

The Effect of Quizlet On Students' Achievement in Vocabulary Mastery of Grade X at SMK PAB Helvetia Medan Academic Year 2023 – 2024

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Abstrak

Penguasaan kosakata siswa di SMK PAB Helvetia 1 masih rendah. Hal ini terlihat dari skor penguasaan kosakata siswa pada penelitian pendahuluan. Ada siswa yang mendapat nilai di bawah 70 sebagai kriteria ketuntasan minimal. Untuk mengatasi permasalahan tersebut, peneliti mengimplementasikan aplikasi Quizlet sebagai penunjang pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui apakah terdapat pengaruh yang signifikan aplikasi Quizlet terhadap penguasaan kosakata bahasa Inggris siswa di SMK PAB 1 Helvetia tahun ajaran 2023/2024. Metode penelitian yang digunakan adalah desain eksperimen semu. Dalam penelitian ini yang menjadi populasi adalah siswa kelas X (TP 1 dan 2) SMK PAB 1 Helvetia Medan. Sampel penelitian ini adalah dua kelas, terdiri dari 32 siswa pada kelas eksperimen dan 33 siswa pada kelas kontrol. Perlakuan dilakukan dalam 3 kali pertemuan dengan masing-masing kelas berlangsung selama 4 x 45 menit. Dalam pengumpulan data, peneliti menggunakan instrumen berupa soal pilihan ganda yang telah diujicobakan sebelum diberikan sebagai instrumen penelitian. Instrumen diberikan pada saat pre-test dan post-test. Setelah memberikan pre-test dan post-test, peneliti menganalisis data menggunakan SPSS untuk menghitung independen sample t-test. Berdasarkan analisis data yang dihitung dengan menggunakan SPSS diperoleh Sig = 0,000 dan $\alpha = 0,05$. Artinya H_0 diterima karena $\text{Sig.} < \alpha = 0,000 < 0,05$. Oleh karena itu, terdapat pengaruh yang signifikan aplikasi Quizlet terhadap penguasaan kosakata siswa kelas X di SMK PAB 1 Helvetia.

Kata kunci : *Aplikasi Quizlet, Penguasaan Kosakata, Prestasi Siswa*

Abstract

Vocabulary mastery of students at PAB Helvetia 1 Vocational School was still low. This can be seen from the students' vocabulary mastery scores in the preliminary research. There were students who got score below 70 as the minimum completeness criterion. To overcome this problem, the researcher implemented the Quizlet app as a learning support. The aim of this research was to find out whether there was significant effect of Quizlet app on students' English vocabulary mastery at SMK PAB 1 Helvetia for the 2023/2024 academic year. The research method was a quasi-experimental design. In this reasearch, the population was

class X students (TP 1 and 2) of SMK PAB 1 Helvetia Medan. The sample for this research was two classes, consisting of 32 students in the experimental class and 33 students in the control class. The treatment was carried out in 3 meetings with each class lasting 4 x 45 minutes. In collecting data, researcher used an instrument in the form of multiple choice questions which had been tested before giving as research instrument. Instrument was given in the pre-test and post-test. After giving the pre-test and post-test, the researcher analyzed the data using SPSS to calculate the independent sample t-test. Based on data analysis calculated using SPSS, Sig = 0.000 and $\alpha = 0.05$. This meant that H_a was accepted because $\text{Sig.} < \alpha = 0.000 < 0.05$. Therefore, there was significant effect of Quizlet app on the vocabulary mastery grade X students at SMK PAB 1 Helvetia.

Keywords : *Quizlet App, Vocabulary Mastery, Students' Achivement*

INTRODUCTION

Education is a necessity for every individual. Good quality education is needed to support the creation of intelligent human beings in order to be able to compete in the modern era of globalization and digitalization that is increasing rapidly. According to Rahman et al (2022) education is a conscious and planned effort to create a process and atmosphere of learning so that students can develop actively their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society. Thus, education in Indonesia must be able to develop any kind of students' potential so that they will be able to survive and contend with others.

Curriculum and education are two items that cannot be separated. According to Sukariyadi (2022) curriculum is a component that has an important role in the education system. Curriculum is important in education because the purpose, content, reference, learning materials, and method of the curriculum are used as a guidance. The curriculum is used as a guideline for designing, implementing, and evaluating the results of learning activities. Thus, a curriculum is a learning program implemented in an educational institution to achieve an educational goal that applies to the current education system in Indonesia.

Learning takes place in everyday life. However, few people still understand what learning means because learning has several characteristics that cannot be equated with other activities as stated by Festiawan (2020). Therefore, learning is a complex and systematic activity involving educators and students. To achieve the success of learning objectives, teachers must be able to develop students' potential. The way to develop it will depend on the selection of models, strategies, and learning media applied by teachers . Among those three items, the presence of learning media is required in order to increase students' interest in teaching and learning and can help teachers in delivering material, it also will certainly facilitate teachers in teaching and learning so that teachers can choose the type of media that will be used in accordance with the material as stated by Aisyah & Haryudin (2020) in Widodo et al (2021).

Media is required in teaching. Media can be prepared by the teachers in variation form. Rahmawati (2022) concluded that using a medium can be a way out to help students to engage in teaching learning process. Apsari (2019) in Rahmawati (2022) stated that when

teachers use a thing like realia, model, and graphic materials, it will arise the attention of the students in a class. According to Rahma & Dewi (2022) media is a facility that should be used as much as possible since it helps students become more motivated to learn.

Based on the description above, as part of the teaching-learning process, the usage of learning media can inspire students to develop new interests and goals. The learning process will be much more successful, as well as the delivery of messages and lesson content, if learning media are used during the learning orientation stage.

In learning English as foreign language, students are expected to master a lot of vocabularies. Students need vocabularies in order to communicate within the four language skills. Rahmawati and Harahap (2023) stated that mastering vocabulary in learning foreign language is an essential point in order to be able to communicate foreign language, particularly English. Moreover, Aniza, Wangi, and Wageyono (2021) also concluded the same idea that English is very important in interlingual communication in order to communicate fluently with foreign people. Therefore, it can be said that vocabulary is important aspect in learning English as foreign language so that the students are able to engage well in listening, speaking, reading, and writing.

There are several problems that make it difficult for students to master vocabulary. For instance, the problem found by Atmasari (2019) that there were a lot of students who had limited vocabulary. Even when the teacher asked them to open their dictionary, they felt lazy. After that, the teacher asserted that the students were still confused to match a few words to their definitions. The students were also still confused on how to complete a few sentences with the correct vocabulary. All students who were interviewed said that they were still confused on how to match a few words to their definitions. They also admitted it was totally difficult to write a few definitions and to write a complete sentence using only a few words. The students also often misspelled, did not capitalize, and did not use correct punctuation. The same problems were also faced by Tanjung (2020) in her research location. Here, she pointed out that there were still many teachers using conventional methods who used only white board, markers, and LKS (student worksheet) during teaching learning. The teacher also only focused on using the lecture method without using other methods.

Those above mentioned problems were also proved to happen when the current researcher conducted PPL (Field Experience Practices). It was observed that the teacher in that location did the same way: only explained the material to the students; in other word only applied conventional method. Indeed, the conventional method is inherent in teacher because the conventional method is very practical and the teacher is easier to convey the material even though this conventional method makes students feel bored. The conventional method can be said to be a practical method for vocabulary learning because teacher only writes as many vocabularies as possible and after that, students are only told to write or copy them in their books and memorize them. Therefore, the students may feel bored of this lecture method by the teacher during vocabulary session.

The main problem observed based on above description is the students feel bored during the learning process of vocabulary, because teachers do not use interesting media, only apply conventional/lecture method, only ask the students to look up dictionary, write on students' book, memorize the words, and do worksheet.

However, the fact that the students are still low in understanding vocabulary can be seen from students' mistakes in answering a question when they are tested in an exam. These students got low score. This result may occur due to the fact when the learning takes place, students pay less attention to the teacher when explaining vocabulary. In addition, the teacher thinks that vocabulary teaching can be solved easily from time to time using the same method, which is lecture method, in the learning process. This condition created the thought by students that learning English is very boring and difficult. Thus, these situations become the main reason for the teacher to do a different way of teaching vocabulary.

The problem to be pointed out here is that most students feel bored with the teacher's way of teaching vocabulary because the teacher only uses conventional methods, blackboards, and books as supporting media. In the learning process using conventional methods, students cannot receive and understand the material delivered by the teacher well because students are only asked to write and memorize vocabulary. In contrast, the teacher does not realize students' difficulties in memorizing, pronouncing, and understanding the vocabulary. That is exactly what makes students feel bored and do not focus which, also affects the low interest of students in vocabulary learning. Therefore, teachers should develop learning media in order to make students enjoy the whole class and give such long last memories of the material for all students.

This current research to be conducted offers solution to use Quizlet as a media to teach vocabulary. Quizlet is a simple, easy-to-use, and innovative tool that can help students learn (Sari, 2019). In other words Quizlet is a media presented to students to improve their vocabulary because the various interactive menus contained in Quizlet can help students memorize vocabulary rather than students having to find out difficult words in books and remember them by themselves. Quizlet can also help students develop four language skills such as speaking, writing, reading, and listening. Quizlet can be accessed using smartphones as well as laptops, so it becomes an engaging online-based learning media to use, especially for the millennial generation who are almost never far from smartphones. Learning with Quizlet is designed with interactive menus available on the Quizlet website such as flashcards, scatter, speller, test, and race. In this way, learning will be fun because students easily memorize and can immediately find out the spelling contained in learning a foreign language through Quizlet.

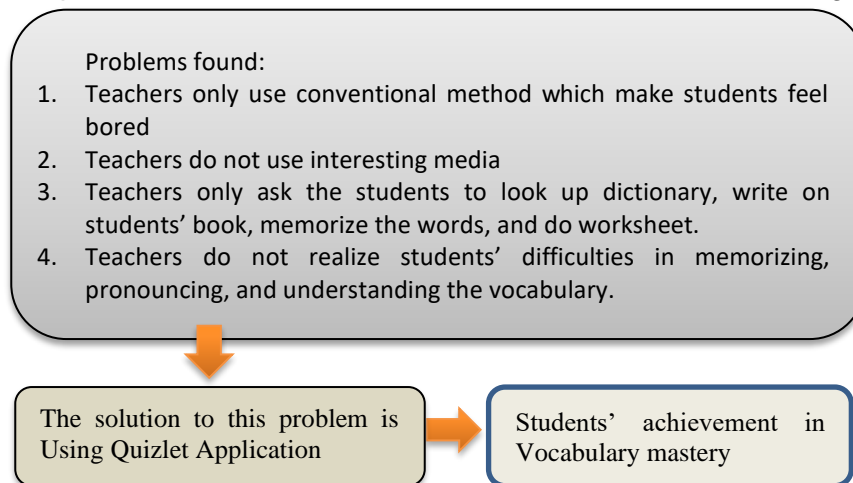
Based on the explanation above, it is interested to conduct a research concerning vocabulary mastery particularly for class X students of SMK PAB Helvetia Medan by applying Quizlet. It is hoped that the use of Quizlet as an interesting and fun media can assist students to memorize easily and mastering their vocabulary. This means that after studying vocabulary by using Quizlet as an interactive medium, students will have significant effect on their vocabulary mastery achievement. Therefore, it is decided to choose Quizlet to see the significant effect on students' vocabulary mastery.

Based on the explanation above, below are several identified problems for this current research, (1) Teachers only use conventional method wich make students feel bored, teachers do not use interesting media, (2) Teachers only ask the students to look up dictionary, write on students' book, memorize the words, and do worksheet, (3) Teachers do

not realize students' difficulties in memorizing, pronouncing, and understanding the vocabulary.

Based on the background that has been described and the limitation of the problem, the formulation of the problem is as follows: "Is there any effect of using Quizlet on students' achievement in vocabulary mastery?". The objective of this research is to find out whether Quizlet gives significant effect or not on students' achievement in vocabulary mastery.

The conceptual framework in this research can be seen in the following diagram.



Picture 1. Conceptual Framework

The above picture shows that this research is conducted because there are found problems regarding students' vocabulary mastery. To overcome the problems, Quizlet is proposed to be applied in order to give significant effect on students' achievement in vocabulary mastery.

METHOD

This research took place at SMK SWASTA PAB 1 Helvetia, located on Jl. Veteran psr.IV Helvetia. This research used a quantitative research method. According to Ary et al (2010) in Sinaga (2019), quantitative research is an inquiry employing operational definition to generate numeric data to answer a predetermined hypothesis or question. Thus, quantitative research is a research method done by collecting data in the form of numbers. This research also employed experimental technique to compare the learning outcomes of two alternative learning approaches. The experimental approach is used since it is one of the established and tested procedures in many research operations. Therefore, it can be stated that this current research used quantitative method with an experimental design to describe the effect of using Quizlet on students' vocabulary mastery.

The whole students of grade X at SMKS PAB 1 Helvetia was the population in this research, which has 12 parallel classrooms and 307 students. Below table shows the total population for each class. The sample was taken because it will serve a goal and make data

collection easier for the researcher. Thus, the researcher was take two classes from X class at SMK PAB Helvetia that which had difficulties in vocabulary mastery. The research also took into account the fact that the teacher's recommendation was serve as the basis for the sampling method. The samples taken were class X TP 1 with 32 students as experimental group and class TP 2 with 33 students as control group. Thus, there ware 65 students as the sample. It can be seen in the following table.

Table 1. Sample of the Research

Group		Students
Control	TP 1	32
Experiment	TP 2	33
Total		69

The sampling technique was carried out using the quasi experiment method, where this experimental research was divided into pre-test and post-test. This study consisted of different classes, namely the experimental class (TP 1) and the control class (TP 2). The experimental class was taught using the Quizlet app and the control class was taught using conventional method. Both groups were given a pre-test and post-test with the same material and test. Data collection in this research was carried out by administering test and taking documentation.

In quantitative research, the correctness of the study must be taken into account. Measuring the validity of the test used in the research is one of several techniques to determine accuracy. The degree to which a notion is correctly quantified in a quantitative investigation is defined as validity (Heale and Twycross, 2015 in Lubis, 2018). It indicates that a test's validity is the extent to which it achieves its intended purpose. To calculate the validity and realiability for the test instrument, SPSS was applied.

Technique of data analysis in this research was carried out by normality test, homogeneity test and comparing t-test. Research procedure in this research was (1) Pre-test, a test was given to students in the form of multiple choice for both groups, namely the control group and the experimental group, (2) Treatment, the experimental group and the control group received diferent treatment. An application called Quizlet was used to teach the experimental group. While the control group received instruction utilizing conventional method. Each group was given treatment for 3 meetings, and (3) Post-test, the post-test was given after the treatment. The treatment was given to determine the effect of using Quizlet as a learning media. Quizlet was taught to the experimental class, and the control class was taught using conventional methods.

FINDING AND DISCUSSION

As stated earlier, the purpose of this reasearch was to find out how the Quizlet app affects students' vocabulary mastery. Based on the calculation of the data obtained, the research findings showed that the mean scores of the experimental group were greater than those of the control group. The use of SPSS and t-test were used to analyse the difference. The results of the test calculations showed that the resulting significant value was Sig.(P

value) = 0.000 $\alpha < 0.05$. Thus, H_0 is rejected and H_a is accepted. In other words, Quizlet app has a great impact on students' vocabulary mastery.

Experimental research design was used in this research. The sample of this research was class X students of SMK PAB Helvetia (TP 1 and 2). The total number of samples was 65 students. Several approaches were used to assess students' vocabulary mastery.

The researcher tested the validity and reliability of the questions using SPSS calculations, the number of questions prepared was 40 items. Based on the calculation there were 20 valid and reliable multiple choice items to be used as question instruments in this research. The validated tests were given to experimental class and control class students for pre-test and post-test as the data collection process.

Before the researcher started the treatment, students were given a pre-test to find out their vocabulary competence level. The pre-test scores were used as the students' score before receiving the treatment. Based on the findings of the students' pre-test and post-test scores, it was seen that the students' post-test scores were greater than their pre-test scores. In addition, Quizlet app can help students improve all aspects of their vocabulary mastery, including word meaning. The pre-test and post-test findings also showed that students taught using Quizlet app outperformed students taught using traditional techniques.

CONCLUSION

A post-test was provided at the conclusion of the trial to assess the effect of Quizlet on students' vocabulary acquisition in both classrooms following the treatment. The experimental class's average post-test score was 85.00, whereas the control class's average post-test score was 69.70. This demonstrates that the post-test score of the experimental class is greater than the post-test score of the control class. The sig. (2-tailed) of equal variance assumed in the independent sample t-test table, where the sig. (2-tailed) is 0.000, demonstrates this. This number is less than $\alpha = 0.05$, indicating that H_0 is rejected while H_a is approved. Based on the findings of the data analysis, the researcher concluded that Quizlet has a substantial effect on the vocabulary mastery of the tenth grade students in the first semester at SMK PAB 1 Helvetia in the academic year 2023/2024.

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