

A THESIS
**THE USING QUIZLET APPLICATION IN IMPROVING STUDENTS’
VOCABULARY MASTERY IN THE FIRST YEAR OF
ENGLISH EDUCATION PROGRAM
AT IAIN PAREPARE**



By

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**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2023

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Submitted to the English Program of Faculty of State Islamic Institute of Parepare
in Partial of Fulfillment of the Requirements for the Degree
Serjana Pendidikan (S.Pd.)

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A Thesis

**As Partial Fulfillment of the Requirements for the Degree of
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English Education Program

Submitted by

**MUHAMMAD RHAFI HARLAN
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DECLARATION OF THE RESEARCH AUTHENTICITY

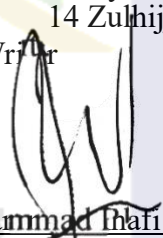
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Stated that thesis was her own writing and if it can be proved that it is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT :

Muhammad Rhafi Harlan : *The Using Quizlet Application in Improving Students' Vocabulary Mastery in The First Year of English Education Program at IAIN Parepare*(Supervised by Ambo Dalle and Mujahidah).

This research was conducted at the English education program at IAIN Parepare. Based on initial observations made by the researcher, it showed that the students' vocabulary mastery was still lacking for an English students. This was caused by the lack of innovation in learning such as the use of media in supporting learning activities. Another problem is the researcher saw learning vocabulary that does not utilize media is less attractive to students in learning. Therefore the researcher want to know the using of Quizlet application, which is designed to learn vocabulary. It is also can make learning activities more fun. This study aims to know using of Quizlet Application in Improving Students' Vocabulary Mastery in The First Year of English Education Program at IAIN Parepare.

This research used experimental design with Pre-experimental. The total sample was 19 students from first year students of English education at IAIN Parepare. The duration of this research is one month and a half with one meeting every week, six meetings including pre-test and post-test. The research uses descriptive analysis by using SPSS Application.

The result showed, the pre-test of students' vocabulary Mastery before giving treatment by using Quizlet application was good category, which the mean score is 70,00. Then after being given treatment by using Quizlet application was very good category, which the mean score showed 93,95. The result data that obtained t value $15,868 > 1,734$, it means that there is significant improvement of students' vocabulary mastery by using Quizlet application in the first-year students of English education program at IAIN Parepare. It also shows that Quizlet application can be very useful for vocabulary learning because it helps students' easier in memorizing vocabulary by utilize the features in it.

Keyword: Vocabulary Mastery, Quizlet Application

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CHAPTER I

INTRODUCTION

A. Background

The importance of language in human communication cannot be overstated. Alpino Susanto argues that it is impossible to learn a language without learning the words first, because communication between humans is based on the most basic thing, namely words. In the world, there are more than thousands of languages, ranging from national languages to languages in different regions¹. English is a language that is highly essential to learn.

Understanding English is vitally important, not only due to its status as an international language but also since it is favored by young people today. There are a variety of elements that influence an individual's quality in English, however, one of the most important ones is vocabulary. Vocabulary is an essential element when learning English. If there is a shortage of words, it will affect the four chief skills of English.

Even though those who do not wish to be immersed in a world where English is of great importance are not required to learn vocabulary, it is highly beneficial for those studying English to expand their vocabulary, particularly those majoring in English education. Facts in the field show that almost English Students are still lacking in vocabulary mastery. This is exemplified by the considerable quantity of English students who are still not secure in their capabilities because of their inadequacy in vocabulary.

¹ Alpino Susanto, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA*, 1.2 (2017), 182 <<https://doi.org/10.22216/jk.v1i2.2136>>.

It is essential to have an extensive understanding of vocabulary, specifically those students studying English. It is plain to see that there are still many English students who struggle with vocabulary mastery. Wilkins in Thornbury states that without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed². Even if an individual has a good understanding of grammar, it will be to no avail if they have limited vocabulary³.

However, English students often face an issue with mastering vocabulary because of the lack of creativity in learning it. Back in the day, people were more willing to carry around stacks of flashcards, but now students do not want to bring too much, but there is a better option - technology.

Indonesian people have had experience with technology for quite some time. Technology such as smartphones, laptops, and television can be seen as an addition to modern life. Most people have a strong connection to technology, which can be easily demonstrated. In fact, Indonesian people, from children to adult ages, already have technology to support their lives. Not infrequently, various children and adolescents are even addicted to technology.

Therefore, the use of technology is very important to unleash the potential of the technology. Even now there are much software or applications that can be used in learning, so teachers are required to master or be able to operate the learning technology.

Today's digital learning media are tools and materials used to assist and achieve material in the learning process. Learning media is anything that can convey or distribute messages from a learning source in a planned manner, so that a supportive

² Alpino Susanto, 'The Teaching of Vocabulary a Perspective', *Jurnal KATAKATA*, 1.2 (2017), 182 <<https://doi.org/10.22216/jk.v1i2.2136>>.

³ Thornbury, 'Pdfcoffee.Com_Thornbury-How-To-Teach-Speakingpdf-Pdf-Free', 2005.

learning environment occurs where the recipient can carry out the learning process efficiently and effectively.

Currently, the preferred learning media are mobile applications, particularly on Android-based mobile phones, which offer various advantages, especially for improving English language skills. These fun and interesting digital learning tools significantly impact the skills acquired, providing users with portable access to information without the need for a PC or netbook and ensuring up-to-date information is readily available at any time, unrestricted by time or location.

In this context of mobile learning applications, gamification plays a pivotal role. An approach that uses game components to solve non-game problems is defined by the term gamification. Gamification is a product, way of thinking, process, experience, design method, and system, which is simultaneously involved, which uses game elements to solve non-game problems. In the world of education, it can also be said that gamification is the process of changing existing activities or learning activities and making the content like a game. The basic idea behind gamification is to increase motivation from an activity⁴. Gamification involves strategically integrating game mechanics and elements into non-game contexts to enhance engagement, entertainment, and foster user loyalty. Within educational applications like Quizlet, gamification is harnessed to create an immersive and captivating learning environment for students.

Vocabulary mastery problems were also experienced by English education students at State Islamic Institute of Parepare, especially first graders. This was evidenced by an interview with the students who said that:

⁴ Fitri Marisa and others, 'Gamifikasi (Gamification) Konsep Dan Penerapan', *JOINTECS (Journal of Information Technology and Computer Science)*, 5.3 (2020), 219 <<https://doi.org/10.31328/jointecs.v5i3.1490>>.

“karena waktu pembelajaran vocabulary kak, presentasi saja dilakukan tidak pernah menghafal dan vocabulary yang dipelajari itu-itu saja yang sudah ditau memang mi kak, sama kurang menarik juga pembelajarannya karena tidak pakai media begitu kak”⁵

“Pembelajaran vocabulary menggunakan media seperti game sangatlah menarik, namun sayangnya di kelas vocabulary tidak menerapkannya”⁶

This shows that monotonous learning methods such as presentations at each meeting without asking students to memorize vocabulary make students experience deficiencies in vocabulary mastery, and the media used in learning vocabulary is still lacking and results in students lacking motivation in learning vocabulary.

In addition, one of the vocabulary lecturers at IAIN Parepare argues about the use of media in learning that:

“Penggunaan media dalam pembelajaran seperti teknologi memang sangat diperlukan, selain membuat pembelajaran menjadi menarik juga dapat membuat siswa lebih semangat dalam belajar”⁷

Thus, it can be concluded that the use of technology-based learning media is very important in the learning process and can make students more motivated in learning.

According to Simin Ghavifekr, ICT integration in education refers to the incorporation of technology-based teaching and learning processes that closely align with the utilization of learning technologies within educational institutions⁸. In this context, Quizlet serves as a relevant exemplar of an educational technology platform that effectively aligns with the concept of ICT integration.

Quizlet's digital learning platform embodies the systematic incorporation of learning technologies by offering a diverse range of interactive features such as flashcards, games, quizzes, and collaborative activities. These functionalities cater to

⁵ Sri Wahyuni, English student, interviewed on 15th May 2023

⁶ Ayu Dahlan, English student, interviewed on 15th May 2023

⁷ Dr. H. Ambo Dalle, S.Ag., M.Pd., English Lecture, interviewed on 16th May 2023

⁸ Simin Ghavifekr and Wan Athirah Wan Rosdy, ‘Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools’, *International Journal of Research in Education and Science*, 1.2 (2015), 175–91 <<https://doi.org/10.21890/ijres.23596>>.

various learning styles and preferences, fostering student engagement and active participation within a dynamic and efficient learning environment.

Based on the background above, the researcher is offering the Quizlet application for use in learning, especially Vocabulary learning in line with the features that support in it, and conducting research on educational issues with the research title **"The Using Quizlet Application in Improving Students' Vocabulary Mastery in The First Year of English Education Program at IAIN Parepare"**.

B. Research Question

Based on the background of the research previously covered, the researcher formulated the problem statement as follow:

1. How is the student's vocabulary mastery before using Quizlet Application?
2. How is the student's vocabulary mastery after using Quizlet Application?
3. Is using Quizlet Application make significant change in students' vocabulary mastery?

C. The Objective of the Research

Based on the questions above, the researcher formulates the research objectives as follows:

1. To know students' vocabulary mastery before using quizlet application
2. To know students' vocabulaey mastery after using quizlet application
3. To describe students vocabulary mastery improvement after using Quizlet application.

D. Significance of the Research

After conducting the research, the researcher hope that this research can make a useful contribution especially for teachers, students and further research, which can be explained below:

1. Teachers

The findings of this study expected that using Quizlet in vocabulary instruction can significantly improve the mastery of new words among teachers. The use of Quizlet was found to be particularly effective in improving the speed and accuracy of recall of vocabulary words. Overall, this research results expected that Quizlet can be a useful tool for teachers looking to enhance their vocabulary instruction and improve their own mastery of new words.

2. Students

The results of this study are expected to provide more information that is very important for students to know. So that students are expected to be able to improve their vocabulary mastery after using the Quizlet application and can become students' choice of learning solutions for them.

3. Further Researchers

The results of the research, especially for language researchers, so that they can adapt the techniques or media used in this research as an alternative to teaching students. They can also use the data collected in this study (eg field notes) as a source for further study considerations.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many researcher's have conducted their research on using application in students' vocabulary .Their findings are consecutively presented below:

Muhammad Rizky Setiawan & Pangesti Wiedarti (2020) conducted study to investigate the effectiveness of using Quizlet Application as the media for increasing the students' motivation in learning vocabulary. This study uses a Nonequivalent control group design. The subject is 65 students in Senior High School. The findings showed that the use of Quizlet Application is effective to increase the student's motivation in learning vocabulary.⁹

Lailatussifa Ritonga (2020) also conducted study to examine the effect of english vocabulary application on the Students' Vocabulary Mastery. This study use a quantitative research with quasi-experimental design. The subject was 235 students and the researcher took 25 students for experimental class and 25 students for controlled class which means 50 students as total of the sample. In collecting the data. The findings showed found that the mean score of post-test in experimental class was higher than controlled class (79.60 > 72.20).¹⁰

Normandita Adventina Berliani & Caroline Victorine Katemba (2021) conducted study to Integrating art in learning can stimulate students' brain and makes learning activity become more effective and interesting. This study quantitative

⁹ M. Rizky Setiawan and Pangesti Wiedarti, 'The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary', *Studies in English Language and Education*, 7.1 (2020), 83–95 <<https://doi.org/10.24815/siele.v7i1.15359>>.

¹⁰ Lailatussifa Ritonga, 'The Effect of English Vocabulary Application on The', 2020.

research with a comparative design. The subject is 32 students in the experimental group and 32 students in the control group. The findings showed that both groups enhanced in vocabulary. Further, there was significant difference between the two groups. It can be concluded that Quizlet Application is an effective strategy to enhance students' vocabulary mastery.¹¹

Christanti, Elisabeth Jeny. (2018) conducted study to analyze the use of Quizlet in order to improve students' vocabulary mastery. This study use qualitative and quantitative methods. The subject is eleventh grade in SMAN 4 Yogyakarta especially in the science 4 class. The findings showed that the students admitted that they were motivated in learning vocabulary by using that application.¹²

Puspitasari & Nining (2019) conducted study to know whether students' vocabulary skill at the seventh grade students of MTs Ma'arif Al-Ishlah Bungkal could be improved through Quizlet Media Interactive. This study use Classroom Action Research (CAR) to solve students' problem in vocabulary mastery. The subject is The Seventh Grade of MTs Ma'arif Al-Ishlah Bungkal Ponorogo. The findings showed that the students improved their skills during teaching and learning process by using Quizlet Media. It is proven by the data which derived from this study.¹³

From the five research samples above, researcher can conclude that almost all of them researched the Quizlet Application and its impact the Vocabulary, and what different from the research above is the sample from the researcher is the methods use

¹¹ Normandita Adventina Berliani and Caroline Victorine Katemba, 'The Art of Enhancing Vocabulary Through Technology', *Jurnal Smart*, 7.1 (2021), 35–45 <<https://doi.org/10.52657/js.v7i1.1340>>.

¹² E Christanti, 'The Use of Quizlet As a Learning Medium to Improve English Vocabulary Mastery for Eleventh Grade in SMAN 4 Yogyakarta', *Sanata Dharma University. Yogyakarta*, 2018 <https://repository.usd.ac.id/30915/2/141214018_full.pdf>.

¹³ Nining Puspitasari, 'Enhancing Students' Vocabulary Mastery by Using Quizlet Media at The Seventh Grade of MTs MA ' Arif Al -Ishlah Bungkal Ponorogo by Nining Puspitasari English Education Department Faculty of Tarbiyah and Teacher Training The State Institute of Islamic ST', *Electronic Theses of IAIN Ponorogo*, May, 2019 <[etheses.iainponorogo.ac.id](https://theses.iainponorogo.ac.id)>.

quantitative pre-experimental and also using Vocabulary Book Size that only can found at IAIN Parepare.

B. Some Pertinent Ideas

1. 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.¹⁴ Technology is an effective learning tool for students. Dockstander said that the use of technology can improve the educational environment.¹⁵ 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.

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

In EFL context, Fithriani stated that technology integration has been increasingly much used in the teaching of various languages learning skill.¹⁶

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

¹⁴ S. Rammerhar, S“ A Study of English Language Effectivitness for Educational Technology.,” *International Jouornal of Scientific Research and Review*, 8 (2014): 117.

¹⁵ Dr. Mohammad Reza Ahmadi, ‘The Use of Technology in English Language Learning: A Literature Review’, *International Journal of Research in English Education*, 3.2 (2018), 115–25 <<https://doi.org/10.29252/ijree.3.2.115>>.

¹⁶ Rahmah Fithriani, Tien Rafida, and Amiruddin Siahaan, ‘Integrating Online Blogging into EFL Writing Instruction: Exploring Students’ Perceptions’, 188.Eltlt 2018 (2019), 87–90 <<https://doi.org/10.2991/eltilt-18.2019.17>>.

and learners can learn at a faster and more effective ways.¹⁷ Additionally, technology integration in language learning can be understood as the use of technology to support the language learning process.¹⁸

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).¹⁹ 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.²⁰ 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.²¹

¹⁷ Suzanne F. Peregoy, Owen. Boyle, and Karen Cadiero-Kaplan, *Reading, Writing, and Learning in ESL : A Resource Book for Teaching K-12 English Learners*, 2013.

¹⁸ Rahmah Fithriani and others, 'Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective', *KnE Social Sciences*, 2019 (2019), 634–45 <<https://doi.org/10.18502/kss.v3i19.4892>>.

¹⁹ Simone Torsani, *CALL Teacher Education: Language Teachers and Technology Integration*, CALL Teacher Education: Language Teachers and Technology Integration (Netherland: Sense Publisher., 2016) <<https://doi.org/10.1007/978-94-6300-477-0>>.

²⁰ Jaeseok Yang, "Mobile Assisted Language Learning: Review of the Recent Applications of Emerging Mobile Technologies," *English Language Teaching* 6, no. 7 (2014): 19–25, <https://doi.org/10.5539/elt.v6n7p19>.

²¹ Monica Nataliia Laurensovna Wagner and others, 'Perspectives of Introduction of the Mobile-Assisted Language Learning (Mall) Technology', *International Journal of Environmental and Science Education*, 11.15 (2016), 8562–71.

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.²²

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

Many studies have proven that the use of MALL can improve student language learning. This is because students are already familiar with the use of mobile phones. With such learning tools, students become more easily in control of the learning process and its own progress in cognitive conditions.²³

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.²⁴

Lu carried out a research study which aims to investigate the effectiveness of using mobile phone in English vocabulary learning. The result shows that students

²² Elisabeth Jeny Chriany, 'The Use of QuizletaAs A Learning Medium to Improve English Vocabulary Mastery.' (University of Sanata Dharma of Yogyakarta., 2018).

²³ Tayebeh Mosavi Miangah, 'Mobile-Assisted Language Learning', *International Journal of Distributed and Parallel Systems*, 3.1 (2012), 309–19 <<https://doi.org/10.5121/ijdps.2012.3126>>.

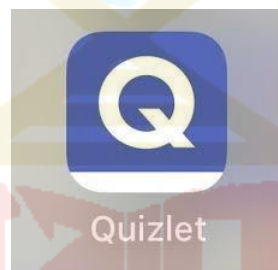
²⁴ Zhimei Lei, 'Vocabulary Learning Assisted with Smart Phone Application', *Theory and Practice in Language Studies*, 8.11 (2018), 1511 <<https://doi.org/10.17507/tpls.0811.17>>.

held positive attitudes towards learning vocabulary with the help of mobile phone.²⁵ 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 learn beyond classroom borders. 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 learners.

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.

2. Quizlet

a. Definition of Quizlet Application



Picture 2.1. Quizlet Logo

Quizlet is an online vocabulary management system for teachers and students, and it helps them track vocabulary learning.²⁶ Andrew Sutherland was pioneer where he was a high school student in California who was able to develop this online learning tool. The device released in January 2007, it has actually been designed since 2005, but at the time of release, the device was still in the form of a website. Over time and

²⁵ Ahmet Basal and others, 'Effectiveness of Mobile Applications in Vocabulary Teaching', *Contemporary Educational Technology*, 7.1 (2020), 47–59 <<https://doi.org/10.30935/cedtech/6162>>.

²⁶ Mehdi Solhi Andarab, 'The Effect of Humor-Integrated Pictures Using Quizlet on Vocabulary Learning of EFL Learners', *Journal of Curriculum and Teaching*, 8.2 (2019), 24 <<https://doi.org/10.5430/jct.v8n2p24>>.

increasingly sophisticated technology, this device has changed. In 2012 this Quizlet device was republished in the form of a mobile application that was provided only to IOS users. Only a year later this application provides facilities to Android users too.

This innovative simple application was able to support students in learning and already used by more than 50 million students every month. This application provides a variety of learning subjects ranging from biology, chemistry, social studies, foreign languages and much more, using more than 18 foreign languages including English, Spanish, French German, and Chinese. For this cause, learning a foreign language and adding vocabulary will be easier and more enjoyable with this application. This makes the Quizlet application the largest education website in the world.

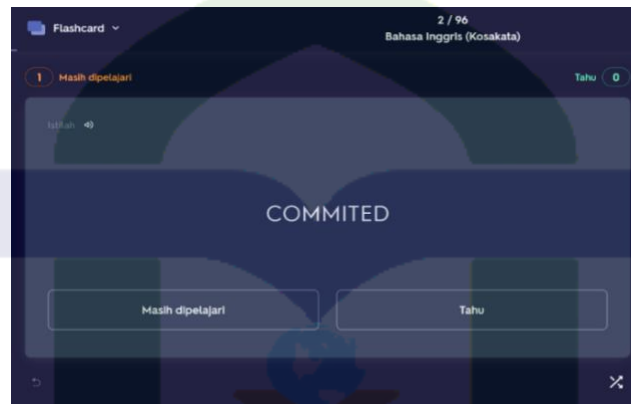
b. Features in Quizlet Application

The features in Quizlet application can find on mobile phone and on website. In this research, the researcher only used the features that available on mobile phone, which is flashcard, learn, write, test and match. In detail these features can be seen as follow:²⁷

²⁷ Dhany Efitasari, 'Quizlet: Aplikasi Pembelajaran Berbasis Smartphone Era Generasi Milenial', *Jurnal Pendidikan Ilmu Sosial*, 29.1 (2019), 9–15 <<https://doi.org/10.23917/jpis.v29i1.8150>>.

1) Flashcard

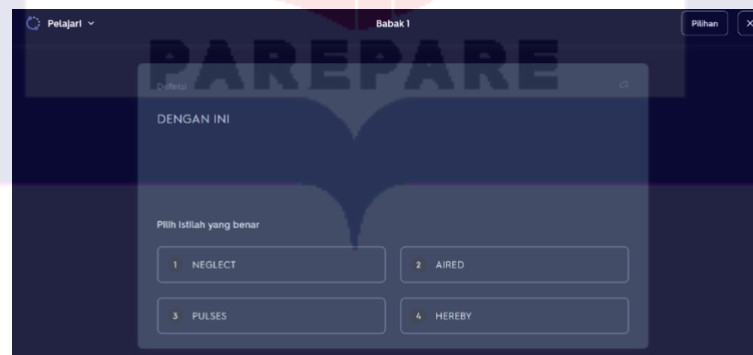
Flashcard is a collection of cards that contain teaching materials according to the subject you want to learn. Flashcard in digital form can be set by the teacher. Flashcard can help students to easily remember vocabulary through images related to the material that has been set by the teacher.



Picture2.2. Flashcard Feature

2) Learn

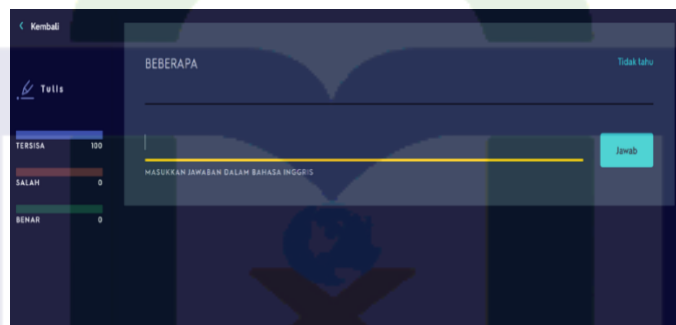
Learn in this feature, there are a bunch of questions related to teaching material. This feature is in the form of multiple choices, where students can choose the most appropriate answer from the answers provided.



Picture2.3. Learn Feature

3) Write

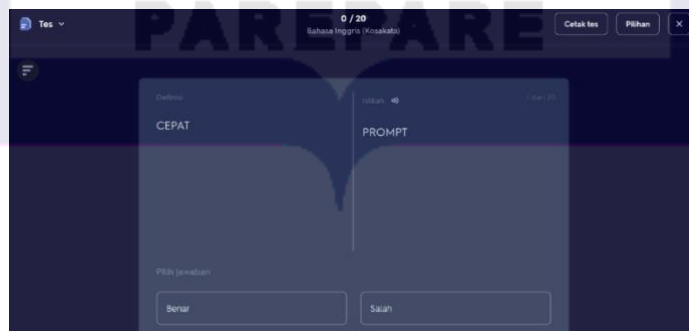
Write is a feature of practice questions in the form of essays. Unlike the learn feature, in this feature students will submit answers to questions provided using their own language or in other words write. This feature is considered important because with written language students can express their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



Picture2.4. Write Feature

4) Test

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



Picture2.5. Test Feature

5) Match



Picture2.6. Match Feature

Match in contrast to other features in this feature, has a high appeal because in this feature students will learn while playing. This feature is one of the tests to match the games feature. of course, the test have provided in accordance with the subject and subject matter.

c. The Procedure of Teaching Vocabulary through Quizlet Application

The procedure for using the Quizlet application in vocabulary learning that have carried out by the researcher is:

First: Students join in to the class that the researcher has created.



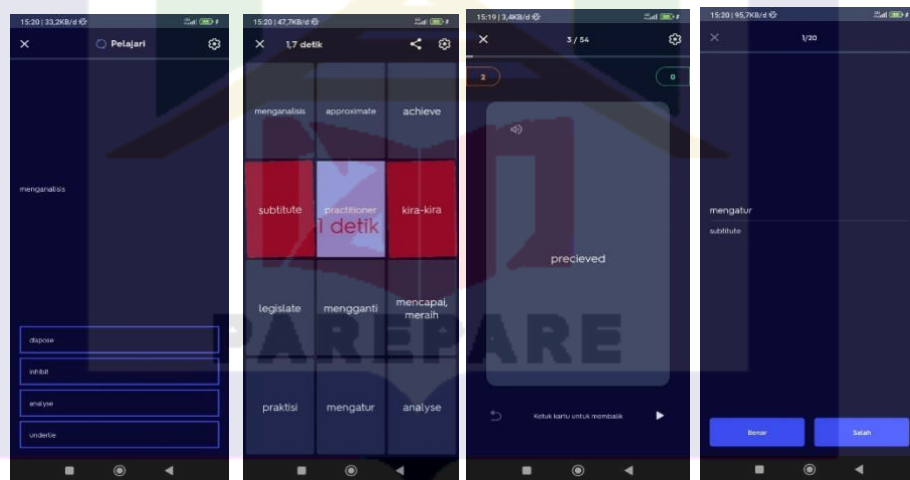
Picture 2. 6 Quizlet Class

Second : then students begin to study the learning sets that contain vocabulary from the Vocabulary Size book, there are approximately 200 vocabulary that have used.



Picture 2.7 Vocabulary from Vocabulary Book Size

Third: the researcher then teaches vocabulary through the features in the quizlet application.



Picture 2.8 Features in Quizlet

3. Vocabulary

a. Definition of Vocabulary

To understand language, vocabulary is the most important thing for students to master. There are some definition has found by researcher from several literature about vocabulary according to several perceptions they are:

According to Esra Akdogan, vocabulary is more important than grammar because people can speak without a correct grammar structure but cannot speak without vocabulary. Words are the root of communication and a strong vocabulary that enhances all areas of communication such as listening, speaking, writing and reading.²⁸ Vocabulary is the most important skill for learning any language. All languages involve words.

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.²⁹ Harmer says that if language is a body, grammar is the bones that make up the frame, while vocabulary is the flesh that makes the body take shape.³⁰ Thus, a person will not be able to communicate well if the vocabulary is inadequate.

Riska Afriyanti Hasman stated that vocabulary is the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be add end to the overall knowledge of the learner.³¹ In addition Trisyuni Shabrina said that vocabulary is defined as a large numbers of words that

²⁸ Esra Akdogan, 'Developing Vocabulary in Game Activities and Game Materials', *Journal of Teaching and Education*, 07.01 (2017), 31–66.

²⁹ MOFAREH ALQAHTANI, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education*, III.3 (2015), 21–34 <<https://doi.org/10.20472/te.2015.3.3.002>>.

³⁰ Jeremy Harmer, *The Practice of English Language Teachin.Pdf*, 2010 <https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer>.

³¹ Riska Afriyanti Hasman, 'Enhancing Students" Vocabulary through Participation Point System (Pps) Method at the Second Grade of Smp Negeri 5 Pinrang', 2020.

students have to know, not only memorizing the form of the word but also can understand the meaning.³²

Based on definition above, the researcher conclude that vocabulary is the key in learning English. Vocabulary is the main and most important component in English. Vocabulary also is the main asset for learning English and communicating fluently. The more vocabulary you have, the easier it will be to understand spoken English or written text and the easier it will be to communicate with other people. In addition, with the large number of vocabulary that is mastered, it will increase self-confidence. Without vocabulary it is impossible for the students to master English

b. Types of Vocabulary

Vocabulary refers to words that must be understood in order to communicate effectively. The first two are spoken vocabulary, and the last two are written vocabulary. Before starting to build vocabulary for reading and writing, children have learned listening and speaking vocabulary for many years. Spoken language forms the basis of written language. Each type has a different purpose. Fortunately, the development of one type of vocabulary promotes the growth of another type of vocabulary. There are four types of vocabulary, namely:

1) Listening Vocabulary

Listening vocabulary is the words that are heard and understood by listening to speech. This vocabulary size is aided by context and tone of voice. Since in the womb, the fetus can detect sounds from the age of 16 weeks. In addition, babies listen when they wake up - an continue to learn new words this way throughout our

³² Trisyuni Shabrina, 'The Implementation Of Hot Seat Strategy On The Students'ability In Mastering English Vocabulary At Grade Eighth Of Smp Swasta Al-Hidayah Medan Tembung', 2018.

lives. By the time they reach adulthood, most of them will recognize and understand nearly 50,000 words.

2) Speaking Vocabulary

Speaking vocabulary are the words people use when they speak. Due to the spontaneous nature of spoken vocabulary, words are often misused - although slight and unintentional, can be explained by facial expressions, tone of voice, or hand gestures. Most adults only use 5,000 to 10,000 words for all of their conversations and instructions. This number may be less than our listening vocabulary due to ease of use.

3) Reading Vocabulary

The reading vocabulary is the words that people understand when they read the text. People can read and understand many words that they don't use in our vocabulary. This is the 2nd largest vocabulary of if you are a reader. If you are not a reader, you cannot "expand" your vocabulary.

4) Writing Vocabulary

Written vocabulary are words that people can take when they write to express themselves. People usually find it easier to explain themselves verbally, use facial expressions and intonation to help convey their ideas, then find the right words to communicate the same ideas in writing. Their written vocabulary is heavily influenced by the words they can spell.³³

³³ Judy K Montgomery, "Types of Vocabulary," *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 2007, https://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf.

c. Kinds of Vocabulary

Vocabulary has been classified by some writer in different ways. In the following some classification are given active and passive vocabulary. The first is active vocabulary refers to items which the learner can use appropriately in speaking and writing, and it also called as productive vocabulary. The second is passive vocabulary to language items that can be recognized and understood in the context of reading and listening.

There two kinds of vocabulary, namely:

1) Active Vocabulary

Active vocabulary is made up of the words readily used and clearly understood by an individual when speaking and writing. Active vocabulary refers to vocabulary that the students have been thought or learn which they are expected to be able to use by the student.

2) Passive Vocabulary

A learner's passive vocabulary is the words that they understand but don't use yet. This can be compared with active vocabulary, which are words that learners understand and use in speaking or writing. Passive vocabulary refers to the words which the students will recognize when they meet them but which they will probably not able to produce.³⁴

d. The Importance of Vocabulary

Vocabulary is a very important reason in learning English. Without vocabulary, students will not be able to understand other people or express their own ideas. As definition of vocabulary it's the component of language with cover four English

³⁴ Harmer.

acquisition. Therefore, without vocabulary, people cannot speak, listen, speak and listen well. If people have a lot of vocabulary, then English will be easy to use, and the listener will also be easy to understand the speaker's speech.

There are five importance of vocabulary to use in English, for the first is an extensive vocabulary aids expression and communication. The second is vocabulary size has been directly linked to reading comprehension. The third is linguistic vocabulary is synonymous with thinking vocabulary. The fourth is a person may be judged by others based on his or her vocabulary.

e. Vocabulary Mastery

To understand language, vocabulary is the most important thing for students to master. There are some definitions found by researchers from several literatures about vocabulary according to several perceptions they are:

According to Esra Akdogan, vocabulary is more important than grammar because we can speak without a correct grammar structure but we cannot speak without vocabulary. Words are the root of communication and a strong vocabulary that enhances all areas of communication such as listening, speaking, writing and reading.³⁵ Vocabulary is the most important skill for learning any language. All languages involve words.

Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings.³⁶ Harmer says that if language is a body, grammar is the bones that make up the frame, while vocabulary is the flesh that

³⁵ Esra Akdogan, "Developing Vocabulary in Game Activities and Game Materials," *Journal of Teaching and Education* 07, No. 01, 2017, 31–66.

³⁶ ALQAHTANI.

makes the body take shape.³⁷ Thus, a person will not be able to communicate well if the vocabulary is inadequate.

Nurvitasyaari stated that vocabulary is the first way to communicate each other and express their opinion, statement, and expression. So, vocabulary items can and will constantly be add end to the overall knowledge of the learner.³⁸ In addition Iman said that vocabulary is defined as a large numbers of words that students have to know, not only memorizing the form of the word but also can understands the meaning.³⁹

Based on definition above, the researcher conclude that vocabulary is the key in learning English. Vocabulary is the main and most important component in English. Vocabulary also is the main asset for learning English and communicating fluently. The more vocabulary you have, the easier it will be to understand spoken English or written text and the easier it will be to communicate with other people. In addition, with the large number of vocabulary that is mastered, it will increase self- confidence. Without vocabulary it is impossible for the students to master English

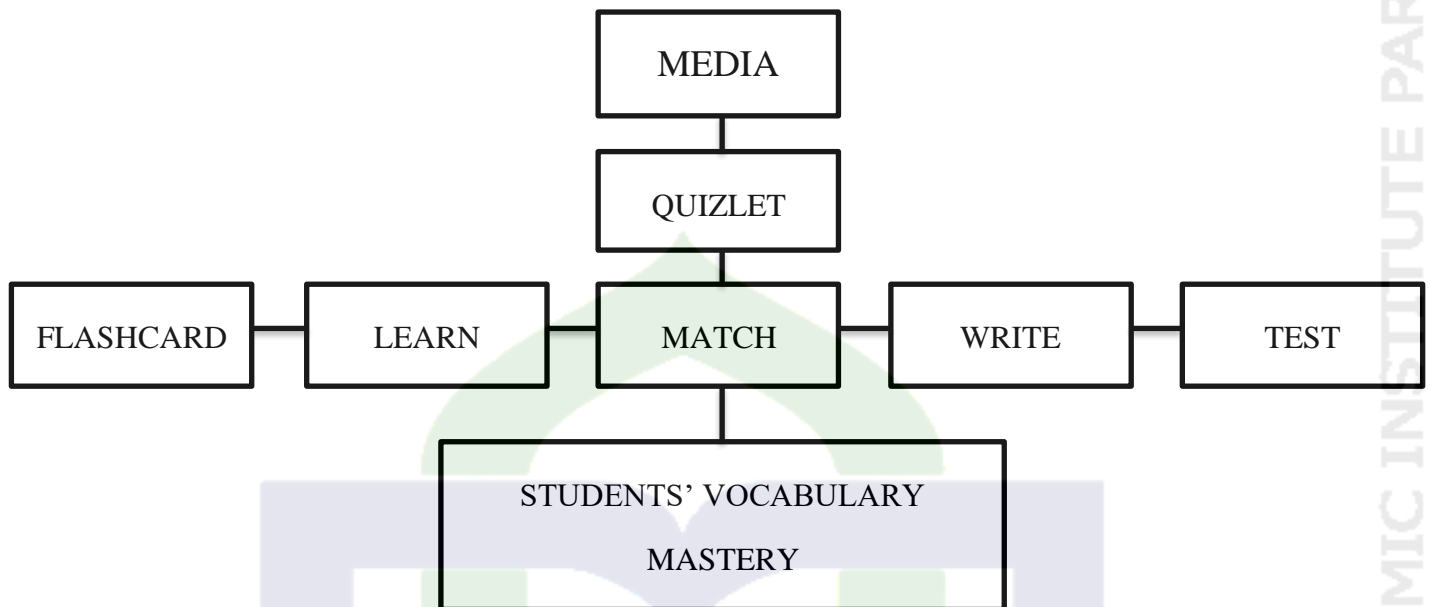
C. Conceptual Framework

The main focus of this research is using Quizlet Application to improve first year students' vocabulary mastery of English education program at State Islamic Institute of Parepare. The researcher design the conceptual framework of this research by showing diagram below :

³⁷ Harmer.

³⁸ Nurvitasyasari, 'The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar', 2017.

³⁹ Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practices.", *International Journal of Research in English Education 1, No. 1*, 2016, 22–30.



Picture 2.9 Conceptual framework

The two of variables above input, treatment, and output are briefly discusses as follows:

Quizlet application is the input that will use to teach students' vocabulary, because the use of the Quizlet application is relevant to vocabulary mastery, by using several features such as Flashcard . After that, the process divided into two parts, the first is Pre-Test, in this section the researcher will observe students' vocabulary mastery before give the treatments by using test to know how far students' vocabulary mastery. The second is post test, in this section to find out how the students' vocabularies have improvement after the treatment. The output refers to find out the students' vocabulary mastery after the process which is Pre-Test and Post-Test and how is students' vocabulary mastery after the process.

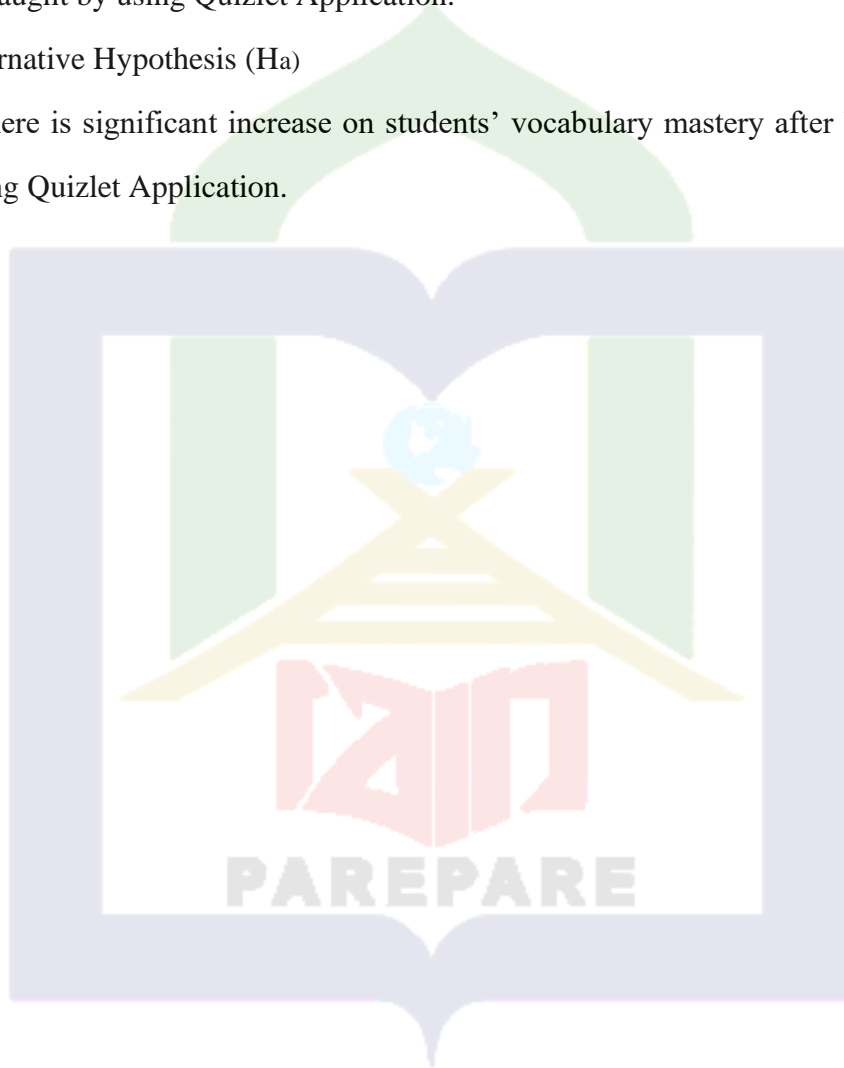
D. Hypothesis

1. Null Hypothesis (H_0)

There is no significant different between pre-test score and post-test score after being taught by using Quizlet Application.

2. Alternative Hypothesis (H_a)

There is significant increase on students' vocabulary mastery after being taught by using Quizlet Application.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable.

O1 X O2

Description:

O1 : Pretest

X : Treatment

O2 : Posttest

B. Location and Duration of the Research

The location of the research have conducted in Tarbiyah faculty, State Islamic Institute of Parepare. It located in Jln. Amal Bakti, Soreang, Parepare, and researcher have do the research in a month and half including of analysis data.

C. Population and Sample of the Research

1. Population

The population of this research is first year students'of English education program at State Islamic Institute of Parepare The total of the students as shows in table below::

Table 3.1 Population of Research

No.	Class	Total Students
1	A	19
2	B	18
3	C	19
Total Population		57

2. Sample

The sampling technique in this research is *Purposive Sampling*. According to Sugiyono purposive sampling is about sample which proper to the criteria of the class.⁴⁰ The sample that chose for class experiment for Class A which number of students are 19 students, because class A has never studied vocabulary using learning media.

D. Instrument of the Research

In this research, the researcher used test as the instrument. There were two tests in this research pre-test and post-test. Pre-test to have find out the students' prior knowledge while Post-test have find out the students' vocabulary mastery based on the treatment which have provided. In Pre-test researcher has provided students multiple choices where the vocabulary is based on the book "vocabulary size".

⁴⁰ Suharsimi Arikunto, *Dasar Evaluasi Pendidikan*, (Cet. X, Jakarta: Bumi Aksara, 2016), p.245.

E. Procedure of Collecting Data

1. Data Collection

Data collection is an indispensable step in research, because the data collected is used to test the hypotheses that have been formulated in this study. In general, there are several methods of data collection techniques, namely.

a) Test

The test as a data collection instrument is a series of questions or exercises used to measure the knowledge skills, intelligence abilities or talents of First year students' of English education program at IAIN Parepare.

- 1) ***Pre-test*** is an activity to test the level of students' vocabulary mastery of the material had been delivered; the pre-test is carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher has provided pre-test to students' to identify the students' Vocabulary mastery. The pre-test administered adopts the structure of a vocabulary assessment comprising 25 items, each presented in a multiple-choice format. This evaluative instrument aims to gauge students' comprehension of vocabulary, encompassing diverse aspects such as contextual utilization, semantic interpretation, and phonetic articulation of the lexicon under examination.
- 2) ***The post-test*** is the test that the researcher after the treatments. Post-test is the final evaluation when the material taught on that day has been giving a post-test in other words whether students have improved in English. A similar test have provided from the pretest. The post-test administered adopts the structure of a vocabulary assessment comprising 25 items, each presented in a multiple-choice format. This evaluative instrument aims to

gauge students' comprehension of vocabulary, encompassing diverse aspects such as contextual utilization, semantic interpretation, and phonetic articulation of the lexicon under examination.

b) Treatment

The researcher has provided the treatment to students' and provided some materials about Vocabulary, which is Material from Vocabulary Book Size. This treatment has conducted four meetings. The procedure of the treatment as follow:

- 1) In the first meeting, the researcher teach the students vocabulary using Quizlet Application, start with 50 vocabulary from Chapter I namely "Structure, English for Specific Purpose, Media & ICT in ELT"
- 2) The second meeting, they have examined the vocabulary that has been taught previously using the features in Quizlet, namely matching, then teach the 50 vocabulary from Chapter I, namely "Structure, English for Specific Purpose, Media & ICT in ELT"..
- 3) The third meeting, they continued to examined the vocabulary that has been taught before, namely by asking students to spell the vocabulary that has been taught before, then returning to teach the 50 vocabulary in chapter I "Structure, English for Specific Purpose, Media & ICT in ELT".
- 4) The fourth meeting, they continue to examined vocabulary with the features in Quizlet, namely the test feature and again teach 50 vocabulary from Chapter I material "Structure, English for Specific Purpose Researcher, Media & ICT in ELT".

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.⁴¹

1. Descriptive Analysis

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any test before conducting inferential analysis.

a) Scoring the students' correct answer of pre-test and post-test by using formula :

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of them}} \times 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

⁴¹ Sugiyono, *Metodologi Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2014), Cet Ke-4, P.243.

- b) Classifying the score students' classification as follow:

Table 3.2 Classification of Students' vocabulary mastery

No.	Vocabulary Mastery	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ⁴²

(Score: Shuharsimi Arikanto, 2013;281)

- c) Percentage of students' reading score using the following formula:

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

Where:

P : Percentage

F : Frequency

N : Total Number of Students

- a) To find out the average score following formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} : Mean Score

⁴² Suharsimi Arikunto, *Dasar Evaluasi Pendidikan, Edition of Revisi (Cet. X, Jakarta: Bumi Aksara, 2011),p.245.*

$\sum x$: The total number of the students score

N : The number of student

- d) Calculating standard deviation of students' score in pre-test and post-test following

formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where : S : The standard Deviation

SS : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N : Total number of student ⁴³

Standard deviation is used for measuring the mean score as valid as result data, which become generally score for representative the population average.

- e) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t : Test of significance

\bar{x}_1 : Mean score of Pre Test

\bar{x}_2 : Mean score of Post Test

SS_1 : Sum square of Pre Test

⁴³ Ph. D Rukminingsi, M.Pd, Dr. Gunawan Adhnan., Ph.D, Prof. Muhammad Adnan Latief, M.A., 'Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas', 2020.

SS_2 : Sum square of Post Test

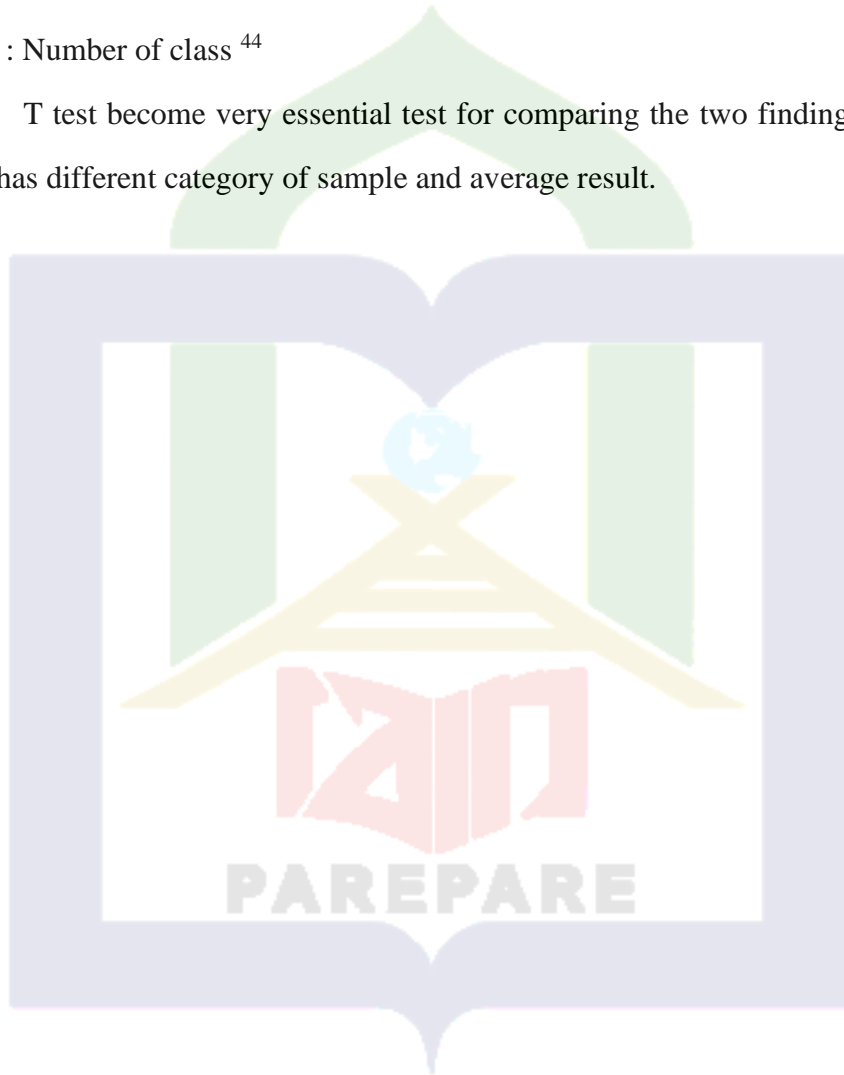
n_1 : Number of students' of Pre Test

n_2 : Number of students' of Post Test

1 : Constant number

2 : Number of class ⁴⁴

T test become very essential test for comparing the two findings result data which has different category of sample and average result.



⁴⁴ Nurvitasari.

CHAPTER IV

FINDING AND DISCUSSION

A. Research Findings

After conducting the research, the researcher obtained two kind of data; the score of pre-test and post-test. Pre-test was given to students before being given treatment to determine students' vocabulary mastery and then given a post-test to determine students' vocabulary mastery after treatment. From the results of the post-test, it was aimed to find out that the use of Quizlet Application in improving student vocabulary mastery in the first year students of English education program of IAIN Parepare.

Table 4.1 Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Result	19	65	90	70,00	6,667
Post-test Result	19	85	100	93,95	3,153
Valid N (listwise)	19				

Based on the data presented in the table above, a comprehensive analysis reveals a substantial disparity between the Pre-test and Post-test scores subsequent to the implementation of the prescribed treatment. Notably, the average value before administering the treatment stood at 70.00, whereas the average value following the intervention soared to an impressive 93.95. These compelling findings unequivocally indicate a pronounced distinction between the performance levels pre and post the

utilization of the Quizlet application, highlighting the undeniable impact of this technological tool on enhancing the participants' aptitude.

1. The Student Vocabulary Mastery before Taught by Using Quizlet Application.

The findings which identify the students' vocabulary mastery before conducting the treatment is Pre-test, there are 19 numbers of students who take the test. This pre-test is given to find out students' vocabulary mastery before using the Quizlet application in the first year students of English education program at IAIN Parepare. Based on the test which analysis in SPSS with descriptive statistic showed some result that explained below :

Table 4.2 Result of the Pre-test

N0	Category	Result of Data	
		Frequency	Percent
1	Very good 80-100	2	10,5%
2	Good 66-79	8	42,1%
3	Fair 56-65	9	47,4%
4	Poor 40-55	0	0%
5	Very poor <35	0	0%
Total		19	100

According to the data analysis above there are only 10,5% students got score in very good ,while category of good was 8 students or 42,1% from total students, and the category of fair was 9 students or 47,4% from total students. Based on the result data analysis above, the researcher present the descriptive statistic for the students

vocabulary mastery before using Quizlet application in the first year students of English education program at IAIN Parepare;

Table 4.3 Descriptive of Pre test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Result	19	65	90	70,00	6,667
Valid N (listwise)	19				

According to the data above, the students vocabulary mastery before using Quizlet Application was good category with a score 70,00. The students need to be more enrich their vocabulary because as an English students, vocabulary is very essential and improved for the post test.

2. The Students Vocabulary Mastery after Taught by Using Quizlet Application.

According to the second research question which explained about Students' students vocabulary mastery after using Quizlet application in the first year students of English education program at IAIN Parepare; which implemented by using vocabulary from "Vocabulary Book Size" as content in treatment step.

The result of data analysis of students speaking ability after using Quizlet Application in the first year students of English education program at IAIN Parepare can be explained below:

Table 4.4 Result of the Post-test

N0	Category	Result of Data	
		Frequency	Percent
1	Very good 80-100	19	100%
2	Good 66-79	0	0%
3	Fair 56-65	0	0%
4	Poor 40-55	0	0%
5	Very poor <35	0	0%
Total		19	100

According to the data analysis above, the finding showed that there are 19 students got 100% very good score, from total students, and the category of good was 0 students or 0% from total students, while category of fair was 0 students or 0% from total students, then the category poor was 0 students or 0% from total students and the category very poor was 0 students or 0% from total students.

Based on the result above, the researcher is going to present the descriptive statistic for for the students vocabulary mastery after using Quizlet application in the first year students of English education program at IAIN Parepare;

Table 4.5 Descriptive of Post test

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Result	19	85	100	93,95	3,153
Valid N (listwise)	19				

According to the data analysis above, the students vocabulary mastery after using Quizlet Application was category of very good with a score 93,95 or above of >80 or below of <100. The students still need to be more enrich their vocabulary mastery and get improve.

3. The Significance Change in Students Vocabulary Mastery in the First Year Students of English Education Program at IAIN Parepare.

a. T Test Independent.

Paired T-Test is a parametric test that can be used on two data between pre and post-test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.6 T-test Paired Samples Test

Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
			Lower	Upper			
23,947	6,578	1,509	27,118	20,777	15,868	18	,000

The data you provide is the result of a statistical analysis involving the difference between two variables measured in pairs. In this context, the average difference between the two variables is 23,947. The standard deviation of the difference is 6,578, which indicates the variation or dispersion of the data around the mean. The mean standard error of 1.509 indicates the accuracy of the estimate of the sample mean of the wider population.

The 95% confidence interval for this difference is between 20.777 and 27.118. That is, with a 95% confidence level, we believe that the difference between the two

variables is within that range. The range of confidence intervals provides information about how precise our estimate of the difference is.

The significance level assigned was 0.000, indicating that the results of the analysis indicated a statistically significant difference between the two variables. A low significance value means that the differences we observe are highly unlikely to be due to sampling error or sheer coincidence.

Based on the results of the data analysis, it is obtained that the t-count value is 15,868 where to find out whether the t-count value is significant with a 95% or 0.05 confidence interval, it must be compared with the value in the t table. And to see the t table it must be based on degrees of freedom (df) whose magnitude is $n-1$, in this case it means $19-1 = 18$. If you refer to the t table value of 1,734.

Thus the results of the analysis obtained t value $15,868 > 1,734$, which means that there is a significant increase in using Quizlet Application to increase students' vocabulary mastery in the first year students of English education program at IAIN Parepare.

B. Discussion

1. The Students Vocabulary Mastery before Taught Using Quizlet Application.

There are many obstacles for students in improving their vocabulary mastery. Based on this research, prior to using Quizlet in English Education A class Vocabulary skills, the students were considered low for English language education students because there were only 10.5% students got a score in very good category, while the good category was 8 students or 42.1% from total students, and the fair category was 9 students or 47.4% of total students. It means students needs to enrich their vocabulary mastery because it is really essential to enrich vocabulary.

Furthermore, the research findings indicated that the limited exposure to engaging and interactive learning materials contributed to the students' low vocabulary mastery. Many traditional teaching methods fail to capture the students' attention and fail to foster an environment conducive to vocabulary acquisition. As a result, students struggle to retain and apply new words effectively in their language usage.

In conclusion, students encounter various obstacles in developing their vocabulary skills, including a lack of understanding and uninteresting teaching media. However, the introduction of Quizlet as an interactive learning tool proved to be effective in improving the students' vocabulary mastery. By leveraging technology and providing engaging activities, Quizlet created a more dynamic learning environment that facilitated vocabulary acquisition and retention.

2. The Students Vocabulary Mastery after Taught Using Quizlet Application.

The students' vocabulary mastery significantly improved after using Quizlet. This finding was based on the research results, which demonstrated that 19 students achieved a perfect score of 100% in the very good category. There were no students in the good, fair, poor, or very poor categories. This highlights the effectiveness of utilizing appropriate learning media like Quizlet in enhancing the vocabulary mastery of first-year students in the English Education A class at IAIN Parepare.

Abdulaziz B Sanosi supports this notion by stating that Quizlet provides students with various learning modes, including flashcards, games, collaborative activities, and quizzes⁴⁵. These diverse learning approaches create an interactive and engaging environment that promotes rote learning, which is particularly beneficial for mastering languages and expanding vocabulary. The implementation of Quizlet in the

⁴⁵ Abdulaziz B Sanosi, 'The Effect of Quizlet on Vocabulary Acquisition', *Asian Journal of Education and E-Learning*, 6.4 (2018), 4–11 <<https://doi.org/10.24203/ajeel.v6i4.5446>>.

classroom proved to be highly successful, as evidenced by the significant increase in students achieving excellent scores. By utilizing Quizlet's features and incorporating different learning modes, students were able to enhance their vocabulary acquisition and retention effectively. The interactive nature of Quizlet enabled students to engage actively with the material, thereby improving their understanding and comprehension of vocabulary.

In conclusion, the use of Quizlet as a suitable learning tool demonstrated its efficacy in elevating students' vocabulary mastery. The research findings showcased the remarkable improvement in students' performance, particularly in the very good category. By aligning with Abdulazis B Sanosi's perspective, Quizlet provided a platform for students to engage in various learning activities, ultimately enhancing their language proficiency and vocabulary acquisition.

3. The Significance Change in Students Vocabulary Mastery in the First Year Students of English Education Program at IAIN Parepare.

After conducting research and analyzing the data, the researcher discovered a significant difference in students' vocabulary mastery before and after implementing the Quizlet application in their vocabulary learning. This was demonstrated through the analysis using SPSS, where the obtained t-value of 15.868 was greater than the critical value of 1.734. This indicates that there is a significant increase in students' vocabulary mastery when utilizing the Quizlet application in the first year of the English education program at IAIN Parepare.

The issue of students' lack of vocabulary mastery often has implications on their English language learning skills, such as speaking, writing, and listening. According to Mohfareh, vocabulary is greatly influenced by suitable methods and media, which can effectively enhance students' vocabulary. The use of Quizlet has

proven to improve vocabulary mastery as the features within the application greatly support vocabulary learning itself⁴⁶.

The Quizlet application provides various features that facilitate vocabulary learning. These features include flashcards, interactive games, collaborative activities, and quizzes. By utilizing these features, students are able to engage actively with the vocabulary material, reinforcing their understanding and retention. The interactive nature of Quizlet makes vocabulary learning more enjoyable and effective, leading to an improvement in students' overall vocabulary mastery.

In addition, vocabulary also affects students' English proficiency. This finding is similar to the theory of Aribowo who said that Quizlet can be used to improve students' skills such as listening, speaking, reading, and writing⁴⁷. Speaking is obtained when students repeat the vocabulary mentioned, listening is obtained from audio from Quizlet and is able to pronounce it correctly. When the students played learn, speller or test, the students should write the spelling. It can improve the students' writing or spelling.

In addition, students also find it easier to learn vocabulary using the Quizlet application, because it can be used anytime and anywhere. It is similar to the theory of Fotand Jomayra in Aribowo, states the first largest advantage of mobile learning is the ability to learn whenever and wherever and Quizlet is one of mobile learning applications⁴⁸.

In conclusion, the implementation of the Quizlet application in vocabulary learning has shown a significant increase in students' vocabulary mastery. The

⁴⁶ ALQAHTANI.

⁴⁷ Eric Kunto Aribowo, 'Quizlet: Penggunaan Aplikasi Smartphone Untuk Siswa Dalam Mendukung Mobile Learning', *Seminar Nasional Pendidikan Bahasa Indonesia.*, 2019, 31–38 <<https://doi.org/https://doi.org/10.17605/OSF.IO/5QFKA>>.

⁴⁸ Aribowo.

appropriate use of methods and media, such as Quizlet, plays a crucial role in enhancing students' vocabulary. The features offered by Quizlet provide valuable support in vocabulary acquisition, making the learning process more engaging and effective. It means that quizlet application can be really useful in learning vocaburay



CHAPTER V

CLOSING

A. Conclusion

Based on the description of the result data analysis, the researcher conclude the research that:

1. Students' vocabulary mastery before using Quizlet Application in the first year students of English education program of IAIN Parepare showed that there are only 2 students' or 10,5% students got score in very good ,while category of good was 8 students or 42,1% from total students, and the category of fair was 9 students or 47,4% from total students. Based on the result data analysis above, the researcher present the descriptive statistic for the students vocabulary mastery before using Quizlet application in the first year students of English education program at IAIN Parepare According to the data of frequency, the students vocabulary mastery before using Quizlet Application was category of good with a score 70,00. The students need to be more enrich their vocabulary because as an English students, vocabulary is very essential and improved for the post test.
2. Students' vocabulary mastery after using Quizlet Application in the first year students of English education program of IAIN Parepare showed that that there are 19 students got 100% very good score, from total students, and the category of good was 0 students or 0% from total students, while category of fair was 0 students or 0% from total students, then the category poor was 0 students or 0% from total students and the category very poor was 0 students or 0% from total students. The students vocabulary mastery after using Quizlet Application was category of very good with a score 93,95

or above of >80 or below of <100 . The students still need to be more enrich their vocabulary mastery and get improve.

3. The using Quizlet application to improve students' vocabulary in the first year students of English education program of IAIN Parepare showed the students' result data that obtained t value $15,868 > 1,734$, which means that there is a significant increase in using Quizlet Application to improve students' vocabulary mastery in the first year students of English education program at IAIN Parepare.

B. Suggestion

Based on the data above, the suggestion offer to:

1. English Teacher

The teacher is suggested to do more teaching by integrated technology or media in learning activity and it also can make the class more better.

2. English Students

The students is suggested to do more learning using technology such as Quizlet Application to make learning activity more fun.

3. Next Researcher

Next researcher is suggested to do more research which may develop the using of Quizlet Application in scope of research.

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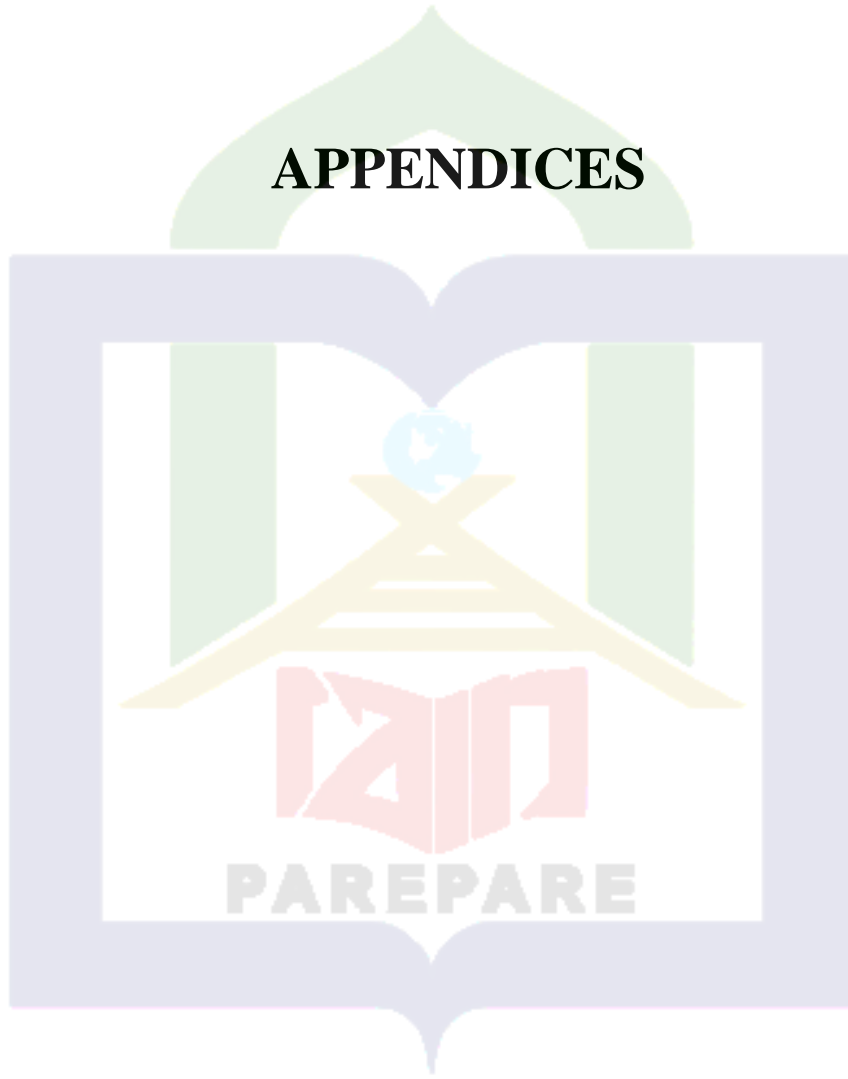
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APPENDICES



APPENDIX 1


**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2706 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**


Kesatu : Menunjuk saudara; 1. Dr. H. Ambo Dalle, S.Ag., M.Pd.
2. Mujahidah, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Muhammad Rhafl Harlan
NIM : 19.1300.071
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Quizlet Application to Improve Students Vocabulary at The 1st Semester Student's of English Education Program at IAIN Parepare

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 01 Agustus 2022


Dekan
Zulfah

APPENDIX 2



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ 0421) 21307 Fax. 24404
PO Box 909 Parepare 91100, website: www.sungai.ac.id, email: mail@iainpare.ac.id

Nomor : B.2619/ln.39/FTAR.01/PP.00.9/06/2023 19 Juni 2023
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muhammad Rhafi Harlan
Tempat/Tgl. Lahir : Parepare, 6 September 2001
NIM : 19.1300.071
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Jl. Abd. Wahid No.08 Banronge, Kel. Bojo,
Kec. Mallusetasi, Kab. Barru

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "The Using Quizlet Application In Improving Students' Vocabulary Mastery In The First Year Of The English Education Program At IAIN Parepare". Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



SRN IP0000558

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 558/IP/DPM-PTSP/6/2023

Dasar :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
 NAMA : **MUHAMMAD RHAFI HARLAN**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN)**
 Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **BANRONGGE, KEC. MALLUSETASI, KAB. BARRU**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE USING QUIZLET APPLICATION IN STUDENTS' VOCABULARY MASTERY IN FIRST YEAR OF THE ENGLISH EDUCATION PROGRAM AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **23 Juni 2023 s.d 23 Juli 2023**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **27 Juni 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ST. RAHMAH AMIR, ST, MM
 Pangkat : **Pembina Tk. 1 (IV/b)**
 NIP : **19741013 200604 2 019**

Biaya : Rp. 0.00

• UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

• Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

• Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**

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Balai Sertifikasi Elektronik





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91102 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email : mail@iainpare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.3137/In.39/FTAR.01/PP.00.9/07/2023

Yang bertanda tangan di bawah ini,

Nama : Dr. Zulfah, M.Pd.
NIP : 19830420 200801 2 010
Pangkat / Golongan : Pembina / IV a
Jabatan : Dekan Fakultas Tarbiyah
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Muhammad Rhafi Harlan
NIM : 19.1300.071
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Banrongge, Kec. Mallusetasi, Kab Barru

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juni 2023 sampai dengan bulan Juli 2023, dengan judul penelitian "The Using Quizlet Application In Student Application In Students Vocabulary Mastery In First Year Of The English Education Program At IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 13 Juli 2023
Dekan,

Dr. Zulfah, M.Pd.
NIP.19830420 200801 2 010

APPENDIX 3

Instrument that used to collect and analyze(Vocabulary Test)

	<p style="text-align: center;">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</p> <p>mal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p>
	<p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>

Name of the Student : **Muhammad Rhafi Harlan**

The Title of Thesis : **The Using Quizlet Application in Improving Students' Vocabulary Mastery in the First Year of the English Education Program at IAIN Parepare**

Student Reg. Number : **19.1300.071**

Faculty : **Tarbiyah**

Study Program : **English Education Program**

Choose the correct answer from option a,b,c, d (number 1-20).

1. She _____ the importance of learning a second language.
- a) perceived
 - b) perceived of
 - c) perceived in
 - d) perceiving

2. In the sentence "The approximate weight of the package is 5 kilograms," the word "approximate" is used to:

- a) indicate a rough or estimated amount
- b) emphasize the exactness of the weight
- c) describe the shape of the package
- d) specify the color of the package

3. Which of the following is a synonym for interpret?

- a) Misunderstand
- b) Explain
- c) Ignore
- d) Refuse

4. In which of the following sentences is "reside" used correctly?

- a) I will reside my shoes before I leave the house.
- b) The king used to reside in the palace before the revolution.
- c) The airplane will reside at the airport until its next flight.
- d) The chef decided to reside the recipe to make it more flavorful.

5. To _____ your health, you should exercise regularly and eat a balanced diet.

- a) maintain
- b) diminish
- c) enhance
- d) deplete

6. Despite his injury, the athlete was determined to _____ for the missed game.
- a) compensate
 - b) neglect
 - c) abandon
 - d) leave
7. The _____ imposed strict rules and regulations on the citizens.
- a) regime
 - b) democracy
 - c) monarchy
 - d) anarchy
8. The government _____ the importance of education by increasing funding for schools.
- a) disregarded
 - b) misconstrued
 - c) acknowledged
 - d) disparaged
9. The new product's sales _____ the projections made by the marketing team.
- a) ignored
 - b) fulfilled
 - c) exceeded
 - d) avoided
10. I _____ that we will finish the project on time.
- a) presume
 - b) doubt
 - c) neglect
 - d) guess

11. The temperature in the desert can _____ greatly between day and night.

- a) remain constant
- b) rise
- c) decrease
- d) fluctuate

12. Mary was able to _____ her dream of becoming a doctor through hard work and determination.

- a) conceive
- b) abandon
- c) criticize
- d) forget

13. The artist hoped to _____ for his lack of formal training by displaying his raw talent in his paintings.

- a) hesitate
- b) compensate
- c) inquire
- d) restrict

14. The government decided to _____ in the economic crisis by providing financial aid to the affected citizens.

- a) Intervene
- b) Abandon
- c) Neglect
- d) Enhance

15. The _____ of winning the lottery excited him, but he knew it was unlikely.

- a) prospect
- b) chance
- c) hope
- d) dream

16. A _____ is someone who practices a particular profession or activity.

- a) Amateur
- b) Novice
- c) Practitioner
- d) Rookie

17. "The musician's skill with the guitar was _____, and he wowed the audience with his performance."

- a) inherent
- b) elusive
- c) incendiary
- d) melancholic

18. She decided to _____ her life to helping the less fortunate.

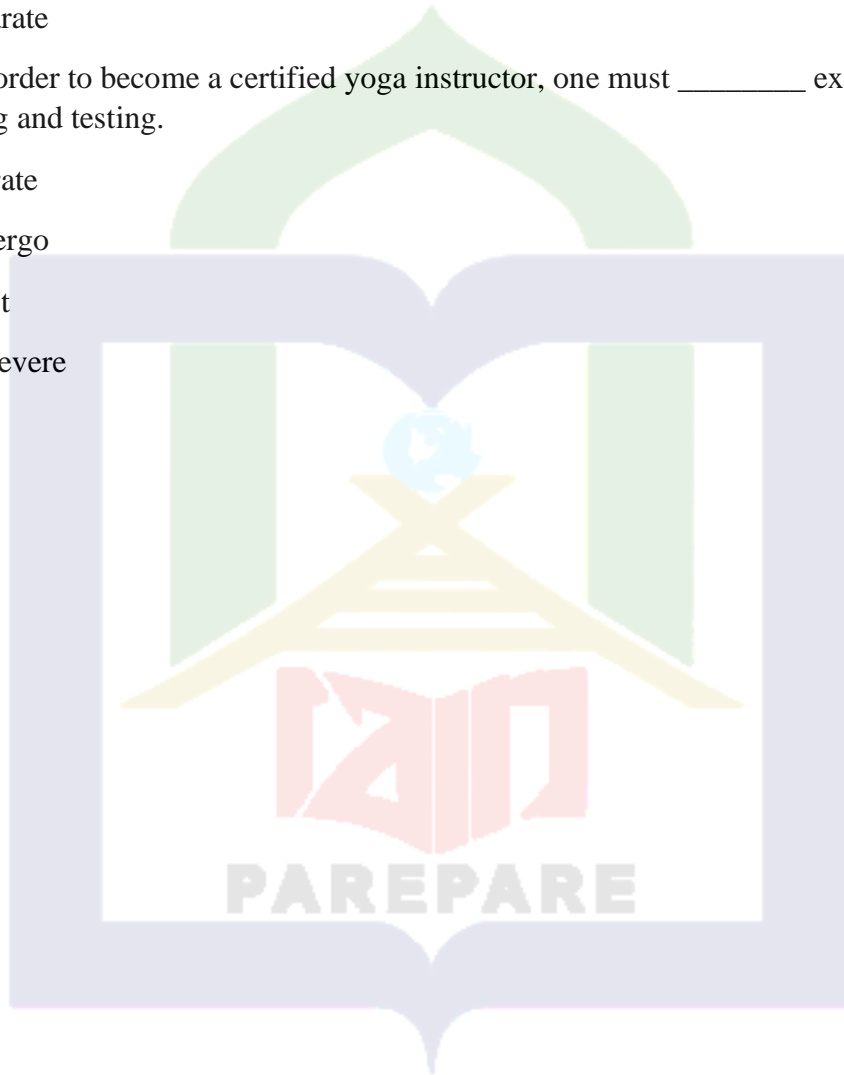
- a) devote
- b) desert
- c) abandon
- d) reject

19. Sarah and Tom have a _____ agreement to split the cost of the apartment.

- a) personal
- b) mutual
- c) individual
- d) separate

20. In order to become a certified yoga instructor, one must _____ extensive training and testing.

- a) tolerate
- b) undergo
- c) resist
- d) persevere



APPENDIX 4

Result Data of Test

RESULT OF PRETEST

No	NAMA	PRE TEST
	ALFIANA KALLA	65
2	ALSA DZUHIJAYANI ALI	65
3	ILNAYANTI	65
4	INDRIYANI ADAM	80
5	INTAN SAKYNAH YUNUS	75
6	MAHARANI	65
7	MUHAMMAD AS'AD AMIR JAYA	70
8	MUTHYANINGSIH RAHMADHANI	65
9	NAHDAH ALFIANI RAHMAN	70
10	NUR' AINUN RAIS	70
11	NUR ASRIAYU	65
12	NUR HIKMA	75
13	NUR RAHMI ABD. RAHIM	65
14	NURUL AIDAH MAJID	65
15	NURUL WALLIYA ALAM	75
16	RAKA SAMARATANI	90
17	SRI WAHYUNI	65
18	TASYA	70
19	TRI WULANDARI	70

RESULT OF POST TEST

No	NAMA	POST TEST
1	ALFIANA KALLA	95
2	ALSA DZUHIJAYANI ALI	95
3	ILNAYANTI	95
4	INDRIYANI ADAM	95
5	INTAN SAKYNAH YUNUS	95
6	MAHARANI	95
7	MUHAMMAD AS'AD AMIR JAYA	90
8	MUTHYANINGSIH RAHMADHANI	95
9	NAHDAH ALFIANI RAHMAN	100
10	NUR' AINUN RAIS	95
11	NUR ASRIAYU	85
12	NUR HIKMA	95
13	NUR RAHMI ABD. RAHIM	90
14	NURUL AIDAH MAJID	95
15	NURUL WALLIYA ALAM	95
16	RAKA SAMARATANI	95
17	SRI WAHYUNI	90
18	TASYA	95
19	TRI WULANDARI	95

APPENDIX 5

SPSS DATA

Normality test

Tests of Normality							
	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' test result	PRE TEST	,247	19	,003	,762	19	,000
	POST TEST	,420	19	,000	,693	19	,000

Pre-test and Post-test Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Result	19	65	90	70,00	6,667
Post-test Result	19	85	100	93,95	3,153
Valid N (listwise)	19				

Paired Sample T-test

Paired Samples Test							
	Paired Differences				t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

Pair 1	Pre-test Result - Post-test Result	- 23,947	6,578	1,509	-27,118	-20,777	- 15,868	18	,000
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APPENDIX 6

T-TABLE

t Table

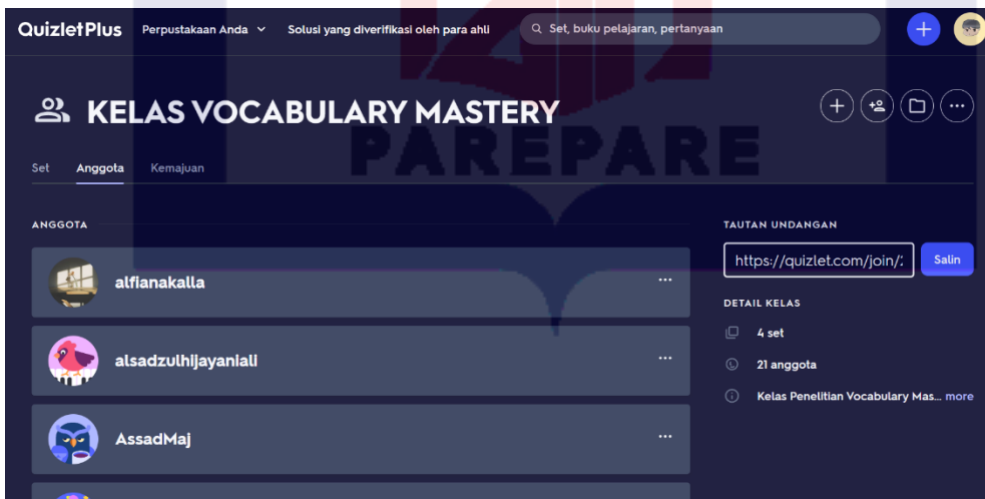
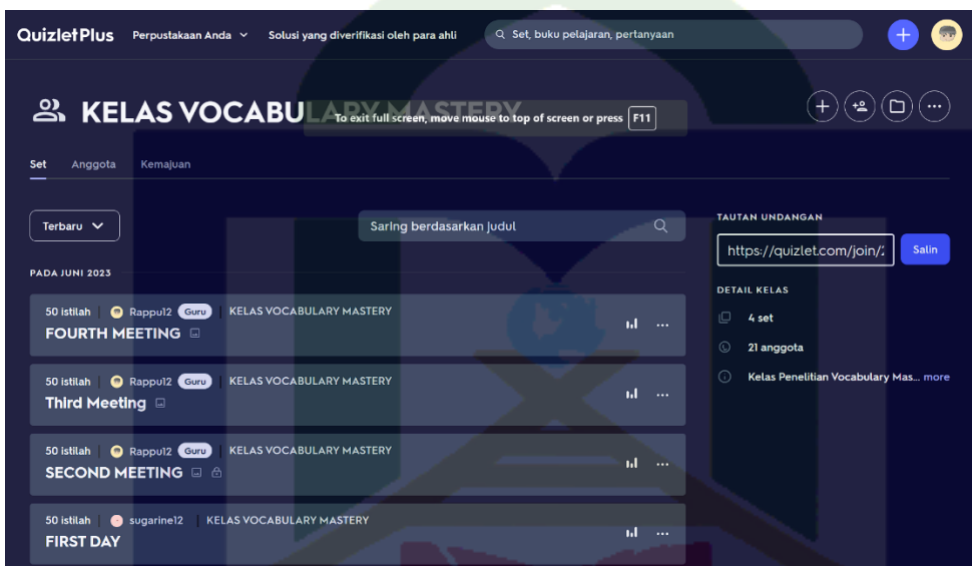
cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

APPENDIX 7

Documentation



PAREPARE



CURRICULUM VITAE



Muhammad Rhafi Harlan, the researcher was born in Parepare. 6th September 2001. He is the first child, from his parents Ruslan and Hardiana. He is a student of the English Education Program at the Faculty of Tarbiyah at the State Islamic Institute (IAIN) Parepare. His educational background, he began studying at SD Inpres Bojo Utara in 2007/2008 - 2012/2013 and then continued his studying at SMP Negeri 5 Parepare in 2013/2014 - 2015/2016 and SMA Negeri 1 Parepare and graduated in 2018/ 2019. Then he continued his studying at the Tarbiyah Faculty of IAIN Parepare and completed his study with the title “The Using Quizlet Application in Improving Students’ Vocabulary Mastery in the First Year of English Education Program at IAIN Parepare “