in many structures of modification.¹⁴ According to Harmer noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality or idea; noun can be used as the subject or object of verb.¹⁵ It consists of single word, complex word and compound word.

Single word (simple) is word whose root cannot be morphologically analyzed, for example: book, chair, stone. Complex word is word which is form by a simple word added with certain augmentation, in the form or prefix or suffix, for example: teacher, friendly, national. Compound word represents the word yielded with combination of two words or more to forming new word, for example: boyfriend and blackboard.

From the statement above, the writer can draw a conclusion that noun is a word (or group of words) that is the name of a person, a place, a thing or activity or quality or idea; noun can be used as the subject or object of verb. In short, in this research the students' vocabulary mastery is a complete skill to understand the stock of words and their meaning of a particular language.

2. Types of Noun

While according to Crystal, there are six types of noun, they are: countable noun, uncountable noun, concrete noun, proper noun and collective noun.¹⁶

¹³ Thornburry, scott. *How to Teach Vocabulary*. (Person Education Limited, London.2002), p.4

¹⁴ *Ibid.*, 6

¹⁵ Jeremy Harmer, 2004. P. 34

¹⁶ D. Crystal, *The Cambridge Encyclopedia of The English Language*, (Australia: Cambridge University Press, 1995), p.206

1) Concrete and Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by senses we can see, touch, smell the object (flower, girl).¹⁷ Concrete noun refers to entities which can be observed and measured. Then, an abstract noun is a word for a concept it is an idea that exist in our minds only (beauty, justice, mankind).¹⁸ Abstract noun refers to unobservable nations, such as idea, difficult, certainly, etc.

2) Countable and Uncountable Nouns

Countable noun are things we can count, such as books, houses, flowers, for example: He bought six books of mathematics. It can be know that book is countable noun. Uncountable noun refers to an undifferentiated mass or nation, such as butter, wetter, sugar, etc. Uncountable noun also know as non-count nouns mass nouns.¹⁹ For example: I add some sugar in his milk. It can be known that sugar is uncountable noun.

3) Proper and Common Nouns

Proper noun is a noun that is written with capital letter, since the noun represents the personal name, names of geographical units such as countries, cities, rivers, etc. The name of nationalities and religions, names of holidays, names of time units and words use for personifications. Example: Mr. Jams Charles (names personal), England (name city) countries, Jakarta (name city), etc.

4) Collective Nouns

A collective noun is a word for group of people, animal or objects considered as a single unit. Example of collective nouns are audience, committee, class, crew, faculty, family, government, group, majority, national, press, public, team, etc.²⁰

From classification of noun above, it can be concluded that there are nine types of noun. Types of noun based on it can be count and can't be count, they are; Countable Noun and Uncountable Noun. Types of noun based on number, they are; Singular and Plural Noun. Types of noun based on form, they are; Abstract Noun and Concrete Noun also Possessive Noun that show ownership. In this case, for teaching basic learners especially students of the eleventh grade, the writer limits the material of noun only about concrete noun.

¹⁷ Marcella frank, *Modern English Practical References Guide*, (Prentice-Hall, New Jersey, 1972). P.6

¹⁸ *Ibid.*, p.7

¹⁹ A. J. Thomson and A.V. Martinet, *a Practical English Grammar*, (Oxford: University Press, 1986),

²⁰ Marcella Frank, *Op. Cit.*, p.6

b. Verb

There are some definitions about verb that proposed by the expert. Frank states that verb is the most complex part of speech. Arrangements with nouns determine the different kinds of sentences statements, questions, commands, and exclamations. Like the noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject.²¹ While Sjah and Enong Its varying states that verb is a word that is showed measure and condition of a thing.²² It means that verb can be used to show the measure and condition of thing. For examples: write, read, listen and others. From the statement before, it can be concluded that verb is a word that the most complex part of speech and show measure and condition of a thing. Verb has the grammatical properties of person and number, properties which require agreement with the subject.

c. Adverb

There are some definitions of adverb that proposed by the experts. Frank states that adverbs are words that describe or modify verbs, adjectives, and other adverbs.²³ It means that adverb can be used to describe or modify verbs, adjectives, and other adverbs. While Sjah and Enong states that adverb is a word that explain about how, where and when a thing happen. It means that adverb related with the how the process, time and where the thing happen.²⁴ Examples: now, tomorrow, certainly, maybe and others.

From the statements before, it can be concluded that adverb is a word that modify verbs, adjectives, and other adverbs and can explain how, when and where a thing happen. For example: now, tomorrow, certainly, maybe and others.

d. Adjective

1. Definition of Adjective

²¹ *Ibid*, p.47

²² Sjah and Enong, *Modern Englisg Grammar*, (Jakarta CV Simplex, 2002), p. 30.

²³ Marcella Frank, *Op. Cit.*, p.141

²⁴ Sjah and Enong, *Op. Cit.*, p.72

According to Frank, the adjective is a modifier that has the grammatical property of comparison.²⁵ It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other position as well.

2. Type of Adjective

Furthermore Frank classifies the type of adjective as follows:

- 1) Determiners: consist of a small group of structure word without characteristic form. Articles: the, a-an.
 - 2) Demonstrative adjectives: this-plural these, that-plural those.
 - 3) Possessive adjective.(From pronouns: my, your, one's, etc.)And (From nouns: John's., the girl's, etc.)
 - 4) Numeral adjectives: (Cardinal: four, twenty-five, one hundred, etc) and (Ordinal: fourth, twenty fifth, one hundredth, etc).
 - 5) Adjectives of indefinite quantity: some, few, all, more, etc.
 - 6) Relative and interrogative adjectives: whose, what, which.
3. Descriptive adjectives: it usually indicate an inherent quality (beautiful, intelligent), or a physical state such as age, size, color. Some descriptive adjective take the form of:
- 1) Proper adjectives: a Catholic church, a French disk, a Shakespearian play.
 - 2) Participial adjectives; (Present participle: an interesting book, a disappointing experience, etc).And (Past participle: a bored students, a worn tablecloth, etc).
 - 3) Adjective compounds with participle: present participle: a good looking girl, a heart breaking story, etc. And with-ed added to nouns functioning as the second element of a compound. The first element is usually a short adjective: absentminded, ill-tempered, tear-stained, far-sighted etc.

e. Pronoun

The definition of the pronoun as “a word that takes the place of a noun is applicable to some types pronouns but not to others. Those pronouns that are actual substitutes may refer not only to a preceding noun-its antecedent- but to a

²⁵ Marcella Frank, *Modern English Practical References Guide*, (Prentice-Hall, New Jersey, 1972), p. 109

larger part of a discourse that proceeds. Those pronouns that are not substitutes may simply have indefinite reference or express indefinite quantity.²⁶

f. Preposition

The preposition is classified as part of speech in traditional grammar. Prepositions range in meaning from such definite semantic notions as time, place, etc., to such purely structural meanings as those shaped by the subject-verb-complement relationship.²⁷

g. Conjunction

The coordinate conjunction joins structural units that are equal grammatically. This term is a source of difficulty in grammar because it is applied not only to separate grammatical items joined by a coordinate conjunction (men and women), but to word groups combined into a single vocabulary unit. In addition, the term compound sometimes also refers to phrasal prepositions, phrasal constructions or verb phrases.²⁸

h. Determiner (Article)

The two articles are 'the' and 'a'. 'The' may be used with a singular or a plural noun; 'a' is generally used with a singular countable noun. Each of the articles undergoes a change before a word beginning with a vowel sound. From the explanation above can be concluded they are many types of vocabulary that should be mastered by the learner including, adverb, adjective, noun, verb, pronouns, preposition, conjunction and determiner (articles). In this case the writer was doing the research to know the students' vocabulary mastery especially noun, adjective, that appropriate with the syllabus.

Based on the explanation above, it can be concluded that there are eight parts in the Types of Vocabulary, namely: verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the researcher focused on noun and adjective.

²⁶ *Ibid.*, 18

²⁷ *Ibid.*, 162

²⁸ *Ibid.*, 206

B. Concept Students Vocabulary Mastery

Vocabulary is the first basic important aspect for learning English by learner, by mastering vocabulary they are to communicate both orally and written well. Also having a lot of vocabularies, the students are hoped to master four skills in English such as: speaking, reading, listening, and writing. Meanwhile, Chartey says that good mastery of vocabulary is important for everyone who learns the language, which is used in listening, speaking, writing, and reading besides grammar as stead.²⁹ From that definition, it comes to the conclusion that mastery means the competency to understand and apply something learnt. Thornbury states, without grammar little thing can be conveyed. Without vocabulary nothing can be conveyed.³⁰

Based on the statement it can be concluded that vocabulary mastery is the ability to know to meaning of certain vocabulary items and their usage in certain context to express idea, opinion, and feelings in communication. In other word, vocabulary mastery is people's ability to use or to understand words of language that they have learned in certain situations which they really have experienced in their lives.

1. Aspects of Vocabulary

According to Harmer there are four basic aspects that students need to know to learn new vocabulary items:

1. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word „head“, for example, sometimes means a top of human body, but it can also mean the leader of office e.g. headmaster. The other facts sometimes word has meaning in relation such as antonym and synonym. Thus students need to know the meaning of vegetable as a word to describe any one of other thing e.g. carrots, cabbage, potatoes, etc. Vegetable has a general meaning whereas is more specific.

2. Word use

Word does not just have different meaning, however. They can also be stretched and twisted to fit different context and different uses.³¹ It means that, words that somebody says. It sometimes contains expression and interpretation of the speaker. It explains what the speaker feeling about something that can be imagined.

²⁹Meanwhile Mc Chartey, *Vocabulary; Description, Acquisition and Pedadogi*, (London: Cambridge University Press, 2005), P.140

³⁰Scott Thornbury, ed Jeremy Harmer, *How to Teach Vocabulary*, p. 59.

³¹Jeremy Harmer, *The Practice of English Language Teaching*, (Landon: Longman.1991). p.19

For example: My mother waters her flowers in the garden. “Water” in this sentence doesn’t mean something to drink, but it means that pours or splash water. So, we can interpret something depend on the context of the sentence itself.

3. Word combinations

Words can be combined in a sentence; they also can in two or more item group. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.³² It means that, the words can be combined of two or more words in sentence. For example: fireman, football, etc.

4. Word Grammar

The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.

Based on the theory above, the writer concludes that learn about word meaning, word use, word grammar and word combination for teaching a basic learner especially students, Nation declared there is both a receptive and productive dimension, so knowing these four aspects (grammar, meaning, combination and use) for each word or phrase actually involves all of types of vocabulary.

C. Technology Integration in Language Learning

Technology is any systematized practical knowledge, based on experimentation and/or scientific theory, which enhances the capacity of society to produce goods and service, and which is embodied in productive skills, organization, or machinery. The term technology when used in the teaching and learning context, refers to the application of contemporary educational theories and tools to design environments to carry out reliable and effective modes of teaching and learning.³³

According to Dostkader in Ahmadi technology integration is the use of technology to improve the educational environment. It supports classroom learning to create opportunities for students to complete assignments on computers instead of plain paper and paper.³⁴

³² Ibid., 20

³³ Muhammad Yaumi, *Media & Technology Pembelajaran*, (Jakarta: Prenadamedia Group, 2018), P.

³⁴ Ibid., 117.

From the explanation above, it can be said that the integration of technology in the teaching and learning process in language is a medium used to facilitate and simplify certain processes and to improve student learning outcomes.

Babacan said technological advances made the use of technology indispensable in the process of learning foreign languages. The integration of technology in teaching and learning English is very good and important in developing English skills.³⁵

In addition, the integration of technology in language can be interpreted as the use of technology to support the language learning process.³⁶

Barron in Selim Gunuc define there are several benefits of technology integration as follows:

1. Encouraging students to learn actively, cooperatively, based on learning and critical thinking.
2. Support a variety of student learning styles.
3. Provide individual development and motivation.
4. Increased teacher and student interaction.
5. Improvement of communication skills.³⁷

The integration of technology in learning has developed quite well in today's era, one of the most used schools in education is the MALL (Mobile-Assisted Language Learning, the focus is on mobile devices).³⁸

Based on the explanation above, it can be said that learning to teach language by utilizing technological advances that have developed in modern times which are used to facilitate and facilitate students in learning languages is able to encourage students to learn actively, cooperatively, based on learning and critical thinking.

D. Mobile-Assisted Language Learning (MALL)

Mobile phones have brought many opportunities for foreign language teachers to assist in teaching and learning. MALL is a cellular technology that has great potential for effective

³⁵Selim Gunuc, Nuri Babacan, "Technology Integration in English Language Teaching and Learning", The Journal of Teaching English For Specific and Academic Purposes, Vol. 5, No. 2, 2017, P. 351.

³⁶Rahma Fithriani, Utami Dewi, Sholihatul Hamida, Maryanti Salmiah and Widya Fransiska, "Using Facebook in Efl Writing Class: Its Effectiveness From Students Perspective", The Second Annual International Conference on Language and Literature, Universitas Islam Negri Sumatra Utara (Uinsu), 2019, P. 635

³⁷Selim Gunuc, Nuri Babacan, "Technology Integration in English Language Teaching and Learning", The Journal of Teaching English For Specific and Academic Purposes, Vol. 5, No. 2, 2017, P. 351.

³⁸Jaeseok Yang, Mobile Assisted Language Learning: Review of The Recent Application of Emerging Mobile Teachnology, *English Language Teaching*, Vol.6, No. 7, P.19

language learning.³⁹ In the language teaching and learning process the term mall was developed as a branch of its predecessor, namely computer-assisted language for learning. In Korean higher education, a study has shown that learning malls can be done everywhere. They invented the cell phone to encourage students to study anywhere and anytime as long as they brought their cell phone to access learning.⁴⁰

Mall is also known as m-learning which is believed to be able to improve second language teaching and learning by applying it to the real world and transforming the learning process into a personal, informal, interactive, and ubiquitous experience.

From the explanation above, it can be concluded that mobile assisted language learning (MALL) is a mobile device that can help improve language learning. Mall has been developed until now to support the teaching and learning process of languages using mobile technology. The mall will make it easier for students to access language learning materials anytime and anywhere. Many researchers have proven that the use of malls in the teaching and learning process can improve students' language learning. This is because many school children today are used to using cell phones. With such learning tools, students become easier to control the learning process and their own progress in cognitive conditions.⁴¹

There are several researchers who have proven studies on mobile devices in the process of teaching and learning English vocabulary including. Lie researches on learning vocabulary assisted by a smartphone application. The results show that most of the students have a strong ability to learn through smartphones because of the convenience and accessibility of smartphones, and can expand vocabulary effectively.⁴²

Bonman in this research said that the benefit of using mobile phones and mobile applications in the process of teaching and learning vocabulary is having the opportunity to lean beyond the bond of class.⁴³ in other words, learning activities are not limited to a predetermined place but can be done anytime and anywhere.

³⁹Ibid.,19

⁴⁰Rully Agung Yudhiantara, Andang Saehu, *Mobile-Assisted Language Learning (MALL) in Indonesian Islamic Higher Education*, Indonesian Journal of English Language Teaching and Applied Linguistics, Vol. 2(1). 2017.

⁴¹Tayabeh, *Mobile Assisted Language Learning*, International Journal of Distributed and Parallel System, No. 3(1), 2012, P. 310

⁴²Zhimei Lie, *Vocabulary Learning Assisted With Smartphone Application*, Theory and Practice in Language Studies, 8(11), 2018, P. 1516

⁴³Ahmed Bonman, Lutfiye, *Effectiveness of Mobile Application in Vocabulary Teaching*, Contemporary Education Technology., 7(1), 2016, P. 55

There are lots of mall-based applications for the teaching and learning process, such as the Quizlet application. In this study, researchers used the application as a mall-based learning media.

E. Quizlet Application

1. Definition of Quizlet Application

Technology has influenced the field of education and made computers or devices, technology in learning and teaching. Pardede states that technology changes the teaching and learning process of English as a foreign language to become more developed.⁴⁴ This makes teachers use various effective learning methods related to technology such as using applications or websites in the teaching and learning process. Among them are many applications and websites that can be used, one of which is suitable for learning vocabulary is a quizlet application.

Quizlet is an online vocabulary management system for teachers and students that helps students track vocabulary.⁴⁵ Quizlet is an interactive learning platform that operates online which can be used as a medium for any learning This application can be used through the website or application mobile (for ios and android).⁴⁶ Can be used in the form of a smartphone application, but can also be used offline (without an internet connection). Access is free, but well organized. Quizlet can be installed on your mobile device or downloaded from the Playstore.

According to Hoang in Yulianto Quizlet is one of the most widely used flash card websites that allows users to create and study flashcard sets using a variety of game like learning tools.⁴⁷ Quizlet is also one of the interesting and fascinating lessons for

⁴⁴ Pardede, Secondary School EFL Teachers Perception of ICT Use in Learning and Teaching: a Case Study in Greater Jakarta. *Journal of English Teaching (JET)*, e-ISSN: 2622-4224, Vol 6(2), June 2020, p. 144

⁴⁵ Mehdi Solhi Andarab, "*The Effect of Humoer-Integrated Pictures Using Quizlet on Vocabulary Learning of EFL Leaners*". *Journal of Curricullum and Teaching*. Vol. 8. No. 2. 2019. p.26
https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=Mahdi+the+effect+of+humoer+integrated+pictures+using+Quizlet&btnG=#d=gs_qabs&u=%23p%3DfLIC0z7pPt0J

⁴⁶ Durratul Hikmah, "*penggunaan quizlet sebagai media pengenalan informatics terms*". *Journal seminar nasional terapan (SNITER) B06-1*

⁴⁷ Yusuf Yulianto, Nur Rokhmah Fitriyati, "Boosting Students Interest in Learning Grammar by Using Quizlet, *Journal of The 2nd International Conference on Language, Literature and Teaching*, Issn 2549-5607, P. 119

students, making it easier for students to learn the concepts of the material. Quizlet trains students' understanding of vocabulary mastery and also trains students.⁴⁸

Safarina states, the quizlet application also has a description of your learning goals and can provide immediate feedback on your learning outcomes. The materials you create can be tailored to your skill level, and access to learning materials is easy. This application not only memorizes vocabulary words, but language learning such as writing and listening can also be combined with supportive activities. The Quizlet application can be used anytime, anywhere to support the self-study process. In particular, Internet-based learning is an opportunity for language learners to participate in communication tasks outside the classroom.⁴⁹

Based on the explanation above, it can be concluded that Quizlet application is an application that makes it easy for a person or student to learn English, especially in learning English vocabulary. Using a Quizlet can train students' understanding of vocabulary mastery and also train students. Make it easier for students to learn and can provide direct feedback about student learning outcomes and Quizlet can also be used for independent study at any time.

2. Features in Quizlet Application

Quizlet features can be found on mobile phones and on website. In this study, the researcher only used the features available on mobile phone, which is learn, flashcard, write, test and match.⁵⁰



⁴⁸Eric Kunto Aribowo, "Quizlet2: Penggunaan Aplikasi Smartphone untuk Siswa dalam Mendukung Mobile Learning". Seminar Nasional Bahasa Indonesia 2015. p. 31-38.

⁴⁹Emeralda Safarina, Pepen Permana, Dani Hendra. "Quizlet as an Alternative Application For Learning German Nouns", Proceedings of The Fifth International Conference on Language, Literature, Culture, and Education (ICOLLITE), Vol.595 (2021) P. 260

⁵⁰Nguyen Than Thuy, Nguyen Dinh Tri, Nguyen Dang Le Quoc Khanh, Mai Huy Hoang, Le Thi Thanh Xuang, Dao Nguyen Anh Duc. "Quizlet as a Tool for Enhancing Autonomous Learning of English Vocabulary", Asia Call Online Journal ISSN, Vol. 13 No.1 (2022) P. 152

https://Scholar.Google.Com/Scholar?As_Ylo=2022&Q=Definition+Of+Quizlet+Application&Hl=Id&As_Sdt=0,5#D=G_s_Qabs&U=%23p%3dbapp0iohcqoj

Picture 2.1 Quizlet Home Page

a. Learn

This feature contains a collection of questions related to the open material provided in the flashcard. Learning function with multiple choice (MC). Where students can choose the answer they think is correct. The correct answer or not will be directly displayed on the screen.



Picture 2.2 Learn Feature

b. Flashcard

Contains a set of cards that can be played randomly or sequentially at the click of a button (no autoplay or autoplay). These quizlets or flashcards contain teacher-defined instructional materials. Flashcards are not only for language subjects but also for other disciplines, such as economics and accounting, props/toolkits can be created in Flashcards Quizlet Flashcards can not only contain words/terms/word definitions, but can also be filled with diagrams, graphs, or pictures.



Picture 2.3 flashcard feature

c. Write

A feature of the writing section is practice questions like essays. So students will answer the questions given by writing/typing the answers on the screen. Right or wrong answers will be directly displayed in the application. The unique feature of the

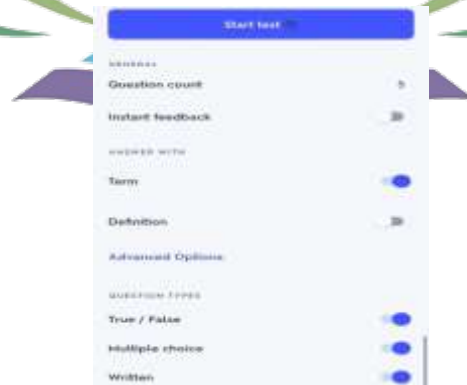
recording feature is that the user has the right to request an answer which the app deems wrong. This feature is deemed necessary because in the language there can be typos, so the application reads that the answer is wrong, even though it is correct but there is a typo.



Picture 2.4 Write Feature

d. Test

Allows users to take tests by affixing answers. At the least four methods are available (writing answer, pairing, multiple choice, and correct/wrong) that can be selected in this test. Interestingly, users can print the test.



2.5 Test Feature

e. Match

Learners will join in a game that needs to match keywords to their definitions (or accompanying visuals) as rapidly as possible. When learners complete each question, the app will show the score and rank among other learners.

Based on the explanation above, it can be concluded that the features of the quizlet application is features consisting of five namely learn, flashcard, write, test, match are



facilities available in the quizlet application to facilitate the learning process. In the learning process researcher use test and match to study.

2.6 Match Feature

3. Activity of Using Quizlet Application

Kalecky stated that the teaching activity of using quizlet application as follows:

- a. The teacher introduces new media that will be used in vocabulary learning. The teacher will explain the new media, namely the Quizlet application.
- b. Teacher asks students for Quizlet app and register using personal Google account.
- c. The teacher explains how to use the Quizlet application, from registering through a personal account to how to use it.
- d. The teacher prepares a series which is a key concept in the material to be taught. A series of cards that have been prepared are then distributed in class.
- e. The teacher invites students by providing a link for students to enter the class. In other ways, students can also search for the class in question in the search feature. Furthermore, the teacher as the class manager (admin) accepts requests from students who want to join the class.
- f. In student learning activities in class, the teacher asks students to open smartphones and study the material that has been distributed and test using cards that are already available in the Quizlet feature.⁵¹

4. The Procedure of Teaching Vocabulary by Using Quizlet Application

The basic rules of guessing game in in eminently simple: one person knows something that another one wants to find out.⁵² According to jill had field, procedures to play of guessing game as follows:

- a. Make group of the classroom three or four students.

⁵¹ Roman Kalecky, *Teaching English language and literature for secondary schools*, (USA: Masaryk university, 2016), P.29

⁵² Friederike Klippel, *Keep Talking: Communicative Fluency Activities for Language Teaching*, (USA: Cambridge University Press, 1994), p.31

- b. Each group receives an envelope containing word cards. Each card should contain the key word at the top as well as a life of, at maximum. The aim of the game is for each group without using the words listed. If a group correctly guesses what the word is, they receive a point. The group doing the description also receives a point.
- c. The students over their words and have a allocated time to consider in their groups how they might explain them, the students should bounce ideas of each other.
- d. Each group takes it in turn to describe one of their words within a time limit. Other groups might write down their guess.⁵³

Based on the procedure above, the researcher constructed the procedures for teaching vocabulary through quizlet by using guessing game Technique. They are:

There are procedures of teaching vocabulary through quizlet application preparation, presentation, Pre-Teaching Activities, While-teaching activities, and Post-teaching activities:

a. Preparation

There are some media that should be prepared by teacher before teaching vocabulary in the classroom.

- a) The teacher should prepare teaching material.
- b) The teacher should prepare the lesson plan.

b. Presentation

a) Pre-Teaching Activities

In this part the teacher explains the materials and gives some examples. They are through: pre-teaching activities, while-teaching activities, and post-teaching activities. Pre-teaching activities are done at the beginning of teaching learning process in class, which is used to attract students' motivation and make them ready to learn. The following is some activities in pre teaching activities:

1. Greetings.
2. The teacher teacher introduces and brainstorms a topic. It helps students to consider what they have already known about the topic and present some vocabularies. There some ways that can be used in introducing the topic.

⁵³ Jill Hadfield, *Beginner's Communication Games*, (New York: Longman, 1999)

3. The teacher check students' background knowledge by asking some question about the vocabularies that student know.
4. The teacher show the students that quizlet. Then, teacher give explanation about definition quizlet and how to use it.

b) While-teaching activities

In this part, the teacher constructed the procedures for teaching vocabulary through quizlet by using guessing game technique in the classroom. The teacher introduces students to a new medium for their learning, namely the Quizlet application which will be used in the process of learning descriptive text.

1. The teacher introduces students to a new media for their learning, namely the quizlet application that will be used in the learning process of descriptive text.
2. Students listen to and understand what media are given by the teacher.
3. The teacher asks each student to prepare their cell phone and start downloading the quizlet application.
4. Students prepare their cell phones and start downloading the quizlet application
5. The teacher asks students to register using the quizlet application and asks students to log in by registering via the @mail/facebook account.
6. Students then log in by registering via an @email/facebook account
7. The teacher asks students to enter the class group that the teacher has created in the quizlet application.
8. Students then enter the class group that has been created by the teacher in the quizlet application
9. The teacher explains the material to be discussed, namely descriptive text on the Quizlet application
10. Students pay attention and understand and are interested in participating in learning activities by diligently and carefully studying the material provided.
11. The teacher provides an opportunity for each student to formulate their learning process before the learning process begins

12. Students after participating in learning and discussing, ask each other questions between the teacher and students based on what they want to find out
13. The teacher gives short descriptive texts to students
14. Students begin to see and read the descriptive text given by the teacher
15. The teacher asks students to find noun or adjective vocabulary in a short description text
16. Students begin to look for noun and adjective vocabulary in a short descriptive text
17. The teacher asks students to write down the vocabulary they find and guess what it means with the help of the teacher.
18. Students search for and start writing the vocabulary they are looking for
19. The teacher asks students to come to the front and write the vocabulary they remember on the blackboard.
20. Each student steps forward and writes the vocabulary they remember on the blackboard
21. After that the teacher and students jointly discuss the meaning of the entire text by translating together
22. The teacher asks each student to prepare a cell phone and start downloading the Quizlet application.

c) Post-teaching activities

In the post-teaching activities, the teacher asks the students to pronounce the words on white board loudly following the teacher. The teacher also asks them spell the words. The teacher monitors the students activity. The teacher will argue and give suggestion if the students get difficulties in mentioning the words.

5. Learning materials

- a. What is the descriptive text?
- b. What is the purpose descriptive text?
- c. What generic structure descriptive text?
- d. What are the characteristic of descriptive text?

Topic: Descriptive Text: famous and historical tourist place by using quizlet application.

Mysteries of Trunyan Village

The village of Trunyan is squeezed tightly between the lake and the outer crater rim of Batur, an almighty volcano in Kintamani. This is a Bali Aga village, inhabited by descendants of the original balinese, the people who predate the arrival of the Hindu Majapahit kingdom in the 16th century. It is famous for the Pura Pancering Jagat temple, but unfortunately visitors are not allowed inside. There are also a couple of traditional Bali Aga-style dwellings, and a larger banyan tree, which is said to be more than 1,100 years old. At Kuban sub-village close to Trunyan is a mysterious cemetery that is separated by the lake and accessible only by boat there is no path along steep walls of the crater rim.

The village of Trunyan itself is situated at the edge of Batur Lake. This location is inaccessible except by boat, and it takes around half an hour across the calm 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 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 macabre collection of skulls and bones lies on the stone platform and the surrounding areas.

The women from Trunyan are prohibited from going to the cemetery when a dead body is carried there. This follows the deeply rooted belief that if a woman comes to the cemetery while a corpse is being carried there, there will be a disaster in the village, for example a landslide or a volcanic 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 fascinating experience.

e. Media, Tools, and Learning Resources

1. Media : Quizlet Application
2. Tools : Handphone, laptop
3. Learning Resources : Learning modules and Internet

6. Advantages and Disadvantages of Quizlet Application

All medium used by the teacher in teaching certainly has advantages and disadvantages quizlet application also has advantages and disadvantages, including:

a. Advantages of Quizlet Application

The following were some of the benefits of using Quizlet namely:

You can access the quizlet app for free. In addition, the quizlet application also encourages students to study independently via a laptop or smartphone. That quizlet app also uses the included features to improve social collaboration with colleagues. Quizlet application can fill the gap between educators and students in the learning process. In addition, the quizlet application provides an Audio-visual, kinesthetic learning experience. Students can have a fun hands-on experience.⁵⁴

Based on the explanation above, it can be concluded that the advantages of The quizlet application is an application that makes it very easy for students to learn English, for vocabulary mastery, but especially this app is very good for improving vocabulary mastery. The quizlet application can also help to teach and learning activities to improve vocabulary mastery and learning media are very helpful and fun for students use.

b. Disadvantages of Quizlet Application

However, this app still has a weak point. The only downside is the quizlet live feature. Even so, this application was still have weakness. One of the weaknesses 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.⁵⁵

Based on the explanation above, it can be concluded that the loss of the quizlet application is an application that requires a strong internet network and also the quizlet application has a weakness in the quizlet direct feature. In this feature cannot be accessed using application but these features can only be accessed through the website by the teacher.

⁵⁴ Dhany Efitari Sari, Sofa Aji Ftriani, Ridwan Cahya Saputra. "Active and Interactive Learning Through Quizlet and Kahoot", *Advances in Social Science, Education and Humanities Research*, Vol. 440 (2019), p. 120. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=active+and+interactive+learning+thought++quizlets+and+kahoot&btnG=#d=gs_qabs&u=%23p%3DhMYwpcj7YVYJ

⁵⁵ Dhany Efitari Sari, Sofa Aji Ftriani, Ridwan Cahya Saputra. "Active and Interactive Learning Through Quizlet and Kahoot", *Advances in Social Science, Education and Humanities Research*, Vol. 440 (2019), p. 119. https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=active+and+interactive+learning+thought++quizlets+and+kahoot&btnG=#d=gs_qabs&u=%23p%3DhMYwpcj7YVYJ

F. Google Classroom

1. Definition of Google Classroom

The development of Google Classroom was originally designed to facilitate the interaction of teachers and students in cyberspace. The existence of collaboration between teachers and students in this application is basically to explore ideas or opinions so that good and effective communication is built. Utilization of Google Classroom is designed to make it easier for teachers to collect assignments, provide learning materials with flexible time and is supported by a copy of Google documents automatically to each student. This open source-based application helps teachers to monitor all student activities during learning.⁵⁶

Google classroom is the most important communication technology in the learning process. The greatness of communication technology is marked by the presence of the E-learning learning method. Google classroom is a means of facilitating communication between educators and students, especially in the Digital Content Management class. The presence of Google classroom as one of the learning media is in demand and creates new experiences for students in the Digital Content Management class.⁵⁷

According to Hakim, google classroom is an internet-based service provided by Google as an E-learning system.⁵⁸ Google Classroom is a free online service for schools, institutions and anyone with a Google classroom. Google Classroom makes it easy for students and educators to stay connected both inside and outside the classroom. Google Classroom is a mixed learning platform developed by Google for schools or other educational institutions that aims to simplify the creation, distribution, and implementation of assignments in a paperless way.⁵⁹ From this understanding, it can be concluded that Google Classroom is a free online application service that can be used by all educational institutions.

⁵⁶ Lida Simanihuruk, Janner Simarmata, “ *E-Learning: Implementasi, Strategi, dan Inovasinya*, (Yayasan Kita Menulis, 2019), p. 47

⁵⁷Swita Amallia Dan Heri Pamungkas, “*Pemanfaatan Google Classroom Sebagai Media Pembelajaran Online di Universitas Dian Nuswantoro*”, *Jurnal Ilmiah Ilmu Komunikasi*, Vol. 18, No. 2 : 230-231 Desember 2019, P. 225 - 233.

⁵⁸Abdul Bahrir Hakim, “*Efektifitas Penggunaan E-Learning Moodle, Google Classroom dan Edmodo*”, *Jurnal I-Statement*, Vol. 02 No. 1, 2016, 2.

⁵⁹Muhammad Imaduddin, “*Membuat Kelas Online Berbasis Android Dengan Goggle Classroom*”, (Yogyakarta: Garudhawaca, 2018), 4.

Google classroom is an application that is used as a virtual classroom that students can study anytime and anywhere by using the material presented by the teacher as a class designer. The material presented is certainly related to the needs of students. Furthermore, this media can also support the implementation of the current curriculum where learning can be done from many sources. It supports learning English by using information and information technology.⁶⁰

Based on the explanation above, it can be concluded that Google classroom is a free online application service that can be used by all educational institutions to facilitate the interaction of teachers and students in cyberspace, to explore ideas or opinions so that good and effective communication is built.

2. Activity of Using Google Classroom

Aningrum stated that the teaching procedures of using Google classroom as a follows:

- a. The teacher introduces Google classroom to the students and how to sign in to the application.
- b. The teacher teaches the students how to sign into the application and explains the facilities of social media.
- c. The teacher will post vocabulary material in Google Classroom.
- d. Students begin to understand the vocabulary material given by the teacher in Google Classroom.⁶¹

3. The Procedure of Teaching Vocabulary by Using Google Classroom

The researcher hoped that by using google classroom in the classroom, it can make students more interested in learning English basically in English vocabulary. The most common procedure for using google classroom in teaching consists of the following steps

- a. Pre- teaching activity

Pre-teaching activity is the activity done before teaching process. They can give new informations, and enhance students concentrations. Besides, that activity is useful to help them get started. Here are the procedure in pre-teaching activities.

They are:

⁶⁰Yulia Isratul Aini, "The Use of Google Classroom as an English Learning Media", Journal of English Education and Linguistics, Vol. 2, No. 1, Desember 2018, P.13

⁶¹ Fauziah dan Minik Rinayanti, "Cara Praktis Menggunakan Google Classroom", (Yogyakarta: CV Budi Utami, 2020)

1. The teacher greets the students.
2. The teacher checks students' attendance.
3. The teacher introduces the new topic to students.

b. Whilst- teaching activity

The teacher instructs and ask the students to do some activities. They are:

The teacher asks students to enter the google classroom by joining using their respective code that the teacher has created.

1. The teacher opens the class by greeting, checking the attendance of the students, and asking about the condition of the students.
2. The teacher gives initial perceptions to students about the material to be taught.
3. The teacher open, shares and explains learning material, namely descriptive text in the google classroom application.
4. The teacher distributes short descriptive texts in google classroom to students
5. The teacher and students discuss the meaning of the text together by translating and the students are previously asked to guess the meaning.
6. The teacher reads difficult vocabulary to students.
7. Students are asked to repeat the vocabulary read by the teacher.

c. Post teaching activity

In the post-teaching activities, the teacher asks the students to pronounce the words on white board loudly following the teacher.

1. The teacher also asks them spell the words.
2. The teacher monitors the students' activity.
3. The teacher will argue and give suggestion if the students get difficulties in mentioning the words.

4. Advantages and Disadvantages of Google Classroom

All medium used by the teacher in teaching certainly has advantages and disadvantages Google classroom also has advantages and disadvantages, including:

a. Advantages of Google Classroom

According to Janzen and Mary in Iftakhar, the advantages of Google classroom include:⁶²

- 1) Easy to use: Google Classroom intentionally simplifies the instructional interface and the options used to send and track assignments, communication

⁶²Shampa Iftakhar, "Google Classroom: What Works and How", Journal of Education and Social Sciences, Vol. 3, Tahun 2016, P. 13.

with entire subjects or individuals are also simplified via email and notifications.

- 2) Save time: Google classes are designed to save time. It integrates and automates the use of other Google applications, including documents, slides, and spreadsheets, streamlining the administrative process of document distribution, assessment, formative assessment, and feedback.
- 3) Cloud based: Google Classroom brings more professional and authentic technology to use in a learning environment as Google apps represent the majority of the cloud-based enterprise communication tools used across the professional workforce.
- 4) Flexibility: The app is easily accessible and can be used by instructors and students in both face-to-face and online learning environments. This enables educators to explore and influence reverse instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in a variety of instructional environments.
- 5) Free: Google Class itself can be used by anyone to open a class on Google Class as long as they have a Gmail account and are free. Apart from that it can access all other apps, like Drive, Docs, Spreadsheets, Slides, etc. It is enough to sign up for a Google account.
- 6) Mobile friendly: Google classroom is designed to be responsive. Easy to use on any mobile device. Mobile access to engaging and easy to interact with learning materials is essential in today's web-connected learning environment.

Based on the explanation above, it can be concluded that the advantages of Google Classroom are applications that are easy to use, save time, cloud-based, flexible, free to use and mobile friendly.

b. Disadvantages of Google Classroom

- 1) Web-based Google Classroom which requires students and teacher to connect to the internet.
- 2) Learning is done individually so as to reduce the social learning of students.
- 3) Forcing students to think critically so that there are no errors in understanding what is learned.⁶³

⁶³ *Ibid.*

Based on the explanation above, it can be concluded that the lack of Google classroom is the existence of Google classroom that can be used in teaching. Requires students to connect to the internet which requires a strong internet network and requires students to think critically in learning.

G. Frame of Thinking

Vocabulary is one of the basic skills in learning English. Vocabulary is important in all English skills like listening, speaking, reading and writing. Mastering vocabulary is very necessary because the more vocabulary a person has, the easier it is for students to convey and receive information, even vocabulary can be used as a measure of one's intelligence. Teachers when teaching in class usually use media that creates a monotonous atmosphere. This will make students feel bored to learn English, especially in learning vocabulary. Thus we need interesting media so that students feel more motivated. This study examines the application of the quizlet application which is used to motivate and increase student enthusiasm. By using the quizlet application, it can help teachers and students in the teaching and learning process. quizlet application can be used to help students improve mastery in which there are quizlet features that can be used. In this case, the quizlet application is expected to improve their vocabulary mastery.

Based on the explanation above, there are many advantages of using a quiz application, including the quiz application is very interesting and good to use, the application is fun to use, makes it easier to learn vocabulary, and helps to improve vocabulary mastery.

H. Hypothesis Test

Based on the theoretical views and assumptions above, the researcher formulate the following hypothesis:

Ha: There is a significant influence of using the Quizlet application on students' vocabulary mastery at the first semester of the eight grade of SMPN 01 Rawa Pitu in the academic year of 2023/2024.

Ho: There is no significant influence of using the Quizlet application on students' vocabulary mastery at the first semester of the eight grade of SMPN 01 Rawa Pitu in the academic year of 2023/2024.

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