IMPROVING STUDENTS' VOCABULARY MASTERY THROUGH THE UTILIZATION OF QUIZLET APPLICATION AT THE TENTH GRADE OF MAS IBADURRAHMAN

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Abstract

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

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

INTRODUCTION

Language is considered to be a system of communication with other people using sounds, symbols, and words in expressing a meaning, idea, or thought. One language that

is widely used as a tool of interaction throughout the world is English. According to Richards & Rodgers, it is a universal language that is used by everyone to communicate throughout the world and has become the most widely studied foreign language in the world.

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

Among all the stated components, vocabulary is the most important component to be mastered first. It is because vocabulary is basic in English which is language without vocabulary is not meaningful. In addition based on the Regulation of the Minister of National Education number 47 of 2010 vocabulary is included in the scope of survival English which is the standard competency of student graduates in senior high school level. This competency requires students to be able to perform social functions in society by using sentence structure and vocabulary. Furthermore the English Syllabus Curriculum K-13 requires all theIn this research, writing recount text was used to measure the students' writing ability. Related to the writing process (2004), the writing process is the stage that the writer goes through in order to produce something in the final written form. Here, the students of senior high school especially in grade 10th to be able to master verbs, nouns, adjectives, and question words related to learn material.

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

Similar to the issue found in the previously discussed research, the researcher conducted a preliminary study and also found the same problem which was presumed to be caused by the students' inability to understand what the teacher was saying and to translate the words asked by the teacher into their first language. When the teacher asked students to do their worksheets, many students often asked the meaning of some particular words. In addition to the issues related to the students' incompetence, the teacher was also found to use unvaried and conventional media such as dictionaries and reading books to support the teaching process. Sometimes the teacher only wrote down

the meaning of the words that students did not know on the blackboard. Thus, it could also be assumed that the use of teaching media caused students' lack of interest in learning vocabulary. Based in this situation, the integration of technology in the teaching and learning process could be one possible solution to solve the issues.

Technology integration in language learning (TILL) can be understood as a tool that used to support the teaching and learning process. One of the technology integration in teaching vocabulary is by using application based on MALL (Mobile Assisted Language Learning). Fithriani said that MALL can simply be defined as an approach to enhance language learning by making use One MALL-based application for vocabulary learning is Quizlet. It is an online learning tool developed by a high school student in California named Andrew Sutherland. Facilities provide on this device in the form of virtual class services that manage multiple folders that contain a group of flashcards in a particular topic or material. A number of studies have shown that the Quizlet application can help students to improve their vocabulary. First, Chriany conducted on her research at 11th grade high school children found that students' vocabulary mastery had increased as seen from the result of the pre-test and post- test. In addition, students claimed to be motivated in learning vocabulary using the application.The second study was conducted by Puspita who found that students appeared to be more active, interested, and happy in mastering vocabulary using the Quizlet application. In her research, she also found an increase in students' vocabulary mastery. This can be seen from the student pretest average score of 75 and increased to 89 in the average post-test score of students.

LITERATURE REVIEW

1. The Nature of Vocabulary

   a. Vocabulary as a Basic Element of Language

   One of elements in language learning which needs to be mastered is vocabulary. Mohammadnejad, Nikdel, and Oroujlo in Fitriani stated that vocabulary is a basic element in the language used to label things like objects, properties, and verbs to explain the purpose of what is to be conveyed. Further, The American Heritage Dictionary defines vocabulary the sum of words used by, understood by, or at the knowledge of particular person or group.

   b. Kinds of Vocabulary

   Some researchers decided to divide vocabulary knowledge into productive vocabulary and receptive vocabulary. According to Thornbury there are two kinds

of vocabulary, they are grammatical words or function words and content words. The grammatical words they are generally prepositions (at, on, in, etc.), conjunction (but, and, or, etc.), determiners (a, an, the), and pronouns (I, You, Them, our, She, Hers, It, etc.).On the other hand, content words are usually nouns (door, pencil, water, etc.), verbs (watch, tell, listen, etc.), adjectives (clean, clear, smart, etc.) and adverbs (yesterday, here, carefully, etc.)

c. The Importance of Vocabulary Mastery in Language Learning

Mastering vocabulary means concerning of remembering the words, such as comprehending, writing, or stating the words in many times. According to Henry and Pongrantz in Alqahtani show that mastering language means being able to understand vocabulary and phonological systems both in speech and in writing. Vocabulary mastery cannot be denied in learning English, not only students 'speaking skills but also reading and writing them too because vocabulary is one of the most key elements to improve students' mastery of English vocabulary and can also be advanced naturally by their experiences during life according to their needs and education.

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

2. Vocabulary Teaching in Indonesia EFL Context

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

Furthermore, the students of Senior High School English Syllabus Curriculum K-13 especially in the tenth grade must be able to master verbs, nouns, adjectives, and question words related to learning material, by studying vocabulary it helps students are easier to able learn all English skill. Thus the student should have been already mastered vocabulary. Priyono stated that the main problem for Indonesian EFL students was their limited vocabulary. Several

reasons led to this case, firstly the lack of student interest in learning English. Second, teacher teaching techniques are ineffective and do not use varied learning media in the learning process, especially in learning vocabulary. Third, vocabulary teaching and learning haven't been taken into consideration by the practitioner in teaching English as foreign language because according to Kabiel in Dewi, explained that the majority of the teachers and students don't have adequate knowledge about vocabulary learning strategies and teachers are not aware of the importance of vocabulary and vocabulary learning strategies.

3. Technology Integration in Language Learning

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

In EFL context, Fithriani stated that technology integration has been increasingly much used in the teaching of various languages learning skill. Moreover, Peregoy and Boyle carried a study using technology in improving learners' skill in language learning. The results of their study indicated that technology tools can enhance learners' skill in language learning because they are user-friendly and learners can learn at a faster and more effective ways.

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

a. **Mobile-Assisted Language Learning (MALL)**

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

(portative). MALL is referred to as a sub- type of mobile learning and computer language. MALL is also referred to as M-learning which is believed to be able to increase second language teaching and learning by applying it to the real world and changing the learning process into personal, informal, interactive, and ubiquitous experiences.

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

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

In addition, Bornman in his research said that the benefits of using mobile phone and mobile application in teaching and learning vocabulary is having an opportunity to lean beyond classroom bonders.[42] In other words, instructional activities are not limited to a set place but can be conducted anywhere and anytime and learners can engage, often asynchronously with teacher, learning resource and other leaners.

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

RESEARCH METHOD

This research used a classroom action research (CAR) methodology. Classroom Action Research is a research aims to solve the problems faced by instructors in the classroom. This research also focuses on improvements made by teachers and schools to improve learning outcomes. According to Bogdan & Biklen explain that action research is the methodical assortment of information that is designed to bring about social change.

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

The researcher used the research model of Kurt Lewin. This model used four research components, namely planning, action, observation, and reflection. These four components implemented in a continuous cycle. These are used to collect qualitative and quantitative data.

This research conducted at MAS Ibadurrahman on 8th Desember 2020 until 27th January 2021. The population of this research was the student of the tenth grade because based on curiculum K13 of High School levels, students must be able to master vocabulary than the other grade to make them easily understand to the next level in the other skill. There were 2 classes of the tenth grade with a total 104 students.

The technique used in taking this sample is a purposive sampling technique in its implementation in determining the respondent. Purposive sampling was one technique of sampling that reviews the selection of samples based on population and specific objectives of the study that have been known by researchers since in the beginning On this occasion, the researcher chose class X MIA-1 as a sample of the study. Because based on the results of the preliminary data, this class had a lower level of vocabulary knowledge than the other classes. The number of the students for the X MIA-1 were 33female.

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

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

FINDINGS AND DISCUSSION

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

Before the researcher did the research, the researcher did preliminary data to identify the situation and the problem that occurred during the teaching and learning process. The preliminary study was done before then researcher did cycle I on December 6th 2020. In the preliminary study, the researcher collected the qualitative and quantitative data. Based on the result of qualitative data that the

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

The result of interview shown that the students were difficult to understand what the researcher was saying and they did not know what the meaning of some word. From the result of the interview data, it concluded that the students' vocabulary still limited. The interview was done before the cycle I. From the data interviews showed students still felt difficult to memorize vocabulary because of they felt lazy to memorize vocabulary, it was cause they have a lot of lessons to memorize. This was also agreed by the English teacher.

The percentage of the students who got the success score was 0% and the percentage of the students who got unsuccess score was 100%. It can be concluded that the students' vocabulary mastery in pre-test was unsuccess.

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

DISCUSSION

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

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

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

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

CONCLUSION AND SUGGESTION

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

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

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

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