

A THESIS
THE USE OF QUIZLET LIVE MEDIA TO INCREASE
STUDENTS' VOCABULARY MASTERY
AT SMPN 2 PAREPARE



BY

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REG NUM. 19.1300.050

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

2024

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AT SMPN 2 PAREPARE**



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REG NUM. 19.1300.050**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

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Thesis

**As Partial Fulfillment of the Requirement for the Degree
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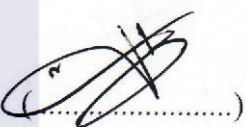
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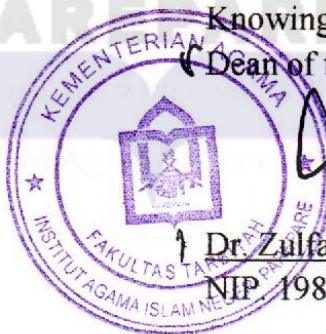
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أَجْمَعِينَ أَمَّا بَعْدُ

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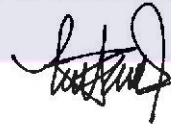
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Parepare, 23rd July 2023

5 Muharram 1445

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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or compiled by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Trie Utami Rahim. *The Use of Quizlet Live media to Increase Students' Vocabulary Mastery at SMPN 2 Parepare* (Supervised by Zulfah and Mujahidah)

Application Quizlet is a media-based learning android application that can be used to a various by students. This study determined students' increasing in the use of Quizlet application in students' vocabulary mastery. Quizlet is worthy smartphone-based learning used for learners at different levels of education and various disciplines, not only limited to vocabulary learning. It examine an increasing the students of the use of Quizlet application on the vocabulary of students at SMPN 2 Parepare.

This research design uses a quasi-experimental method with one experimental class and one control class. The population of this study was 326 students, and the sample was 65 students, selected through purposive sampling. This researcher used a vocabulary test instrument consisting of 40 multiple choice tests, 10 fill the blank and 10 match the picture. In this research, there are three stages, namely pre-test, treatment, and post-test. Calculations of the data in this study were analyzed using descriptive and inferential statistical analysis.

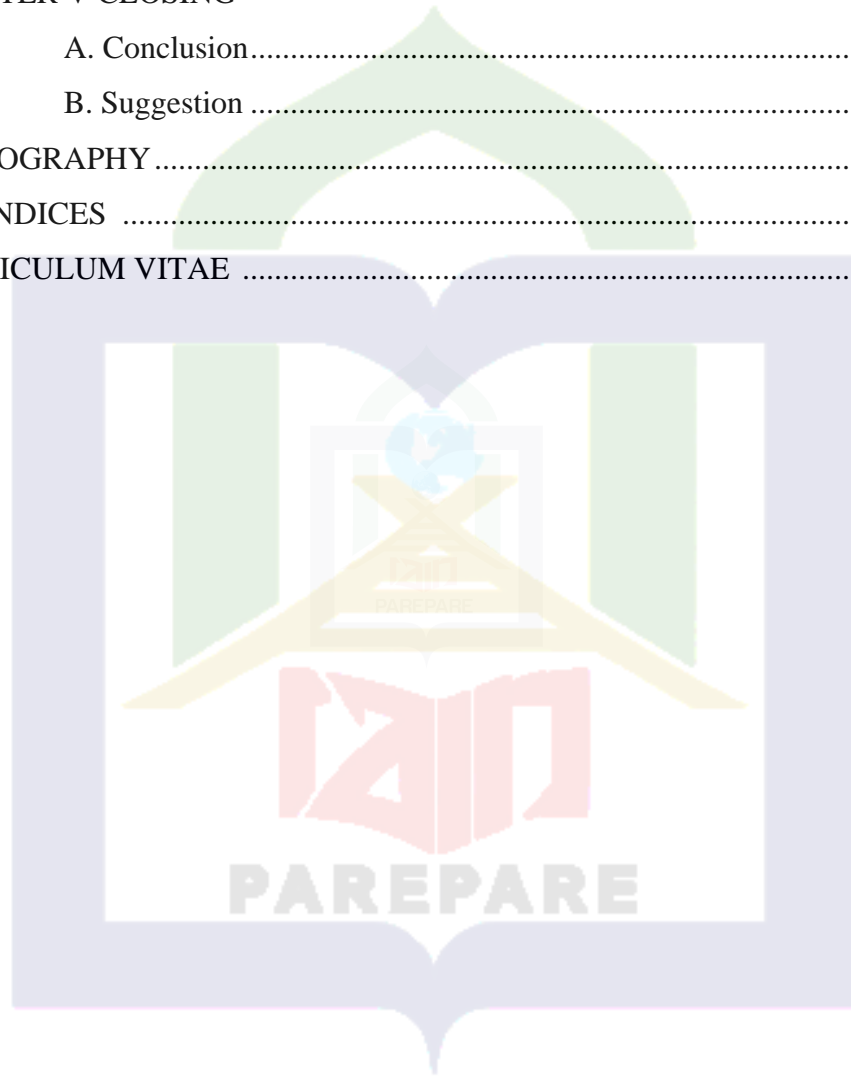
The findings show that Quizlet live media can increase students' vocabulary mastery. The results of the post-test score from the experimental class were higher than the post-test score from the control class. With an experimental class mean pre-test score of 72.05 and a mean post-test result of 81.74 and the score control class mean pre-test of 70,12 and a mean post-test result of 80,49. The results of the data analysis show that the t-test score is higher than the T table. This indicates that H_0 rejected and H_1 accepted where there is a significant difference in students' vocabulary mastery.

Keyword: Live media, Quizlet, Vocabulary Mastery

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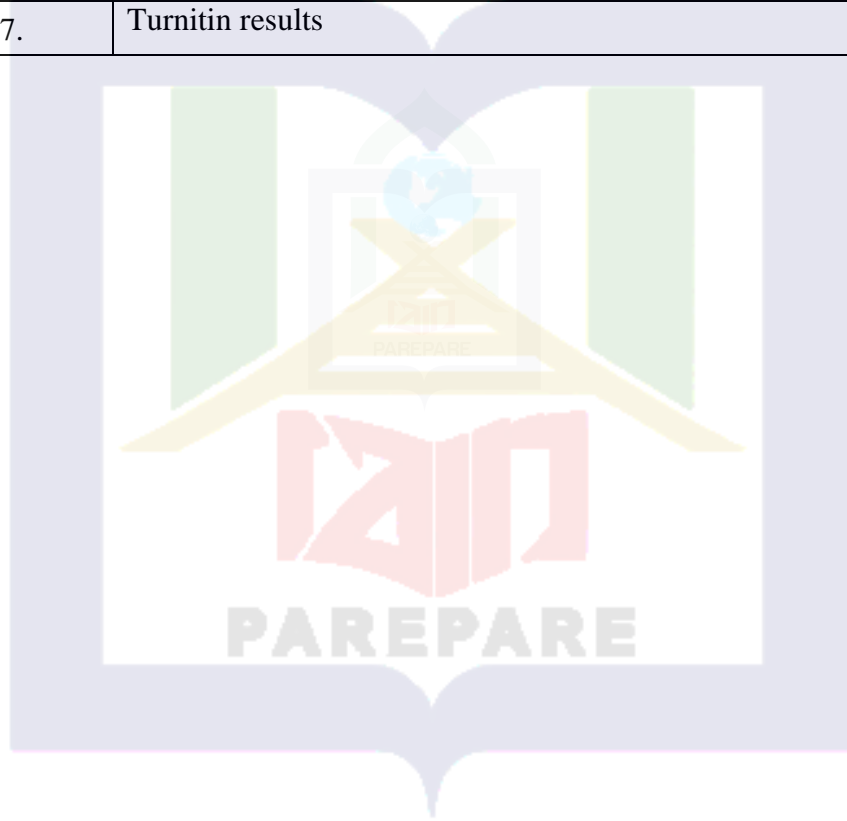
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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is fundamental to learning any language. According to Mo Fareh In many cases, a lack of vocabulary is the limiting factor in learning progression to improve students' communication, vocabulary comes in different forms. Nouns, verbs, adjectives, adverbs, phrasal verbs, collocations they're all equally important. But not all words are understood in the same way, and some are more useful than others.

Learning vocabulary may not be mandatory for those who don't want to be involved in a world where the emphasis is on using English, but for those who are involved in this world, it is appropriate to increase their vocabulary, especially students majoring in English education. Facts in the field show that almost most English students are still lacking in vocabulary mastery. This is evidenced by the large number of English students who are still not confident in their abilities because of a lack of vocabulary mastery. In fact, many of them master grammar but still have minimal vocabulary and are less varied.

However, the problem that is often faced by English students in mastering vocabulary is the lack of innovation in learning vocabulary itself. If in the past people used stacks of flashcards, now students are lazy to bring excessive things. Even the use of bags that are getting smaller.

¹Mofarh Alqahtan, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no.3(2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>

This problem is also faced by students at SMPN 2 PAREPARE, this school is one of the leading schools in Pare-pare with high standards when accepting students but on the other hand, students also have a tendency to get bored with learning and the methods applied by teachers are often monotonous and still use conventional media such as vocabulary books, students who are often distracted by the cellphones they use and do not use these cellphones to study and find learning material.

The researcher feels that Vocabulary, which is one of the basics in learning English, must use the right media so that students are more interested in learning, by utilizing the cellphones that they always carry with them and allowing students to use their cellphones more for something more useful.

Increasing students' understanding of the teachers' material, usually use the media. Today's digital learning media are tools and materials used to assist and achieve material in the learning process. Learning media has a very broad scope, which includes humans, materials or studies that build conditions that enable students to gain knowledge, skills or attitudes.

Currently, the learning media are applications on mobile phones, digital learning media that are often used by the public are Android-based mobile phones, where there are various applications that have advantages, especially to improve English language skills. Fun and interesting learning media affect the skills acquired, mobile applications can make it easier for users to get information portable without using a PC or netbook and get up-to-date information. fulfilled without being

hindered by time, and these media can be taken anywhere, anytime the user needs it.

Quizlet is the thousands of Educational Technologies that can be used in the learning process in the classroom. According to Ely, “educational technology is the design and use of messages that control the learning process”. The sufficient features available in the Quizlet application can simplify the learning process. It is recorded that over 20 million active Quizlet users visit Quizlet, either through the website or application, every month. This application is easy to use for all ages, from elementary to college.

Currently, students use smartphones for useless things, with the presence of this Quizlet, it is hoped that students can take advantage of technology in their learning process especially in increasing their vocabulary mastery. The Researcher feel that Quizlet is one of the right applications to increase students' motivation to learn and understand vocabulary and their vocabulary mastery increases with the various features provided researchers believe that Quizlet is able to improve students' vocabulary mastery. Therefore, the researcher intends to use Quizlet in vocabulary learning which use pre-experimental research which is written in a study entitled *"The Use Of Quizlet Live Media To Increase Student Vocabulary mastery at SMPN 2 Parepare"*

B. Research Questions

Based on the background above, the research question can be as follows:

Is Quizlet able to increase the Students' Vocabulary Mastery at SMP Negeri 2 Parepare?

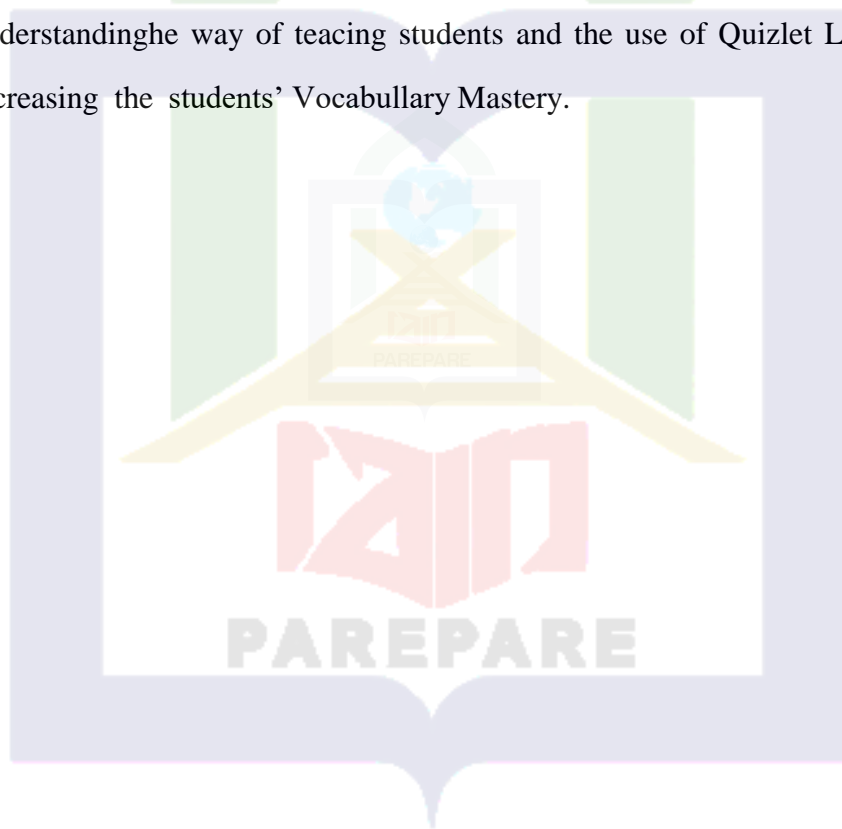
C. Objectives of the Research

The objectives of the study is to examine the using of Quizlet Live Media to Increase Students' Vocabulary mastery at SMP Negeri 2 Pare-pare.

D. Significances of the Research

The Significances of the study are expected to make a useful contribution to teachers, and students which can be explained below:

1. For students, the finding of this research can introduce students another way to use their phone to improve their vocabulary by using quizlet
2. For teacher, the result of this study is directly intended to provide more understandinghe way of teacing students and the use of Quizlet Live Media to increasing the students' Vocabullary Mastery.



CHAPTER II

REVIEWS OF REATED LITERATURE

A. Previous Research Findings

Many researcher's have conducted their research on use quizlet live media to increase student writing skills .Their findings are consecutively presented below:

First research is conduct from M. Rizky Setiawan &Pangesti Wiedartiwhich the title “The Effectiveness of Quizlet Application towards Students’ Motivation in Learning Vocabulary”. The results show the use of Quizlet Application is effective to increase the students’ motivation in learning vocabulary. Students felt more enthusiastic, did not get bored easily, and thus showed high interest when learning vocabulary via the app. They also did the tasks provided in that application independently.²

The second research is from Misnah Mannahali, Laelah Azizah, Hasmawati, which the title “The Impementation of Quizlet Learning Media in German Language Picture Story Writing Skills (Bild Schreiben) during the Covid-19 Pandemic. Based on the results of the study, it was shown that the skill of writing German picture stories obtained a tcount of 4.1 > ttable of 2.002 and based on the N-Gain test an increase of 0.30 was obtained and included in the medium category.

² M. Rizky Setiawan and Pangesti Wiedarti, “The Effectiveness of Quizlet Application towards Students’ Motivation in Learning Vocabulary,” *Studies in English Language and Education* 7, no. 1 (2020): 83–95, <https://doi.org/10.24815/siele.v7i1.15359>.

This there are significant differences before and after the use of Quizlet learning media in learning to write German picture stories, so that the media is declared successful or effective in learning to write German picture stories for class X SMA Negeri 14 Gowa.³

The third research is from Sri Sepianita which the title “Increasing The Students’ Vocabulary mastery Through Roundtable Technique At The Second Year Students Of Smpn 1 Sinjai Tengah”. The result of the data analysis indicated that the vocabulary mastery of the second year students of SMA 1 Sinjai Tengah was poor before treatment. It was indicated by the mean score of pre-test was 5,3 while post-test was 7,6. So the comparison between pre-test and post-test was 43,40%. It was concluded that the use of roundtable technique was more effective in increasing students’ writing skill. It was proved statistical analyses by t-test for vocabulary mastery (11,25) was greater than t-table (2,045) at level significant 0,5 with degree of freedom (df) = $n-1=30-1=29$. It meant that there was significant development of the students’ vocabulary mastery through roundtable technique.⁴

The fourth research is from Ayumi Pratiwy Tanjung which the title “The Effect Of The Quizlet Application On The Vocabulary Mastery Of Students In Class Vii MA Al-Washliyah Bah Gunung”. In this study, researchers taught experimentally using the quizlet application and in the control class, researchers taught using conventional methods. Researchers used a pre test, treatment, and post test in this stud. In the control class, in the score between the pre test and post test increased by 18.12. Meanwhile, in the experimental class the score increased by 21.87.

³ Misnah Mannahali, Laelah Azizah, and Hasmawati, “Penerapan Media Pembelajaran Quizlet Dalam Keterampilan Menulis Cerita Bergambar (Bild Schreiben) Bahasa Jerman Pada Masa Pandemi Covid-19,” Seminar Nasional LP2M UNM, 2021, 1047–59, <https://ojs.unm.ac.id/semnaslemlit/article/view/25233>.

⁴ Sri Sepianita, Increasing the students’ writing skill through rounda table technique at the second year student of SMPN 1 Sinjai tengah, vol 3 (Islamic Univercity Makassar,2010).

Researcher uses SPSS v.22 to calculate the data. In the post-test control class and experimental class, the researcher finds that the Sig. (2-tailed) on the TTest is 0.114. > 0.05 , so there is no significant difference between the control class and the experimental class. H_0 accepted and H_a rejected. It is concluded that there is no an effect of students' ability in mastering vocabulary by quizlet application.⁵

The fifth research is from Widya Putri Purba which the title "Improving Students' Writing Skills Through Interactive Multimedia". The table showed the students' achievement in writing recount text was still need to be improved. In order to get higher improvement in the number of students who got score up to 75 points in the second cycle, there were 21 students getting score up to 75 points with the percentage 86.96% and the students' mean score was 82.35. These number showed that the application of interactive multimedia could improve students' achievement in writing recount text. During applied interactive multimedia the students gave more attention and enjoyable to wrote recount text. So the application of this media was effective⁶.

The difference between this study and the studies above is the use of Quizlet media which is shown to junior high school students, although some of these studies use the same method, the sampling focus on one initial class which be given the correct treatment - correctly to increase students' ability to master vocabulary and then further use of this Quizlet is only practiced in schools as research objects so that the results obtained later can be better than the studies above.

⁵ MPd Siti Ismahani, "The Effect Of The Quizlet Application On The Vocabulary Mastery Of Students In Class VII Mts Al-Washliyah Bah Gunung," 1968, 1–70.

⁶ Widya Putri, "Improving Students' Writing Skills Through Intecative Multimedia," *Αγανη*, vol. 8 (Medan, 2019).

B. Some Pertinent Ideas

The part of the pertinent Ideas is as follows:

1. Definition of Quizlet

The Quizlet application is a breath of fresh air in the world of education, especially for online-based learning media. The Quizlet application has the main function of developing linguistic intelligence, however, the fact is that Quizlet can be used for all subjects including learning economics-accounting to English⁷. The use of Quizlet as an online-based learning medium is interesting to study, especially for the millennial generation, who are almost never far from each other with a smartphone in their hands.



According to Vagas Quizlet is a simple, easy-to-use and innovative tool that can help students learn. Quizlet can be downloaded via playstore or accessed via <https://quizlet.com/>. It is recorded that more than 20 million active Quizlet users visit Quizlet, both through the website and application every month. This application is easy to use for all ages, from elementary school to college⁸. This application is processed and optimized for learning purposes, not only in the field of language, but other disciplines can use this application to create sets or teaching materials while

⁷ Dhany Efitasari, "Quizlet : Aplikasi Pembelajaran Berbasis Smartphone Era," Jpis 29, no. 1 (2019): 9–15.

⁸ Ni Made et al., "Penggunaan Aplikasi Quizlet sebagai Media Evaluasi Pembelajaran Daring Bagi Guru-guru di SD Negeri 1," no. 1 (2022): 891–96.

conducting learning evaluations through Quizlet.

The learning modes provided in Quizlet are also believed to make students enjoy and feel interested in learning vocabulary. On the other hand, they can enjoy learning the English language when using technology, in which the Quizlet Application can be used. One of Quizlet's familiar features is called flashcards, in the world of education these flashcards are a set of cards (definition) that can be tailored to the needs of each individual. Nurseto Mention These cards contain teaching materials and their definitions. Flashcards are learning media in the form of picture cards measuring 25 x 30 cm. The pictures are made using hands or photos, or using existing pictures/photos pasted on flashcard sheets⁹. Whereas on Quizlet, the flashcards offered are in digital form, which can be accessed via the website or via an Android- based cellphone (smartphone). The flashcards offered by Quizlet make it easy for users to be able to interact, work together, and share flashcards with other users.

Flashcards can be made from scratch by starting to edit the available cards. Features Provided by Quizlet Quizlet is one of the largest educational websites in the world. Apart from Quizlet, there are Schoology, Quipper School, Teacher's Room, and many others. Some of these applications are free, but some are paid. Basically, Quizlet access is free, on the website and application. Therefore, there is no need to doubt the affordability of this device.

Even though it is available as a smartphone application, Quizlet can also be used even when it is offline (not connected to the internet). Even though it's free, Quizlet is well organized, the facilities provided are in the form of virtual classroom services, starting from managing several folders containing a set of flashcards on a

⁹ Tejo Nurseto, "Membuat media pembelajaran yang menarik Jurnal Ekonomi & Pendidikan 8, no. 2 (2011): 164+185, <https://www.neliti.com/publications/17290/pengaruh-minat-baca-pemanfaatan-fasilitas-dan-sumber-belajar-terhadap-prestasi-b>.

particular topic or material, setting limits for user members to access them, to recording user scores when running modes. which exists. In fact, a series of pre-made flashcards can be printed, including tests. As a support service and a tool to make it easier to remember, Quizlet provides audio-visual facilities. That is, users can listen to the pronunciation of existing words while paying attention to pictures when flashcards are played.

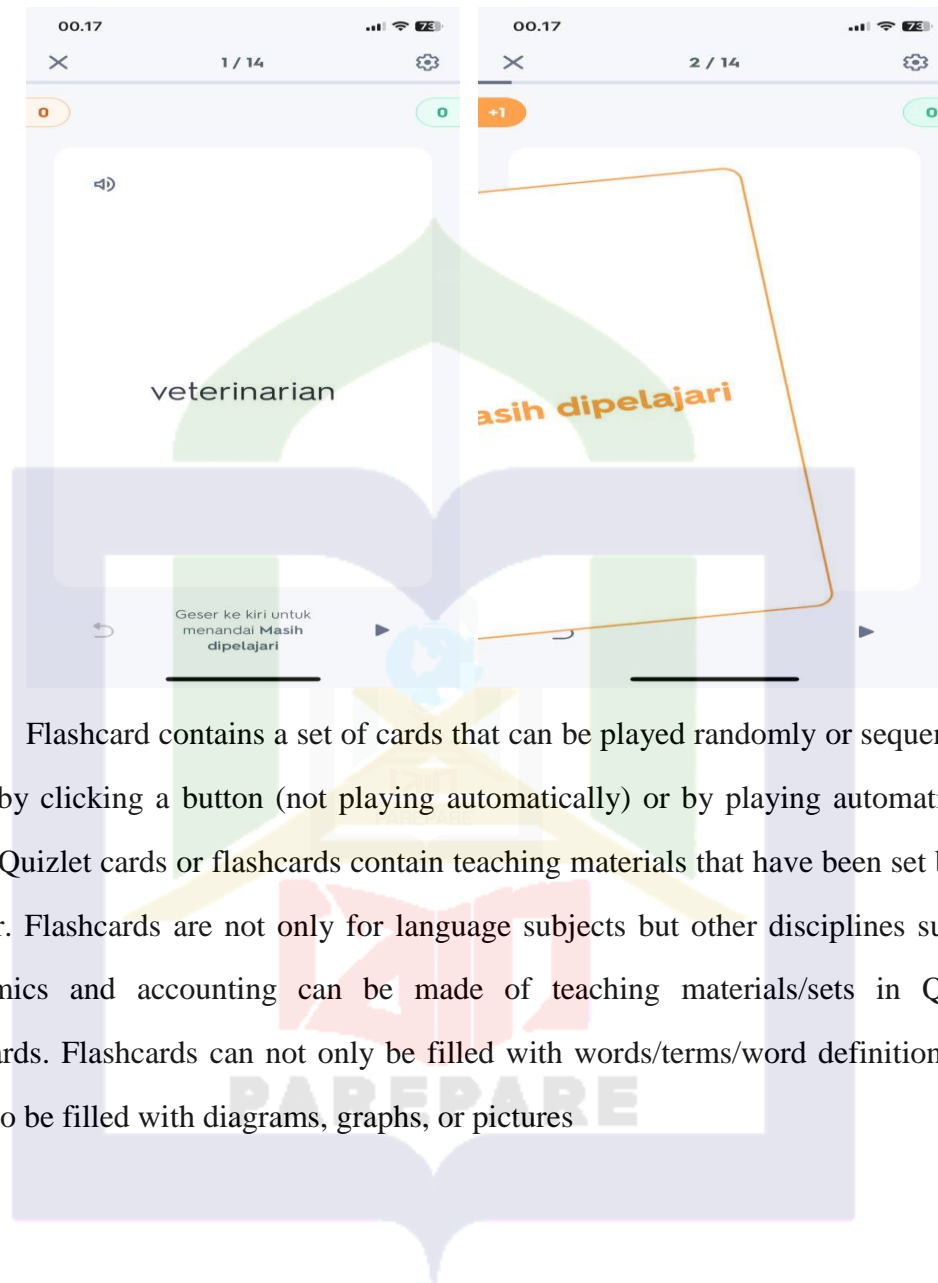
According to Wibowo was cite by Nining, the features in Quizlet can be divided into several sections¹⁰, namely:

A study material set is a list of terms and definitions or questions and answers. A study material set can include words, images and audio. You can upgrade at any time to get more custom set creation features, like diagram sets and rich text editing!

Look for study resource sets or create your own and share them with your students, classmates, and friends. Quizlet is also a great resource for teachers looking for new ways to keep students actively engaged. Learn anytime on the Quizlet website, iOS app, and Android app.

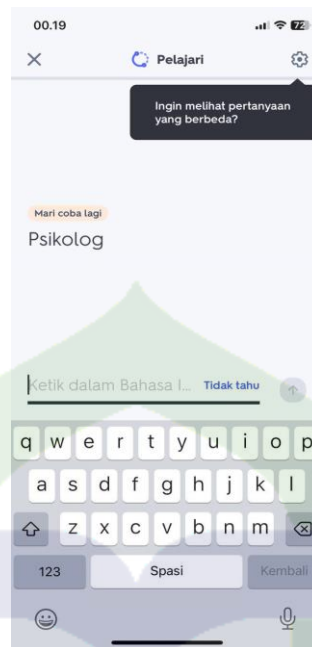
¹⁰ Nining Puspitasari, "Enhancing Students' Vocabulary Mastery by Using Quizlet Media at The Seventh Grade of MTs MA ' Arif Al -Ishlah Bungkal Ponorogo by Nining Puspitasari English Education Department Faculty of Tarbiyah and Teacher Training The Institute of Islamic ST," Electronic Theses of IAIN Ponorogo, no. May (2019), etheses.iaiponorogo.ac.id.

1) Flashcards



Flashcard contains a set of cards that can be played randomly or sequentially either by clicking a button (not playing automatically) or by playing automatically. These Quizlet cards or flashcards contain teaching materials that have been set by the teacher. Flashcards are not only for language subjects but other disciplines such as economics and accounting can be made of teaching materials/sets in Quizlet flashcards. Flashcards can not only be filled with words/terms/word definitions, but can also be filled with diagrams, graphs, or pictures

2) Learn



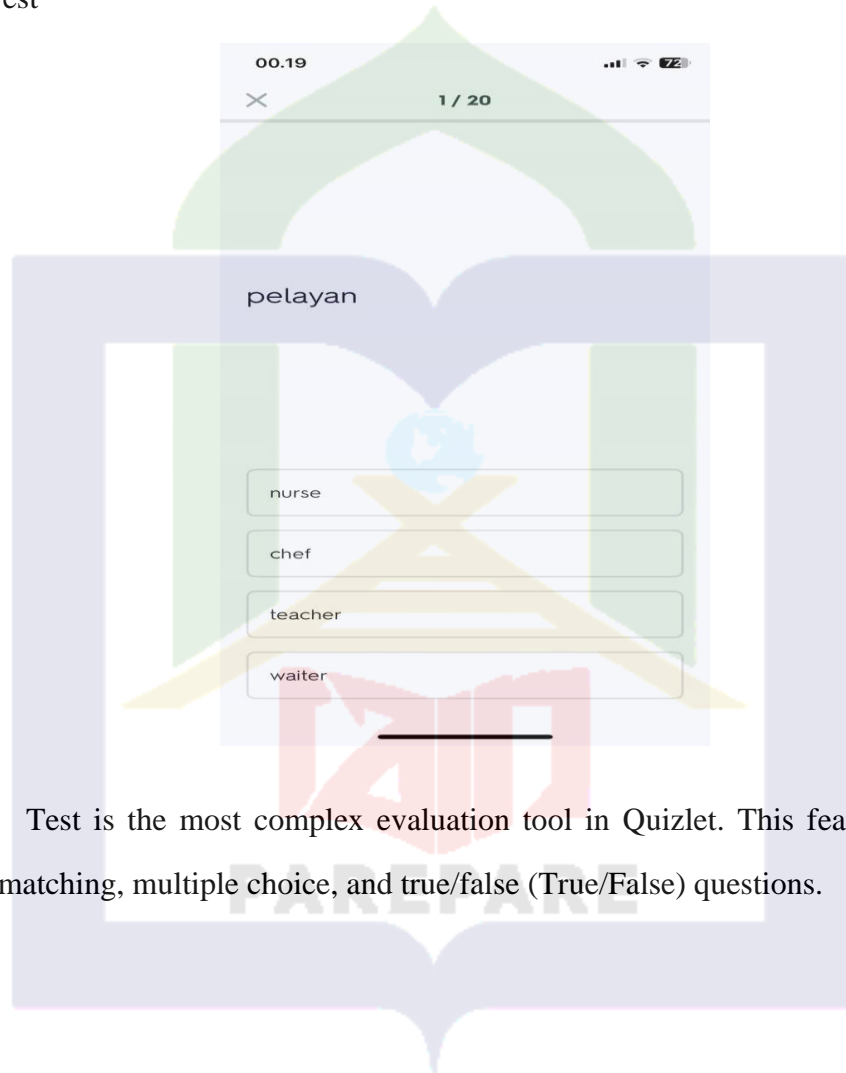
This feature contains a set of questions related to the teaching materials provided in the flashcard. The learning features are almost the same as questions in the form of Multiple Choice (MC), where students can choose one answer that they feel is right. Whether the answer choice is correct or not be immediately displayed on the screen.

3) Spellers



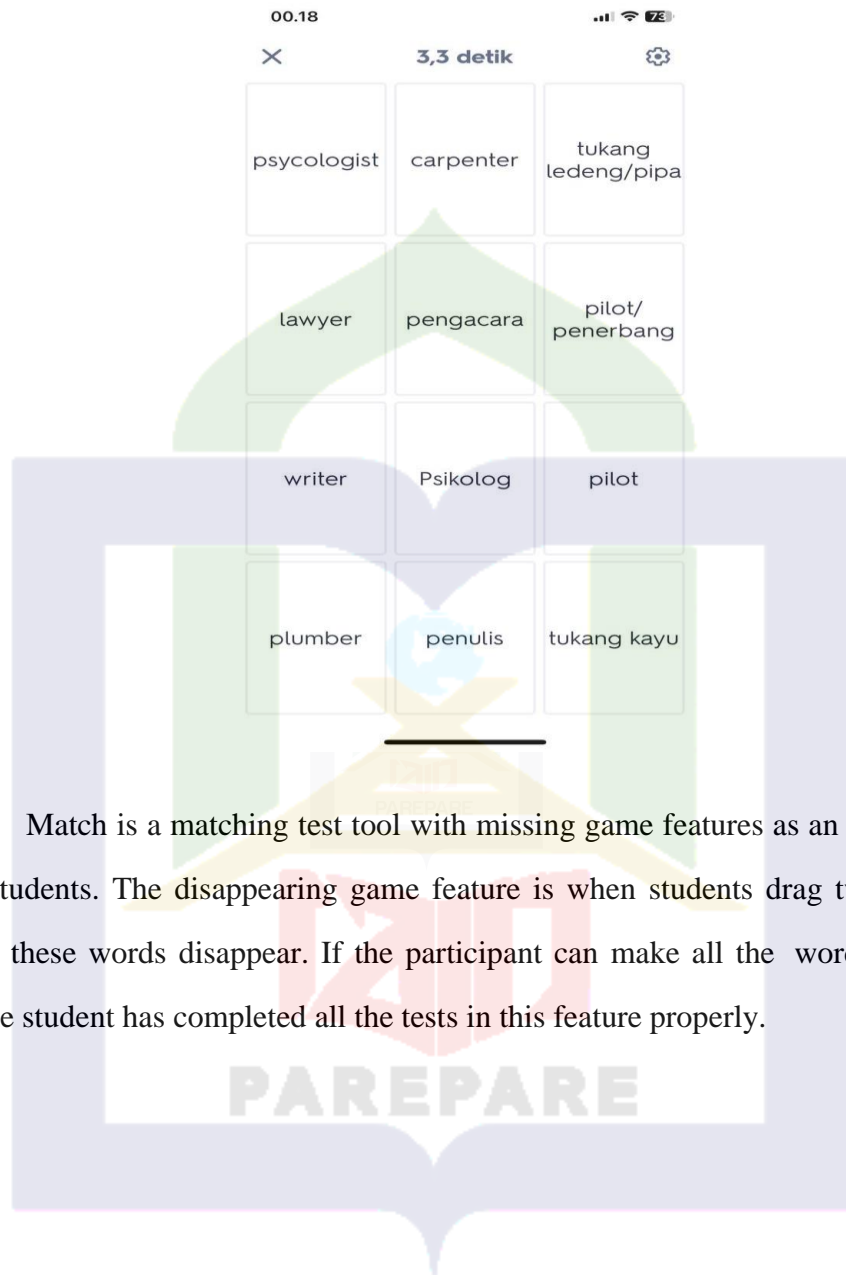
Spell is one of the audio-visual media in Quizlet. Besides writing, there is also a voice recording that we can listen to as one of the questions. Similar to the writing feature, the spelling feature also requires students to write or type answers on the screen, then the results of the answers be displayed correctly or not.

4) Test



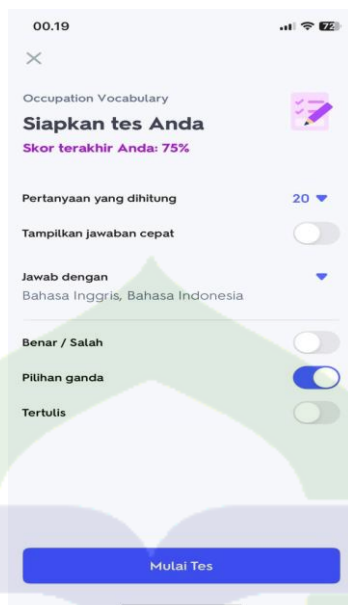
Test is the most complex evaluation tool in Quizlet. This feature includes essay, matching, multiple choice, and true/false (True/False) questions.

5) Match



Match is a matching test tool with missing game features as an attraction for users/students. The disappearing game feature is when students drag two matching words, these words disappear. If the participant can make all the words disappear, then the student has completed all the tests in this feature properly.

6) Live



Quizlet Live is the most interesting feature, this is because participants can group and create groups to then compete in taking Quizlet Live tests simultaneously. The highest score be shown live on the screen after the Live session ends.

a. Advantages of the Quizlet Application as a Learning Media

According to Kharbach Advantages of Quizlet as a Smartphone-Based Learning Media for Millennials The millennial generation certainly be greatly helped by the free Quizlet application which makes the learning process easier. Moreover, they are a generation that is almost never separated from the smartphone in hand. Quizlet is here as a new breakthrough in learning media for all ages and disciplines. Interesting features are also presented so that Quizlet users are increasing day by day. Some of the advantages of the Quizlet application as a smartphone-based learning medium can be explained as follows¹¹.

¹¹ Med Kharbach, "What Is Quizlet and How to Use It," Educational technology and mobile learning, 2022, <https://www.educatorstechnology.com/2021/12/what-is-quizlet-and-how-to-use-it-to.html>.

- a) Quizlet is a free application, and easy to use for both students and teachers. Students certainly be more enthusiastic in learning because Quizlet is a kind of game that they can play even though the game in Quizlet contains various questions that originate from teaching material that has been displayed on flashcards. For teachers, it be easier to set teaching materials through flashcards and teachers can adjust what learning materials are needed by students .
- b) Quizlet provides learning media that helps students to be more independent in learning, either through laptops, personal computers, or smartphones.
- c) By combining learning with fun social games, the Quizlet Live feature in the Quizlet application can motivate students to start studying independently as an effort to prepare for games in Quizlet.
- d) Quizlet bridges between students with visual, audio-visual, and kinesthetic learning styles. This is because in the Quizlet application, there are not only pictures in flashcards, but buttons are also provided for spelling words, both in Indonesian and in other languages. In addition, students with a kinesthetic learning style are greatly helped by Quizlet which can not only be studied in class but can be accessed and studied anytime and anywhere.

b. Using Quizlet Application for the Students

Using Quizlet Application through the smartphone is good media to motivate students in learning vocabulary. Mobile applications are appropriate media to make students enjoy learning the words. It is indicated that students are motivated to learn vocabulary when applying it. Moreover, Quizlet has been regarded as a

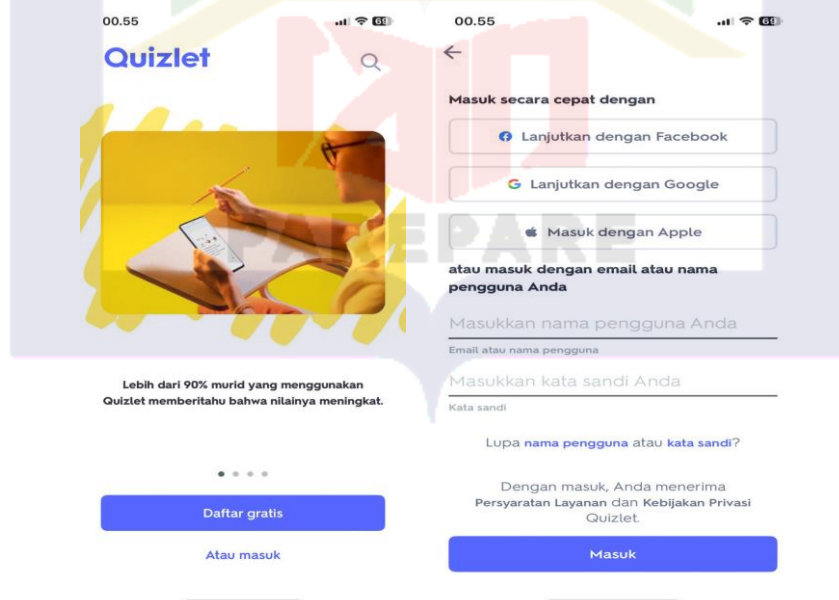
useful tool so that students want to study vocabulary through that application. It means that they have a positive attitude toward the Quizlet Application, and their willingness to apply it in the future shows how it influences their motivation in language learning.

The learning modes provided in Quizlet are also believed to make students enjoy and feel interested in learning vocabulary. Then, students do not get bored easily when learning vocabulary. On the other hand, they can enjoy learning the English language when using technology, in which the Quizlet Application can be used. This is because students can be more engaged in the process of language learning. Therefore, the students be more focused on the target words learned when using the Quizlet Application.

The Steps using Quizlet

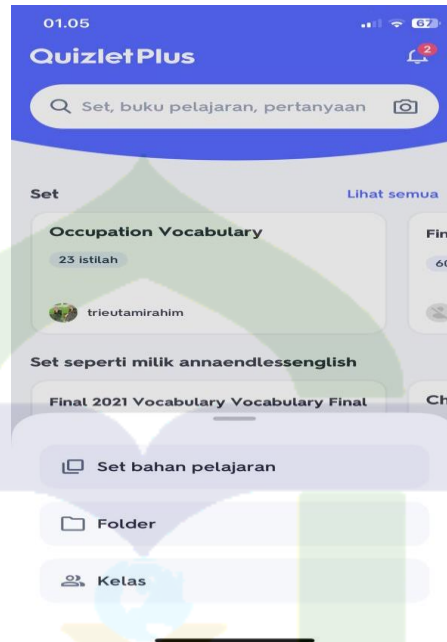
1. Sign up for Quizlet

The first step is for students who don't have an account to register via Google or another account.



2. Create a class

Then the teacher shares the class code shared in the WA group and students press the link that has been shared



a display like this will appear when they successfully enter the class that the teacher has shared after that Engage students with learning activities and review class progress



2. 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.¹² 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.¹³ 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.¹⁴ Thus, a person cannot 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 constantly be added to the overall knowledge of the learner¹⁵.

¹² Esra Akdogan, "Developing Vocabulary in Game Activities and Game Materials," *Journal of Teaching and Education* 07, no. 01 (2017): 31–66.

¹³ ALQAHTANI, "The Importance of Vocabulary in Language Learning and How to Be Taught."

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*.Pdf, 2010.

¹⁵ Nurvitasyaari, "The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar" (2017).

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 be to understand spoken English or written text and the easier it be to communicate with other people. In addition, with the large number of vocabulary that is mastered, it increase self- confidence. Without vocabulary it is impossible for the students to master English.

a. 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

According to Goldman 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 - and we continue to learn new words this way throughout our lives. By the time we reach adulthood, most of us recognize and understand nearly 50,000 words.

2) Speaking Vocabulary

Speaking vocabulary are the words we use when we 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 we understand when we read the text. We can read and understand many words that we 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 we can take when we write to express ourselves. We usually find it easier to explain ourselves verbally, use facial expressions and intonation to help convey our ideas, then find the right words to communicate the same ideas in writing. Our written vocabulary is heavily influenced by the words we can spell.

b. Kinds of Vocabulary

Vocabulary has been classified by some writer in different ways. According to Judy In the following some classification are given active and passive vocabulary¹⁸. 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 recognize when they meet them but which they probably not able to produce.

c. The Importance of Vocabulary

Vocabulary is a very important reason in learning English. Michael stated that without vocabulary, students not be able to understand other people or expres their own ideas¹⁹. As definition of vocabulary it's the component of language with cover four English acquisition. Therefore, without vocabulary, people cannot speak, listen, speak and listen well. If people have a lot of vocabulary, then English be easy to use, and the listener also be easy to understand the speaker's speech.

¹⁸ Judy K Montgomery, "Types of Vocabulary," *The Bridge of Vocabulary: Evidence Based Activities for Academic Success*, 2007, 136, https://www.srsdeaf.org/Downloads/Bridge_of_Vocabulary.pdf.

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.

d. Teaching Vocabulary

Teaching vocabulary is a complex task because it includes the meaning of the words. A good teacher should use appropriate techniques and enough practice for certain words, so that the objectives was be achieved. Concerning the appropriate techniques, a teacher must choose suitable method to teach vocabulary. The teacher has to teach not only the meaning of the words but also has to use appropriate method for each other aspect of language. Therefore, as an excellent teacher, they must be prepared with the latest methods. Teachers must be able to master these materials so that students can understand them and make them interested and happy in the teaching and learning process. in the classroom.

Vocabulary is the most obvious part of language, and it is also the first thing that applied linguists pay attention to. In order to achieve the goal of language learning, special attention must be paid to language learning.

Teaching English aims to develop four skills, namely: listening, reading, speaking, and writing. To support the development of the four language skills, English language components, vocabulary, grammar and pronunciation or spelling are also taught. In addition to constructing sentences, we not only need correct grammar and pronunciation, we also need to choose the appropriate vocabulary.

¹⁹ Michael McCarthy and Felicity O Dell, *English Vocabulary in Use (Advanced)*, 2017.

Teaching vocabulary is very significant for the students because in the increasing of vocabulary extension. More vocabularies the learners have, more chances they are master the language. Teaching techniques are very helpful for teacher. It is the teachers' task to use appropriate technique of vocabulary teaching, and it does not mean that the teacher uses a certain technique. Techniques in teaching are very important in learning and teaching. Teachers should use appropriate skills to teach vocabulary to motivate and help students learn.

According to Effrida there are many techniques in teaching vocabulary for the beginner:

1) Commands are useful in vocabulary classes

When we ask students to respond physically to oral commands which use the new words, the activity is very much like what happens when one is learning one's mother tongue. Children have frequent experience in obeying commands during the early years of learning the mother tongue. Those experiences appear to play an important part in the learning of vocabulary.

2) Using real objects for vocabulary teaching

For helping students understand the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of the class but real object are better than pictures whenever we have them in the classroom.

3) Other communication experiences for the classroom

There are many other ways to create a communication situation in the classroom. Suppose we have used a picture that shows a head with its various parts, hair, eyes, ears, nose, mouth. Those parts have been named in English. The students have printed the names in their notebooks with their copies of the picture.

Now the stage is set for an experience in which students use those English words to communicate.

4) The value of the pictures that students draw

In several of the techniques which have been mentioned, pictures are made by students. Many teachers like to use pictures the students themselves have made such pictures have certain advantages, namely they cost little or nothing; they are available even in places where no other pictures can be found; they do not require space for storing and filing as pictures from other source do; when someone has drawn a picture of a scene he knows the meaning of the English words that the teacher use while talking about parts of his scene²⁰.

Every language has its own vocabulary as a language used in everyday life. To understand a language, one needs to know the words first

Intraprasert in Asyiah states that mastery of vocabulary has the main objective in learning, namely: 1) finding the meaning of a foreign or new languageword; 2) continuing to retain the memory of newly learned words; and 3) broadeningthe range of knowledge about a foreign or new word.

3. Using Quizlet Application for the Students

Using Quizlet Application through the smartphone is good media to motivate students in learning vocabulary. Mobile applications are appropriate media to make students enjoy learning the words. It is indicated that students are motivated to learn vocabulary when applying it. Moreover, Quizlet has been regarded as a

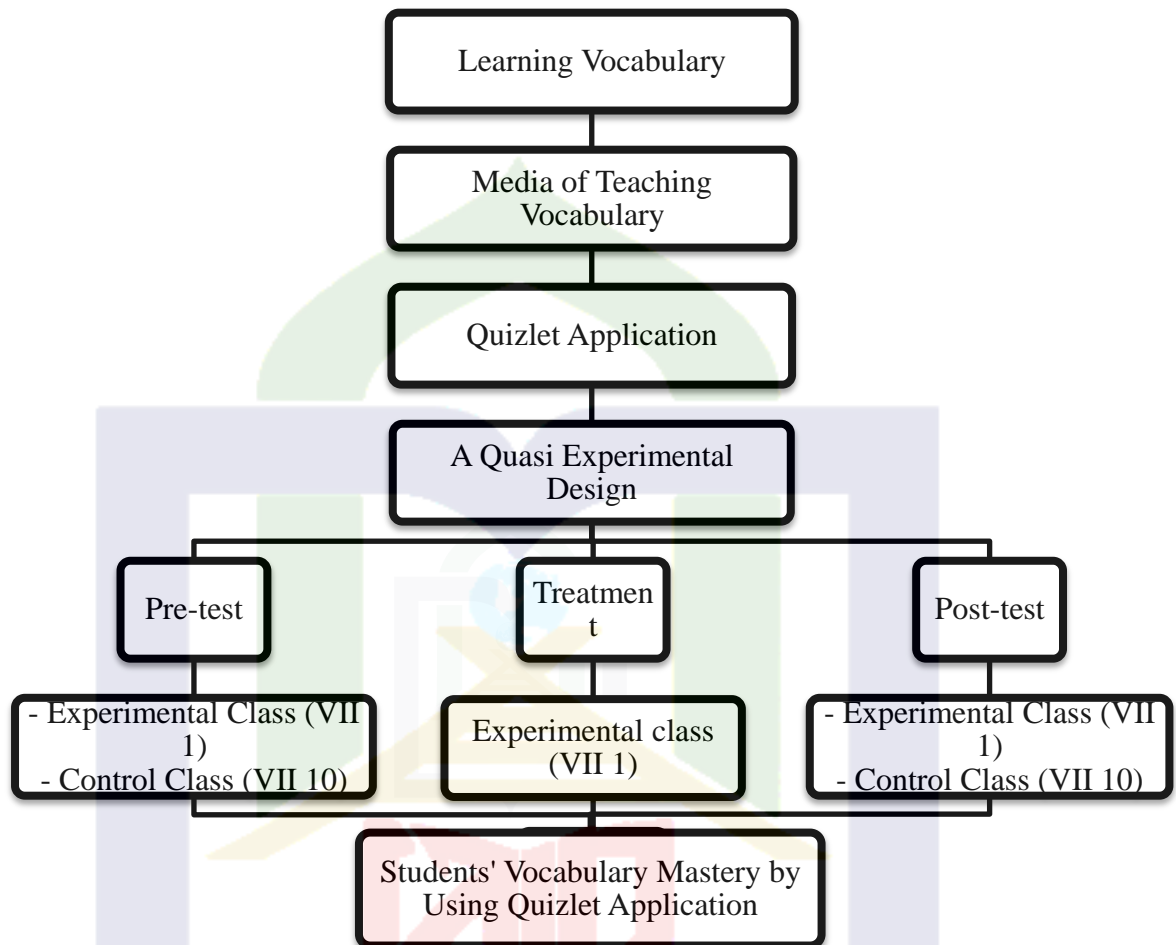
²⁰ Elfrida H Hiebert, Michael L Kamil, and Learning Vocabulary, "Elfrida H. Hiebert, Michael L. Kamil, Teaching and Learning Vocabulary, (Mahwa, New Jersey: Lawrence Erlbaum Associates, Inc, 2006) p.3 1 12," n.d., 12–27.

useful tool so that students want to study vocabulary through that application. It means that they have a positive attitude toward the Quizlet Application, and their willingness to apply it in the future shows how it influences their motivation in language learning.

The learning modes provided in Quizlet are also believed to make students enjoy and feel interested in learning vocabulary. For example, in the matching game, students can see their score and rank and are able to try again to get a better score. Then, students do not get bored easily when learning vocabulary. On the other hand, they can enjoy learning the English language when using technology, in which the Quizlet Application can be used. This is because students can be more engaged in the process of language learning. Therefore, the students be more focused on the target words learned when using the Quizlet Application.

Quizlet is effective to increase the students' motivation in learning vocabulary. Besides, another study found that the Quizlet Application could increase the students' positive attitude toward the English course. Accordingly, these successful findings prove that the Quizlet Application is appropriate to be used to increase students' motivation in learning vocabulary.

C. Conceptual Framework



Vocabulary learning uses the Quizlet application media using a quasi-experimental research design, then divided into three stages, namely pre-test, treatment, and post-test. To measure the level of students' vocabulary knowledge, the researchers chose two classes, namely the control class (VII.1) and the experimental class (VII.10)

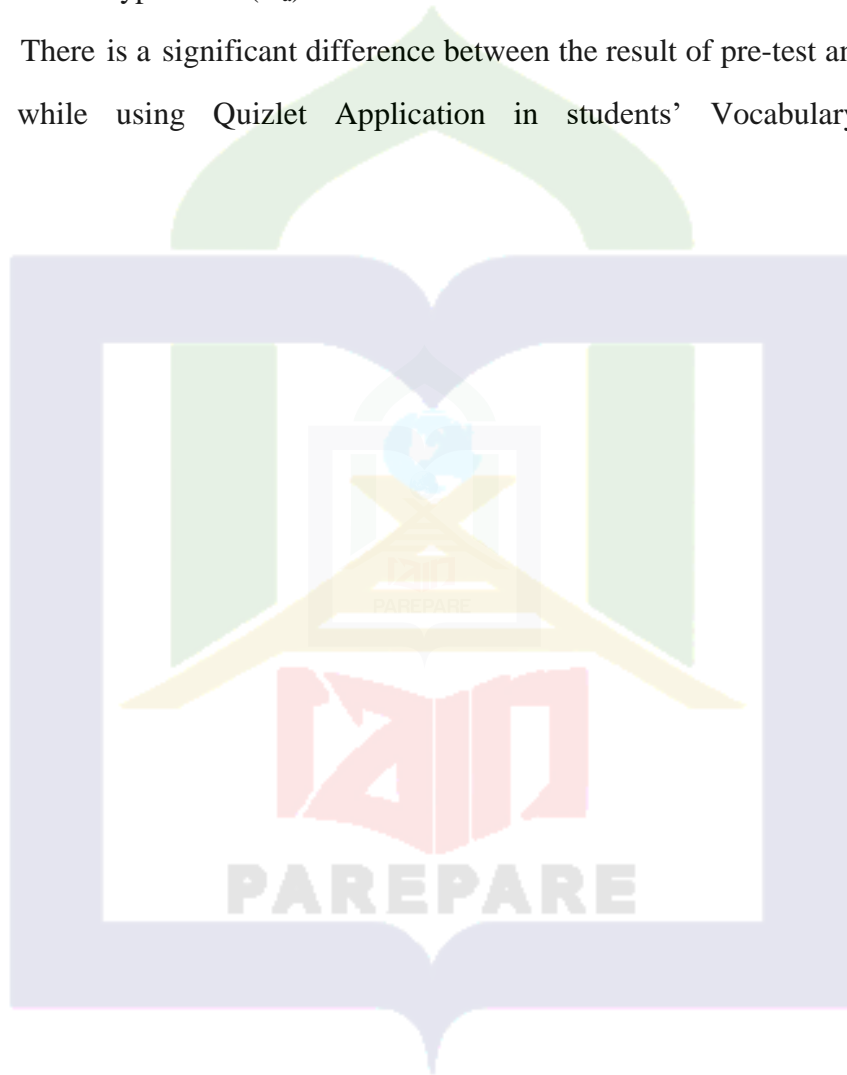
D. Hypothesis

1. Null Hypothesis (H_0)

There is no significant difference between the result of pre-test and post-test scores while using Quizlet Application in students' Vocabulary mastery.

2. Alternative Hypothesis (H_a)

There is a significant difference between the result of pre-test and post-test scores while using Quizlet Application in students' Vocabulary mastery



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the research employ Quasi-Experimental Design as the research design. However, the research use pre-test and post-test approaches. This type of research is frequently undertaken by instructors or teachers who wish to know if a method is helpful or not by administering some treatments.

In this research, the researchl take two classes. These are the controlled and experimental classes. Before the treatment, they were both was be given a pre-test. Then, after the treatment was completed, a post-test be given to find out whether the treatment increases students' vocabulary mastery. If the post-test score is higher than the pre-test score, the treatment was effective. This research be investigated in the using of Quizlet application in increasing students' vocabulary mastery. The design can be seen in the following chart:

Control class and Experimental class Pretest–Posttest Design

Class	Pre-test	Treatment	Post-test
Experimental Class	O ₁	X	O ₂
Control Class	O ₃		O ₄

(Sugiyono:2016)

Where:

- O₁ : pre-test for experimental class
- O₂ : post-test for experimental class
- O₃ : pre-test for control class
- O₄ : post-test for control class
- X : treatment

²¹ Sugiyono, "Metode Penelitian Kuantitatif Kualitatif Dan R&d. Intro (PDFDrive),"Bandung Alf, 2016.

B. Research Variables and indicators

The research variables is:

1. The independent variable is the use of Quizlet application.
2. The dependent variable is students' vocabulary mastery

C. Location and Duration

This research be conducted at SMPN 2 Pare-Pare. The researcher use Quasi Experimental research and researcher use more than one month to collect data. This location was determined based on several considerations. First, That Researchers found problems that were in accordance with pre-observation motivation in learning vocabulary. According to first observations, it is there seems to be a problem for students in learning English because of the lack of it low vocabulary and motivation. This was seen when the researcher carried out practical field work (PPL) at SMPN 2 Parepare so that it made the researcher interested in carrying out the research. Second, there has never been any research related to motivation learn vocabulary using learning media.

D. Population and Sample

1. Population

Population is a general area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to study and draw conclusions. The population of this study was class VII students of SMPN 2 PAREPARE. Consists of 10 classes totaling 359 students. This population was selected based on teacher recommendations. Obviously, described by the following table:

Table 3.1 Population of seventh grade of SMPN 2 Parepare

No	Class	Number of Students
1	VII 1	32
2	VII 2	33
3	VII 3	33
4	VII 4	33
5	VII 5	33
6	VII 6	32
7	VII 7	32
8	VII 8	33
9	V II 9	33
10	VII 10	32
11	VII 11	33
<i>TOTAL</i>		359

(Source: SMPN 2 PAREPARE)

2. Sample

The sample is part of the population in terms of number and characteristics, whereas the sampling methodology is a method employed by researchers to collect samples. According to Sugiyono, various sampling strategies are used to determine the sample to be used in the study. Purposive sampling is a technique of sample collection in research based on certain predetermined criteria. Purposive sampling is chosen because it allows for the selection of appropriate and representative samples. This technique allows for the specific selection of individuals who meet the research criteria. The criteria used in this research are purposive, that is the sample is students in SMPN 2 Parepare from the seventh grade. The sample in this research was class VII 1 consists of 32 students as experimental class and VII 10 consist of 32 students as the

controlled class. The researcher chose class VII the sample because this seventh grade was assumed to have the potential to be taught vocabulary because the students were very minimal in vocabulary and the students were also very enthusiastic in learning; therefore, the researcher felt it was appropriate to choose this class as the sample.

E. Research Instrument

In this research, vocabulary test as instrument. There are two tests in this research, namely pre-test and post-test. The pre-test is to determine students' initial knowledge, while the post-test is to determine students' achievement of Vocabulary Mastery based on the method given. In the initial test the researcher gave students a list of words and they had to say their meanings. In this research, the researcher is test use listest as the instrument, before and after treatment.

F. Data Collection

The data collection process be carried out for 6 meetings, namely 1 meeting as a Pre-test to measure students' initial abilities before being given treatment then the next is a treatment in the form of applying Media Quizlet to teach Vocabulary students which be carried out in 4 meetings, and the last is 1 meeting for Post -test in order to measure the increase in students' abilities after being given Treatment, for more details be described below:

a. Pre-test is an activity to test the level of students' reading vocabulary mastery; the pre-test is carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher gave pre-test to students' to identify the students' Vocabulary mastery.

²² Prof. Sugiyono, Metodologi Penelitian Kuantitatif Kualitatif Dan R&D (Bandung: Alfabeta, 2014), Cet Ke-4,

b. Post-test is the test after the treatments. Post-test is the final evaluation when the material taught on that day has been given a post-test in other words whether students have improvement in Vocabulary mastery. The procedure of the treatment as follows:

1) First Meeting

Material: Occupation

- a) Researchers greet students and provide motivation to students before teaching the material.
- b) Researchers check the attendance list.
- c) Researchers explain and write down the types of materials and activities used.
- d) Researchers introduce an application called Quizlet live
- e) Researchers teach students how to create a Quizlet account
- f) Researchers share the class code that has been created with students
- g) The researcher asked students to take a class quiz that had been prepared by the researcher beforehand.
- h) The researcher asked students to open the flashcard feature
- i) Researchers use PowerPoint to explain to students how to pronounce according to the material on the flashcards
- j) the researcher asked students to use the speaker feature on Quizlet to listen to how to pronounce the vocabulary occupation that was shared
- k) The researcher asks students to repeat the vocabulary "Job"
- l) Researchers ask students to identify vocabulary that is difficult to memorize.
- m) Students practice pronouncing and memorizing difficult vocabulary together
- n) the researcher explains when to use it when students open the flashcards on their

respective cellphones

- o) The researcher asks each student to come forward and practice how to pronounce it
 - p) after the flashcard feature the researcher asked students to open the next Quizlet feature in sequence, namely the match, write, learn and test features After that, the researcher saw the results of the students' work which were immediately displayed on the student ranking application after the students finished each test from the Quizlet feature.
 - q) The researcher concludes the learning along with the solutions and shortcomings that exist from the learning process that has been carried out.
 - r) Researchers Close the Class and provide Complements to students
- 2) Second meeting :
- Material: Feelings
- a) the researcher greeted the students to open the class.
 - b) The researcher gave directions to pray before studying.
 - c) Researchers provide motivation to students before teaching the material.
 - d) Researchers checked the student attendance list
 - e) The researcher asked students to take a class quiz that had been prepared by the researcher beforehand.
 - f) Researchers provide a list of flash cards on the Quizlet application that students must do which contain a list of the word "Feelings"
 - g) the researcher shares the Quizlet class code that has been created for students
 - h) The researcher asked students to open the flashcard feature and read the available vocabulary repeatedly
 - i) Researchers use PowerPoint to explain to students how to pronounce according to

the material on the flashcards

- j) the researcher asked students to use the speaker feature on Quizlet to listen to the pronunciation of the vocabulary *Feelings* that was shared
- k) The researcher asked students to repeat the vocabulary "Feelings"
- l) Researchers ask students to identify vocabulary that is difficult to memorize.
- m) Students practice pronouncing and memorizing difficult vocabulary together
- n) the researcher explains when to use it when students open the flashcards on their respective cellphones
- o) The researcher asks each student to come forward and practice how to pronounce it
- p) after the flashcard feature the researcher asked students to open the next Quizlet feature in sequence, namely the match, write, learn and test features After that, the researcher saw the results of the students' work which were immediately displayed on the student ranking application after the students finished each test from the Quizlet feature.
- q) The researcher concludes the learning along with the solutions and shortcomings that exist from the learning process that has been carried out.
- r) Researchers Close the Class and provide Complements to students.

3) The third meeting

Material : Daily Activity

- a) Researchers say greetings to students to open the class.
- b) Researchers give directions to pray before studying.
- c) Researchers provide motivation to students before teaching the material.
- d) The researcher asked the students to join the quizlet class that had been prepared by the previous researcher.

- e) The researcher provide a list of flash cards in the Quizlet application that students must do that contains a list of the words "Daily Activity"
- f) After that the researcher see the results of student work
- g) Researchers use PowerPoint to explain to students how to pronounce and tell what it means and when to use it
- h) The researcher asks each student to come forward and practice how to pronounce
- i) Researchers ask students to calm down and give ice breaking so students don't get bored.
- J) The researcher asks the students to repeat the vocabulary "Daily Activity"
- k) Researchers ask students to identify vocabulary that is difficult to memorize.
- l) Students practice pronouncing and memorizing difficult vocabulary together
- m) The researcher concludes the learning along with the solutions and deficiencies that exist from the learning process that has been carried out.

4) The fourth meeting

Material : Things around us

- a) Researchers say greetings to students to open the class.
- b) Researchers give directions to pray before studying.
- c) Researchers provide motivation to students before teaching the material.
- d) The researcher asked the students to join the quizlet class that had been prepared by the previous researcher.
- e) The researcher provide a list of flash cards in the Quizlet application that students must do that contains a list of the words "Things around us " After that the researcher see the results of student work.
- f) Researchers use PowerPoint to explain to students how to pronounce and tell

what it means and when to use it

- g) The researcher asks each student to come forward and practice how to pronounce
- h) Researchers ask students to calm down and give ice breaking so students don't get bored.
- i) The researcher asks the students to repeat the vocabulary “Things around us”
- j) Researchers ask students to identify vocabulary that is difficult to memorize.
- k) Students practice pronouncing and memorizing difficult vocabulary together
- l) The researcher concludes the learning along with the solutions and deficiencies that exist from the learning process that has been carried out.
- m) Resercher Close the Class and give Complement to students

G. 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.²³

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 infrential analysis.

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

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

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.

b) Classifying the score students' classification as follow:

Table 3.2 Classification of Students' reading Score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor ²⁴

(Score: Shuharsimi Arikanto, 2013;281)

To find out the average score following formula :

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

Where :

\bar{x} : Mean Score

\sum : The total number of the students score

N : The number of student

c) 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

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

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

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right) \left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

²⁴ Suharsimi Arikunto, Dasar Evaluasi Pendidikan, Edition of Revisi (Cet. X, Jakarta: Bumi Aksara,2011),p.24

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

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 ²⁶

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

²⁶ Nurvitasari, "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."

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

This chapter presents, the description of data, data analysis, hypothesis testing, and discussion based on the result of this research.

1. Students' Score about vocabulary test before and after living treatment in control and eksperimen class

After collecting data from both class, this study used pre-test and post-test to analyze the data, which is facilitated by SPSS which employed to compute several scores, as mean, minimum score, maximum score, median and modus score between the control class and experiment groups. Based on data that had been collected during the study, the table as showed in table 4.1 below:

Table 4.1 Students' score of control class and experimental class

No	Category	Experiment				Control			
		Score pretest	Classification	Score Posttest	Classification	Score pretest	Classification	Score Posttest	Classification
1	Max Score	80	Very Good	90	Very Good	82	Very Good	90	Very Good
2	Min Score	55	Poor	75	Good	60	Fair	75	Good
3	Mean	74,12	Good	81,74	Very Good	74,12	Good	80,49	Very Good
4	Modus	75	Good	75	Good	75	Good	80	Very Good
5	Media	75	Good	82	Very Good	75	Good	80	Very Good

Based on the data table of students' score pre-test and post-test control and experimental class above, the results for the categories experimental class include the Max Pre-test score of 80 with very good classification and the max post-test score of 90 with very good classification, Score Min pre-test of experimental class is 55 poor classification and Min post-test score is 75 poor classification. In the pre-test the

mean score was 74,12, the median score was 75, and the modus score was 75 with good classification. And the mean score of the post-test is 81,74, the median score is 82, and the modus score is 75 with the classification good. And the results for the categories control class include the Max Pre-test score of 82 with very good classification and the max post-test score of 90 with very good classification, Score Min pre-test of experimental class is 60 fair classification and Min post-test score is 75 poor classification. In the pre-test the mean score was 74,12, the median score was 75, and the modus score was 75 with good classification. And the mean score of the post-test is 81,49 the median score is 80, and the modus score is 70 with the classification good.

2. Students' Classification

The test results indicated that the students' acquisition of vocabulary had increased after the treatment. Table 4.2 shows the mean scores of the students' classification pre test and post test

Table 4.2 Students' Classification

No	Classification	Eksperimen Pre-test		Eksperimen Post-test		Control Pretest		Control Post Test	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	Very Good	5	15,2	21	69,7	6	18,2	25	75,8
2	Good	20	63,4	11	30,3	25	75,8	8	24,2
3	Fair	6	18,4	-	-	2	6		
4	Poor	1	3,0	-	-	-	-		
5	Very poor	-	-	-	-	-	-		
	Total	32	100	32	100	33	100	33	100

From the results of the classification of Ekperimental class pre-test and post-test scores above, the classification on the pretest of the poor classification frequency is 1 with 3,0% and the fair classification frequency is 18,4% and the good classification frequency is 63,4% and very good frequency is 15,2%. classification on the post-test, very good classification frequency is 21 with 69,7%, good classification is 11 with 30,3%. And the results of the classification of Control class pre-test and

post-test scores above, the classification on the pretest of the Fair classification frequency is 2 with 6% and good classification frequency is 25 with 75,8% and very good classification is 6 with 18,2%. Classification on the post-test, Good classification is 8 with 24,2% and very good classification is 25 with 75,8%.

3. Significant Test

The following are the findings of the Descriptive Analysis of Research Data :

This Descriptive Statistical Test aims to provide an overview or description of a data seen from the mean, standard deviation, maximum, and minimum values. The following are the results of descriptive statistical testing in table 4.3:

Tabel 4.3 Descriptive Statistics

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre Test Eksperiment Class	33	25	55	80	72,05	6,554
Post Test Eksperiment Class	33	17	73	90	81,74	4,774
Pre Test Kontrol Class	32	22	60	82	70,12	5,404
Post Test Kontrol Class	32	15	75	90	80,49	3,906

The table above shows that the highest score of the Pre-Test Experiment is 80 and the lowest is 55. The average value is 72.05. Whereas in the Post-test experiment the highest score was 90 and the lowest score was 73. The highest score in the Pre-Test control was 82 and the lowest value was 60. Meanwhile in the Post-Test control the highest value was 90 and the lowest value was 75.

Findings of Paired Sample T Test

Paired sample t test or also known as a paired sample t test to find out whether there is a difference in the mean of the two paired samples. T-test for pretest and post-test of experimental groups were used to find out how the effect of Quizlet toward students' vocabulary mastery. These were the results of pretest and posttest t-test experimental groups using paired sample t-test: The analysis of Paired sample T Test us as follow:

Table 4.4 Paired Sampels Test

		Paired Samples Test								
		Paired Differences				t	Df	Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	PreTest Eksperiment – PostTest Eksperiment	- 9,692	4,157	0,516	- 10,722	- 8,662	- 18,799	33	0,000	
Pair 2	PreTest Kontrol – PostTest Kontrol	- 7,369	3,547	0,440	- 8,248	- 6,490	- 16,751	32	0,000	

- Based on the output of pair 1, a sig value of $0.000 < 0.05$ is obtained, so it can be concluded that there is a difference between the average student learning outcomes for pre-class experimental tests and post-experimental tests.
- Based on the output of pair 2, a sig value of $0.000 < 0.05$ is obtained, so it can be concluded that there is a difference between the average student learning outcomes for the pre-test control class and the post-test control class

It can be concluded that there is a significant effect before (pretest) the Quizlet learning model and after (post test) the Quizlet learning model is carried out on the students' vocabulary learning outcomes at SMPN 2 Parepare.

To see more clearly the average learning outcomes before and after the

Quizlet model is carried out, it can be seen in the following table:

Table 4.5 Paired Sampels Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test Eksperiment	72,05	33	6,554	0,813
	Post Test Eksperiment	81,74	33	4,774	0,592
Pair 2	Pre Test Kontrol	70,12	32	5,404	0,670
	Post Test Kontrol	80,49	32	3,906	0,484

Based on the “Paired Sample Statistics” experimental group above, it is evident that the value of “Mean” in the posttest is higher than the pretest.

B. Discussion

This study was conducted to investigate whether or not the use of Quizlet Live mode affected students' vocabulary mastery in procedure text. Based on the findings of the research, it was discovered that there were considerable differences in the pre-test and post-test results. The mean score of students experimental on the pre-test was 72,05, while the mean score for the post-test was 81,74. Meanwhile, in the control class, student learning outcomes in the pre-test were 70.12, while the average post-test score was 80.49. It demonstrated an increment in students' achievement after adopting the Quizlet Live mode.

To know whether there is or there is no significant effect of using Quizlet toward students' vocabulary mastery, the researcher compares the score post-test of experimental and control group by calculates t-test. Based on the paired sample statistics test, the mean of the pre test is $72.05 < 81.74$ from the results of the post test, it can be concluded that H_0 is rejected and H_a is accepted.

Based on the result of this research, interactive learning media is effective way to teaching students especially students of SMPN 2 Parepare who has lack of

learning motivation. Learning media is a tool in learning process both inside and outside the classroom. Quizlet is an online application that enables to access any subject, anywhere and anytime. Besides that, Quizlet as learning media provides some useful contents such as flashcard, writing, spelling and quiz or test.

Related to the implementation of Quizlet live in the classroom, the researcher assumed that there were several factors and reasons why the treatment impacted students' vocabulary. First, Quizlet live mode can stimulate students' enthusiasm in the learning process. It could be seen when students were asked to play collaborative games on the Classic activity. Most of the students participated actively in answering all the questions. They were very excited to compete with the other group in order to be the winner. This activity stimulates students' interest in learning the vocabulary more seriously.

According to Miarso (2017), learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, ingness, and attention and encourage the learning process. Meanwhile, Musfiqon defines learning media can be defined as a tool in the form of a physical and non-physical used teacher in conveying material to students to be more effective and efficient. The use of learning media is expected to be more quickly accepted student learning materials as well as attract students to learn. There are much effectiveness of media in the group. Media provide huge information, they motivate students to learn vocabulary and help them to integrate speaking, listening, reading, talking and writing skills, through various kinds of activities.²⁷

According to Bruner, language learning should build cognitive constructions that are meaningful for individuals. Technology can provide a variety of multimedia resources, including images, audio, and video, that can help individuals build a deeper understanding of comprehension through various modalities.²⁸

²⁷ Miarso, Yusuf hadi. *Teknologi Komunikasi Pendidikan: Pengertian dan Penerapannya di Indonesia*. Jakarta: Pustekom Dikbud dan CV Rajawali, 2017

²⁸ Jerome S Bruner. (1960). *The Process of Education*. Harvard University Press Cambridge.

The use of media within a group setting can improve students' comprehension and encourage their engagement. if it is necessary, then it should be done. The media has the ability to assist in multiple areas, such as: Motivation refers to the drive or desire to accomplish something, while clarity refers to the clear understanding and communication of ideas. Recycling involves reusing materials or resources to reduce waste. Drafting is the process of creating a preliminary version of a document or project. Revising is the act of making changes or improvements to something. Editing involves correcting errors and improving the quality of a piece of work. Variety refers to a diverse range of options or choices. Mixedability groups are groups that consist of individuals with different skill or ability levels. Updating information in a textbook involves making changes or additions to keep the content relevant and up to date. Giving life refers to making something lively or engaging. groups of procedures and methods by using color, effectively aiding in the organization process. The students enhance both their accuracy and fluency skills.

Access the Quizlet app on their smartphone to study or review materials. Acquire the vocabulary on your own. the product lacks consistency and cohesiveness in its appearance. Quizlet App is suitable for learners who can work independently. Furthermore, students find the Quizlet Application to be enjoyable. in the process of acquiring new words and terms. In contrast, as stated by Cinar and indication of the education level attained by the students themselves. The effect on the acquisition of vocabulary. He expands on his statement to mention that the Quizlet. Application is effective when utilized by students whose fathers possess Higher education is post-secondary education that is provided by colleges, universities, and other institutions beyond high school. On the other hand, the utilization of Quizlet might be deemed So, it is recommended to supply equipment like a modem,use the Wi-Fi portable service provided, students are able to freely connect to the internet. Take advantage of using that mobile application.

In addition, the collaborative game activity in Quizlet live mode can generate students' engagement to learn vocabulary together in a group. It could be seen when

the students played the game; they supported and helped each other find the answer through their devices. Hence, students, both lower and high-level learners, can support each other in studying the words together. Collaborative learning activity is responsible for creating a support system in transferring knowledge to each other to achieve successful and meaningful vocabulary learning. Hence, the students can understand and grasp the meaning and concept of vocabulary properly through discussion in the group.

Moreover, the vocabulary review activity might be responsible to strengthened students' vocabulary. It can be observed at the end of the activity where the students learned again what vocabulary they had not been able to answer yet. After the reviewing activity, the teacher checked the students' understanding by asking about all the vocabulary they had learned. Most of the responses showed that they were able to answer it well. It indicated that almost all of the students understood their vocabulary.

In line with the theory of Sumardiyani and Sakhiyya said that the success or failure of the teaching-learning process depends on several factors. One of them is the media used by the teacher. Media is a tool of communication to help transfer material in learning, so that knowledge can be more easily understood and last longer in the memory retention of students' brains. The Quizlet application has several interesting features as a medium for language learning. There are two basic features of Quizlet namely, the role of a teacher (Quizlet for classrooms) and as a learner. There are eight features that can be used in class. They are flashcards, learn, spelling, writing, match, gravity, live Quizlet and test. Gravity and live Quizlet features can only be opened by PC or Computer.²⁹

This application allows the teacher to generate classes and distribute them. class codes or send an invitation to students using a link, making it possible for students to utilize the platform The feature called Quizlet Live. When the instructor

²⁹ Sumardiyani, Listyaning and Sakhiyya, Zulfa, Speaking for Instructional Purpose A Handbook, Semarang: IKIP PGRI Semarang PRESS, 2007.

forms a group using Quizlet. an educator, have the ability to monitor and keep tabs on other Quizlet profiles. teachers can monitor how students are progressing in their language learning and Distribute assignments among groups of users on Quizlet, specifically classes. When students are presented with a complex problem, they often struggle to find a solution and may become frustrated. students have joined and agreed to allow the teacher to monitor their activities. The teacher has the ability to view all students in close proximity to each other. The teacher has the ability to observe the earned, how long it lasted) Obtain, along with the duration, as long as the names and email addresses. Some students are connected to the account.

The majority of students were more excited and did not become easily bored. This application is helpful for acquiring vocabulary knowledge. This claim is backed by evidence. study conducted by Anjaniputra and Salsabila discovered that the students who used Quizlet Apps appeared to be enthusiastic and engaged. the use of the application, their boredom in learning vocabulary was even reduced. In this game, they vied against one another in order to attain optimal outcomes. "They" can be reframed as a group of individuals or people. attempted to quickly pair the correct definitions to the corresponding words. In addition, The majority of them participated in the game on multiple occasions.

In research conducted by researchers, there are advantages to using Quizlet learning media, namely that Quizlet media can be used via smartphone, laptop or computer, Quizlet media is one of the learning media that makes it easier for students to understand and conclude the subject matter and Quizlet media has several interesting features for students such as material flashcards, quizzes and games on the Quizlet page. Apart from the advantages of Quizlet media, there are also disadvantages of Quizlet learning media, namely that the features provided in the Quizlet application are widely used online, when taking quizzes on Quizlet media you experience limited time and if you want to develop more Quizlet facilities, you can be charged a fee.

The advantage of Quizlet learning media is that it can be accessed via

smartphone, laptop or computer and is free of charge, it can make it easier for students to learn in class and Quizlet provides interesting features for students such as flashcards, quizzes and games to make learning activities in the classroom more enjoyable.

Observing the opinion above, it can be concluded that the advantages of quiz learning media can be used without paying for the application, quiz media has features such as flashcard material, quizzes and games which are easily accessed via smartphone, laptop or computer and learning using quizzes is easier and more interesting for students. understand the learning material.

One of the disadvantages of using Quizlet learning media is that there are students who don't have cellphones, but when they do have cellphones it depends on each student's internet quota, limitations in using all the features in the Quizlet application, and the limited number of students taking quizzes on Quizlet media.

Observing the opinion above, it can be concluded that the disadvantage of using Quizlet learning media is that there is a limited number of students who can enter Quizlet media when taking quizzes simultaneously, many of the Quizlet media uses are paid, the premium features provided by Quizlet must be paid for if educators want to get More facilities than the Quizlet application so that educators and students can only use material flashcards, quizzes and games.

In this research, it appears that the students were very engaged and enthusiastic about acquiring knowledge. To enhance knowledge of commonly used words, one can utilize the Quizlet Application. people behaved. They got their learning materials ready. answers as soon as the teacher asked the question. The person took out their smartphone and started to open the Quizlet app without any hesitation. taught by the teacher. reported to be struggling with mental health issues at alarming rates. I am interested in utilizing Quizlet for vocabulary learning purposes.

Based on the explanation above, the research "The use of Quizlet live media to increase students' vocabulary mastery at SMPN 2 Parepare" can be applied and developed as a learning media that can give an effect to student's increase in learning

vocabulary at SMPN 2 Parepare. Using Quizlet helped the students enjoyed learning vocabulary and considered Quizlet as useful and beneficial tool for their learning development, particularly in vocabulary learning.



CHAPTER V

CLOSING

A. Conclusion

Referring to the findings and discussion of this study, it can be inferred that the implementation of Quizlet Live mode strongly affected students' vocabulary mastery. It was supported by the increase in students' pre-test and post-test. The students' mean scores in both tests were enhanced from "average to good" to "good to excellent". Moreover, the use of Quizlet indicated a significant effect on students' vocabulary mastery. It was proven by the difference mean score of students on the pre-test experimental class was 72,05, while the mean score for the post-test was 81,74. And the mean score of students on the pre test control class was 70, 12, while the mean score for the post test was 80,49. Quizlet is a language learning media that can be used to increase levels of active learners. It is one of the effective media in teaching-learning vocabulary for students.

B. Suggestion

Based on the conclusions and implications of the study, some suggestions to the participants closely related to the study were presented below.

1. For the English teachers

The English teacher has to consider the students' needs and interests for the teaching and learning. It was important for the teachers especially in SMPN 2 Parepare increase the students' of using vocabulary mastery. The teacher should create a good atmosphere in the classroom and motivate the students' to learn the language.

2. For the students

The students had to be more active in the classroom. A further effort needed to be made by the students was to encourage themselves in mastering vocabulary without worrying about making mistakes. It gave advantages for the students if they could develop their vocabulary mastery. The students can easily understand

what they hear, say, read, and write.

3. For the other researchers

It is recommended to the other researchers who are interested in the same field to continue and develop the action research on order to find out other efforts in the aim at improving students' vocabulary mastery through of Quizlet.



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APPENDICES



Appendix 1 : Instrumen of pre-test and post-test

	<p style="text-align: center;">KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No.8 Soreang 91131 Telp .(0421)21307</p>
<p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>	

NAMA MAHASISWA : Trie Utami Rahim

NIM : 19.1300.050

FAKULTAS : TARBIYAH

PRODI : PENDIDIKAN BAHASA INGGRIS

JUDUL : The use of Quizlet Live media to Increase Students' Vocabulary Mastery at SMPN 2 PAREPARE

PRE-TEST

A. Choose the correct answer by crossing (X) A, B, C, and D.

- Which of the following is a profession that involves treating patients?

A. Lawyer	C. Engineer
B. Doctor	D. Mechanic
- Which of the following words refers to the emotion of being extremely Happy?

A. Confused	C. Ecstatic
B. Melancholy	D. Anxious

3. Which of the following is an activity that you would typically do first thing in the morning?
- A. Watch TV C. Brush your teeth
B. Cook dinner D. Read a book
4. Which of the following is an object that you might find in a kitchen?
- A. Hammer C. Screwdriver
B. Toaster D. Pencil
5. Which of the following words refers to the emotion of feeling angry?
- A. Happy C. Furious
B. Sad D. Enthused
6. Which of the following is an occupation that typically involves working with numbers?
- A. Teacher C. Accountant
B. Salesperson D. Writer
7. Which of the following words refers to the emotion of feeling overwhelmed?
- A. Calm C. Stressed
B. Nervous D. Anxious
8. Which of the following is an activity that you might do in the evening?
- A. Wake up C. Watch a movie
B. Cook breakfast D. Go for a run
9. Which of the following is an object that you might find in a living room?
- A. Toaster C. Lamp

B. Knife D. Car

10. Which of the following words refers to the emotion of feeling happy for someone else's success?

A. Sad C. Jealous

B. Envious D. Happy

11. Which of the following is an occupation that typically involves working with children?

A. Plumber C. Teacher

B. Doctor D. Electrician

12. Which of the following words refers to the emotion of feeling scared?

A. Confident C. Brave

B. Anxious D. Scared

13. Which of the following is an activity that you might do on a weekend?

A. Go to work C. Sleep in

B. Go shopping D. Clean the house

14. Which of the following is an object that you might find in a bathroom?

A. Chair C. Sink

B. Fridge D. Paint brush

15. Which of the following words refers to the emotion of feeling sad and hopeless?

A. Melancholy C. Confident

B. Ecstatic D. Nervous

16. Which of the following is an occupation that typically involves working with animals?

- A. Chef C. Athlete
B. Veterinarian D. Musician

17. Which of the following words refers to the emotion of feeling worried?

- A. Happy C. Anxious
B. Calm D. Sad

18. Which of the following is an activity that you might do in the afternoon?

- A. Go to bed C. Watch the sunrise
B. Have lunch D. Go for a swim

19. Which of the following is an object that you might find in a bedroom?

- A. Microwave C. Vacuum Cleaner
B. Bed D. Car

20. Which of the following words refers to the emotion of feeling disgusted?

- A. Delighted C. Enthused
B. Disgusted D. Ecstatic

21. Which of the following is an occupation that typically involves working with technology?

- A. Chef C. Pilot
B. Engineer D. Hairdresser

22. Which of the following words refers to the emotion of feeling confused and unsure?

- A. Confident C. Anxious
B. Melancholy D. Bewildered

23. Which of the following is an activity that you might do in the summer?

- A. Go skiing C. Swim in a pool
B. Build a snowman D. Drink hot chocolate
24. Which of the following is an object that you might find in a garden?
- A. Computer C. Washing machine
B. Flower D. Car
25. Which of the following words refers to the emotion of feeling happy and content?
- A. Anxious C. Calm
B. Sad D. Delighted
26. Which of the following is an occupation that typically involves working with words?
- A. Artist C. Athlete
B. Writer D. Plumber
27. Which of the following words refers to the emotion of feeling surprised and amazed?
- A. Happy C. Bewildered
B. Ecstatic D. Angry
28. Which of the following is an activity that you might do in the winter?
- A. Go swimming C. Ice skate
B. Build a sandcastle D. Plant a garden
29. Which of the following is an object that you might find in a garage?
- A. Couch C. Bicycle
B. Car D. Piano
30. Which of the following words refers to the emotion of feeling afraid?

- A. Confident C. Brave
B. Nervous D. Scared

31. Which of the following is an occupation that typically involves working with food?

- A. Doctor C. Lawyer
B. Chef D. Engineer

32. Which of the following is an activity that you might do on a holiday?

- A. Work C. Clean the house
B. Sleep late D. Go shopping

33. Which of the following is an object that you might find in a library?

- A. Cake C. Coffee mug
B. Book D. TV

34. Which of the following words refers to the emotion of feeling surprised and unsure?

- A. Confident C. Anxious
B. Bewildered D. Sad

35. Which of the following is an occupation that typically involves working with art?

- A. Accountant C. Teacher
B. Musician D. Painter

36. Which of the following words refers to the emotion of feeling unhappy and disappointed?

- A. Delighted C. Melancholy
B. Ecstatic D. Confused

37. Which of the following is an activity that you might do on a plane?

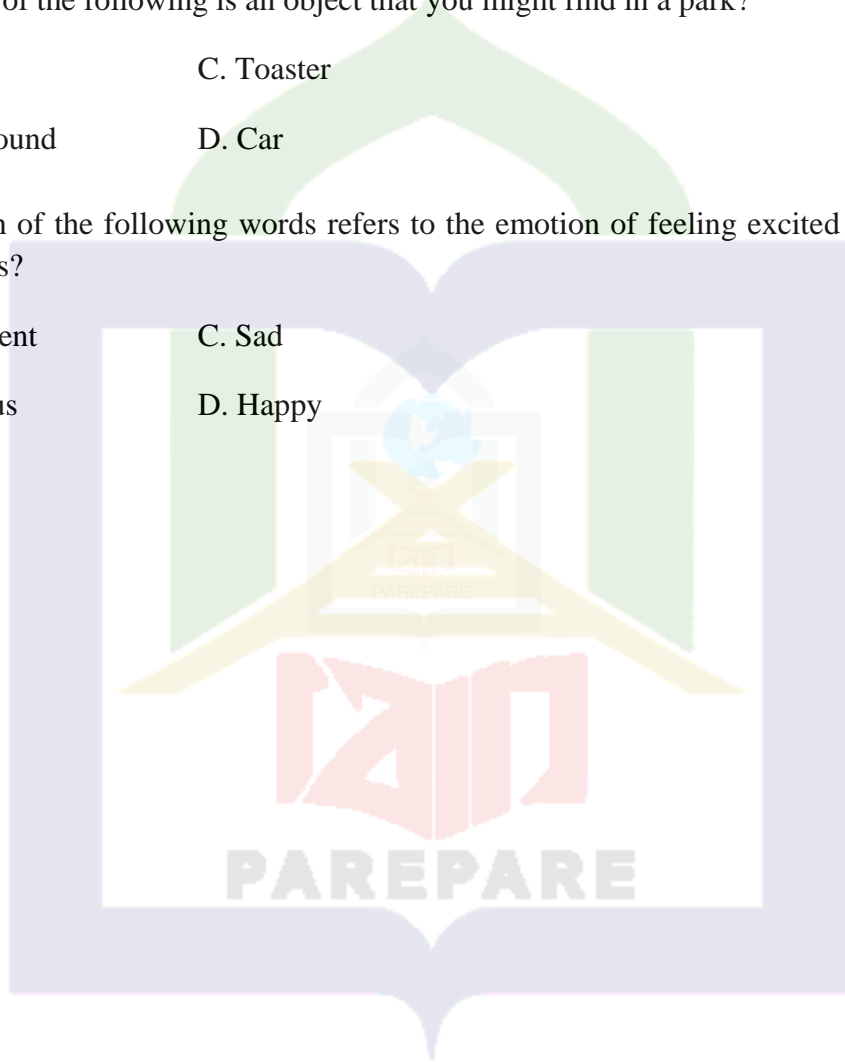
- A. Drive a car C. Sleep
B. Swim in a pool D. Watch TV

38. Which of the following is an object that you might find in a park?

- A. Boat C. Toaster
B. Playground D. Car

39. Which of the following words refers to the emotion of feeling excited and nervous?

- A. Confident C. Sad
B. Anxious D. Happy



B. Fill the Blank Words Below!

1. Tukang Roti : _ A _ _ R
2. Percaya diri : C _ _ F _ _ E _ T
3. Mobil : _ A _
4. Pelukis : P _ _ N _ E _
5. Groggi : N _ _ V _ _ S
6. Malas : L _ Z _
7. Sepeda : B _ C _ C _ _
8. Insinyur : E _ G I _ _ _ R
9. Senang : H _ _ P _
10. Belanja : S _ _ P _ _ _ G

C. Match the picture with the correct word!



BLIND



DRINK



FISHERMAN



CABBAGE



LAZY



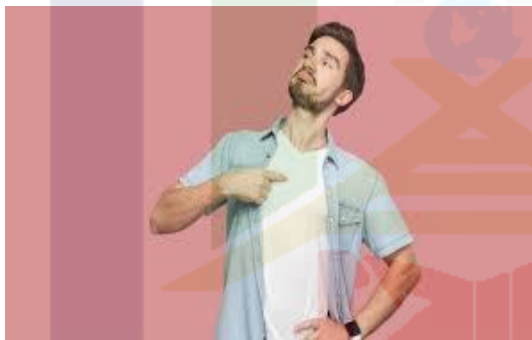
ANGRY



SMART



CONFUSED



RICH



BLIND

POST TEST**A. Choose the correct answer by crossing (X) A, B, C, and D.**

1. Which word means "a person who makes bread"?
A. Baker C. Waiter
B. Chef D. Butcher
2. Which word means "to feel sad and unhappy"?
A. Angry C. Depressed
B. Joyful D. Energetic
3. Which word means "a person who takes care of sick people"?
A. Teacher C. Carpenter
B. Doctor D. Lawyer
4. Which word means "a person who works in a hospital and takes care of patients"?
A. Nurse C. Engineer
B. Pilot D. Writer
5. Which word means "to feel very happy and proud"?
A. Grateful C. Content
B. Confused D. Proud
6. Which word means "a person who works with wood to make furniture"?
A. Carpenter C. Electrician
B. Plumber D. Mechanic
C. Electrician

7. Which word means "a person who cooks food in a restaurant"?
- A. Baker C. Waiter
B. Chef D. Butcher
8. Which word means "a person who drives a bus"?
- A. Driver C. Captain
B. Pilot D. Sailor
9. Which word means "a feeling of great happiness and excitement"?
- A. Joy C. Fear
B. Sadness D. Anger
10. Which word means "a person who works in an office and handles paperwork"?
- A. Lawyer C. Accountant
B. Doctor D. Carpenter
11. Which word means "a person who sells things in a store"?
- A. Cashier C. CEO
B. Manager D. Receptionist
12. Which word means "a feeling of fear or worry about something that might happen"?
- A. Fear C. Confidence
B. Courage D. Joy
13. Which word means "a person who takes care of young children in a daycare center"?
- A. Teacher C. Nanny
B. Babysitter D. Counselor

14. Which word means "to feel very tired and need to rest"?

- A. Energetic
- B. Exhausted
- C. Refreshed
- D. Motivated

15. Which word means "a person who works in a factory and operates machines"?

- A. Engineer
- B. Mechanic
- C. Electrician
- D. Operator

Occupations:

1. Which occupation involves repairing and maintaining electrical equipment?

- A. Engineer
- B. Mechanic
- C. Electrician
- D. Carpenter

2. Which occupation deals with the study and treatment of mental disorders?

- A. Therapist
- B. Psychologist
- C. Oncologist
- D. Psychiatrist

3. Which occupation involves taking care of animals?

- A. Veterinarian
- B. Scientist
- C. Lawyer
- D. Chef

4. The feeling of being extremely happy is called ___.

- A. Joy
- B. Sadness
- C. Fear
- D. Anger

5. The feeling of being extremely anxious and nervous is called ___.

- A. Happiness
- B. Love
- C. Fear
- D. Excitement

6. The feeling of extreme anger is called ____.
- A. Disgust C. Sadness
B. Surprise D. Rage
7. What is the term for formal instruction given to students in a school or college?
- A. Learning C. Training
B. Lecture D. Education
8. What is the term for the process of cleaning and tidying up a place?
- A. Organization C. Hygiene
B. Sanitation D. Housekeeping
9. What is the term for the act of spending time outdoors for pleasure or exercise?
- A. Hiking C. Picnicking
B. Camping D. Jogging
10. What is a device used for telling time called?
- A. Clock C. Calender
B. Watch D. Timer
11. What is the writing tool that uses ink to create letters called?
- A. Pencil C. Marker
B. Pen D. Chalk
12. What is the device that is used for projecting movies or presentations on a screen called?
- A. Projector C. DVD Player
B. Screen D. Television

13. Which occupation involves studying the science of the earth's physical structure and substance?

- A. Geologist
- B. Biologist
- C. Physicist
- D. Chemist

14. Which occupation involves creating and designing computer software and hardware?

- A. Programmer
- B. Engineer
- C. Architect
- D. Artist

15. Which feeling is described as a mixture of pleasure and pain?

- A. Bliss
- B. Ecstasy
- C. Bitterness
- D. Nostalgia

16. What is the feeling of deep affection called?

- A. Love
- B. Hate
- C. Jealousy
- D. Envy

17. What is the feeling of being very excited called?

- A. Nervousness
- B. Anticipation
- C. Apathy
- D. Indifference

Daily Activities:

1. What is the term for spending time in a relaxed manner doing leisure activities?

- A. Entertainment
- B. Recreation
- C. Vacation
- D. Relaxation

2. What is the term for traveling to different places for pleasure or business?

- A. Adventure
- B. Journey
- C. Tour
- D. Expedition

3. What is the term for the process of growing plants for food or decoration?
- A. Farming C. Landscaping
B. Gardening D. Horticulture
4. What is a device used for listening to music or other audio called?
- A. Headphones C. Microphone
B. Speakers D. Amplifier
5. What is the thin paper used for writing or printing called?
- A. Tissue C. Cardboard
B. Paper D. Papyrus
6. What is the term for a flat piece of metal or plastic with information or pictures on it?
- A. Flyer C. Brochure
B. Poster D. Sign
7. Which occupation deals with the study and treatment of diseases?
- A. Lawyer C. Doctor
B. Engineer D. Mechanic
8. Which occupation involves preparing and serving food to customers?
- A. Teacher C. Scientist
B. Chef D. Accountant
9. Which occupation involves selling products directly to customers?
- A. Salesperson C. Writer
B. Accountant D. Engineer

Feelings:

1. What is the feeling of great displeasure called?
 - A. Disgust
 - B. Envy
 - C. Jealousy
 - D. Resentment
2. What is the feeling of being uncertain or nervous about a situation called?
 - A. Anxiety
 - B. Calmness
 - C. Confidence
 - D. Satisfaction
3. What is the feeling of being disappointed or sad called?
 - A. Regret
 - B. Disappointment
 - C. Frustration
 - D. Bitterness
4. What is the term for the process of washing and ironing clothes?
 - A. Laundry
 - B. Dry cleaning
 - C. Ironing
 - D. Clothes Washing
5. What is the term for the process of preparing and cooking food?
 - A. Baking
 - B. Grilling
 - C. Cooking
 - D. Boiling
6. What is the term for the process of taking care of one's body hygiene?
 - A. Exercise
 - B. Grooming
 - C. Health care
 - D. Personal care
7. What is the device used for capturing photographs called?
 - A. Camera
 - B. Telescope
 - C. Microscope
 - D. Binocular
8. What is the term for the material with adhesive on one side used for sticking things together?
 - A. Tape
 - B. Glue
 - C. Cement
 - D. Adhesive

9. What is the term for the container used for boiling water called?

- A. Kettle
- B. Teapot
- C. Coffe maker
- D. Teapot

Occupations:

1. Which occupation involves repairing and maintaining vehicles?

- A. Mechanic
- B. Veterinarian
- C. Scientist
- D. Lawyer

2. Which occupation involves creating art using different mediums?

- A. Musician
- B. Painter
- C. Athlete
- D. Teacher

3. Which occupation involves working with numbers, finances, and taxes?

- A. Accountant
- B. Engineer
- C. Psychologist
- D. Chef

4. What is the feeling of being embarrassed or humiliated called?

- A. Shame
- B. Guilt
- C. Pride
- D. Arrogance

5. What is the feeling of being envious or covetous of others' possessions or success called?

- A. Envy
- B. Jealousy
- C. Greed
- D. Ambition

6. What is the feeling of disappointment or dissatisfaction with oneself called?

- A. Regret
- B. Shame
- C. Guilt
- D. Inadequacy

7. What is the term for the process of resting and sleeping?

- A. Relaxing C. Sleeping
B. Napping D. Resting

8. What is the term for the process of watching a movie or TV show?

- A. Entertainment C. Watching
B. Viewing D. Binge Watching
C. Watching

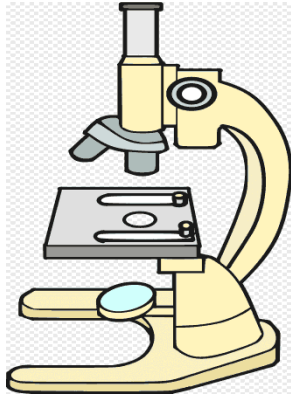
9. What is the term for the process of reading books or other written material?

- A. Education C. Studying
B. Reading D. Processing

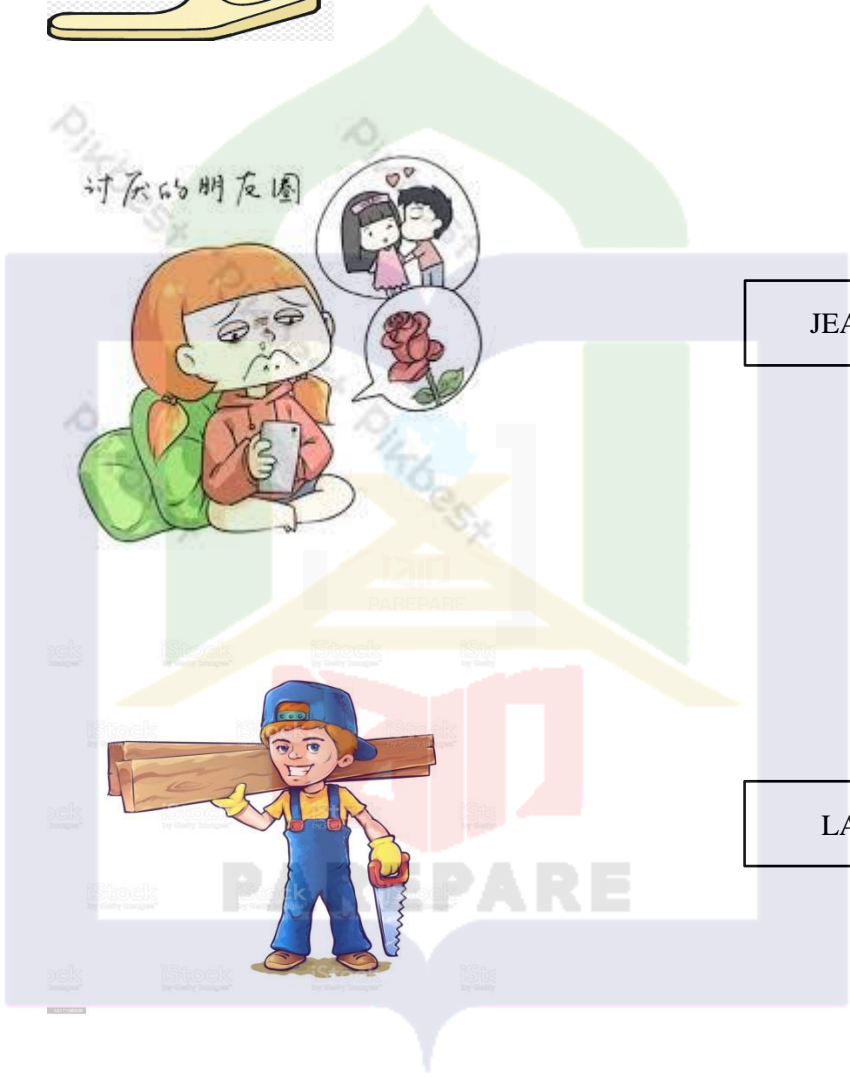
B. Fill the Blank Words Below!

1. Menyenangkan : _ O _ F _ _
2. Aktif : E _ E _ _ T _ _
3. Perawat : _ _ R _ E
4. Iri : _ N V _
5. Memanggang : G _ _ _ _ I N _
6. Hiburan : E _ _ E _ T _ _ N _ _ N _
7. Istirahat : R _ _ T
8. Pertanian : F _ R _ _ _ G
9. Cemas : A _ _ I O _ _
10. Kejutan : S _ _ R _ _ E

C. Match the picture with the correct word!



MICROPHONE

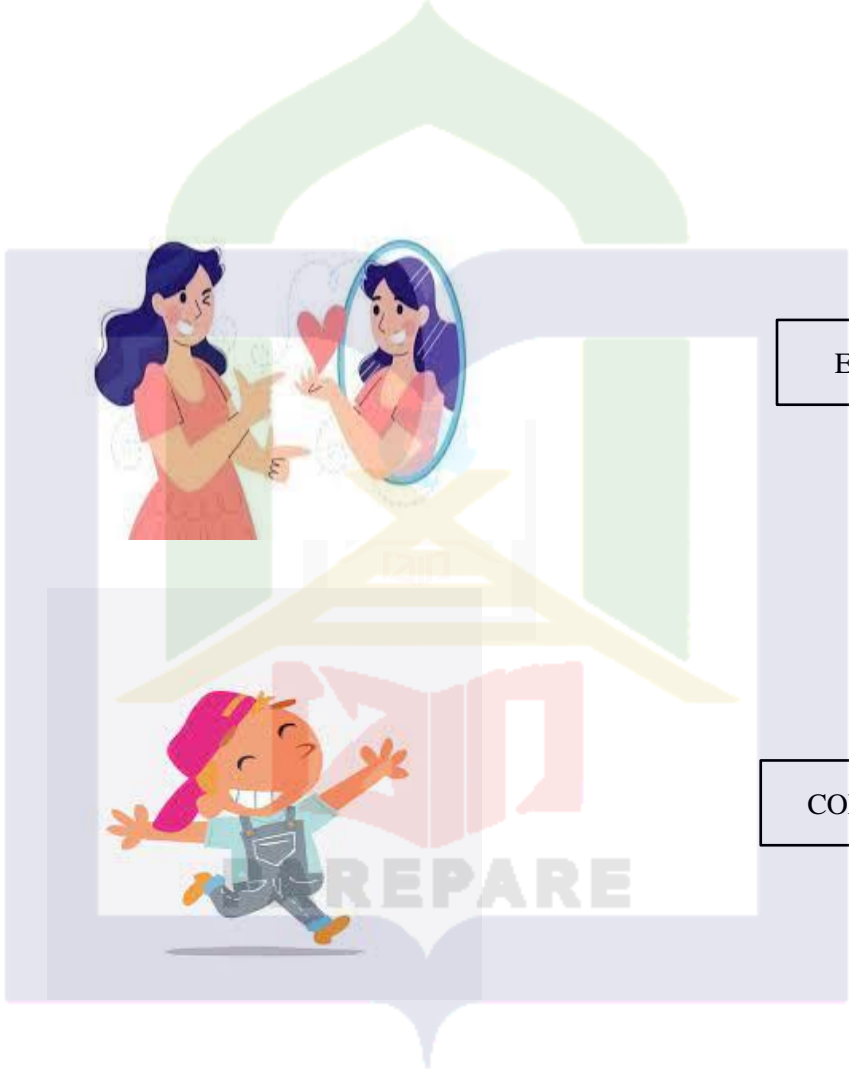


JEALOUSY

LAWYER



CARPENTER



ENERGETIC

CONFIDENCE



shutterstock.com · 1186649524

JOURNEY



VACUUM
CLEANER



DEPRESSION



MECHANIC

Setelah mencermati instrumen dalam penelitian skripsi mahasiswa sesuai dengan judul diatas,maka instrumen tersebut dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare.11 April 2023

Mengetahui,

Pembimbing Utama

(.....)

Dr. Zulfah, M.Pd

NIP.198304202008012010

Pembimbing Pendamping

(.....)

Dr. Mujahidah, M.Pd


NIP. 19790412200801202

Appendix 2 :Documentation





Appendix 3: SK Consultan


**KEPUTUSAN
 DEKAN FAKULTAS TARBIYAH
 NOMOR : 3955 TAHUN 2022
 TENTANG
 PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
 INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

Memimbang : 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. Zulfah, M.Pd.
 2. Mujahidah, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :


Nama : Tri Utami Rahim
 NIM : 19.1300.050
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Use Of Quizlet Live Media To Increase Students Writing Skill At SMKN 1 Sidrap


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 : 19 September 2022

Dekan,

 Zulfah



Appendix 4: Research Recommendation From IAIN Parerpare


KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
 Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 telp (0421) 21307 Fax.24404
 PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.3229/In.39/FTAR.01/PP.00.9/07/2023 18 Juli 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	: Trie Utami Rahim
Tempat/Tgl. Lahir	: Pangkajene, 24 Mei 2000
NIM	: 19.1300.050
Fakultas / Program Studi	: Tarbiyah/ Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Rijang Pittu, Kec. Maritengngae, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**The Use Of Quizlet Live Media To Increase Students' Vocabulary Mastery At SMPN 2 Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2023.

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

Wassalamu Alaikum Wr. Wb.




Dekan
 Dr. Zulfahy M.Pd.
 NIP.19830420 200801 2 010

Tembusan:
 1 Rektor IAIN Parepare
 2 Dekan Fakultas Tarbiyah

Appendix 6 : letter of researching PTSP Parepare

SRN IP0000721



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 : dpmpisp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 719/IP/DPM-PTSP/7/2023

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 :

M E N G I Z I N K A N

KEPADA
NAMA : **TRI UTAMI**

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

ALAMAT : **JL. A. NONI NO. 100, KAB. SIDENRENG RAPPANG**

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

JUDUL PENELITIAN : **THE USE OF QUIZLET LIVE MEDIA TO INCREASE STUDENTS VOCABULARY MASTERY AT SMPN 2 PAREPARE**


LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (UPTD SMP NEGERI 2 PAREPARE)**

LAMA PENELITIAN : **24 Juli 2023 s.d 24 Agustus 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 : **31 Juli 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**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPISP Kota Parepare (scan QRCode)

Appendix 6 : Statement has Carried out Research from SMPN 2 Parepare


PEMERINTAH DAERAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 PAREPARE
 Alamat : Jln. Lahalede No. 84, Kota Parepare 91132
 Web : www.smpn2parepare.sch.id, Email : smpn2parepare@gmail.com

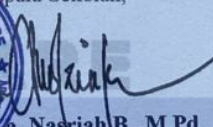

SURAT KETERANGAN PENELITIAN
 Nomor: 421.3/112/smpn2

Yang bertanda tangan di bawah ini, kepala UPTD SMP Negeri 2 Kecamatan Soreang Kota Parepare Provinsi Sulawesi Selatan, menerangkan bahwa :

N a m a : **TRIE UTAMI RAHIM**
 Universitas/Lembaga : Institut Agama Islam Negeri (IAIN) Parepare
 Jenis Kelamin : Perempuan
 Jurusan : Pendidikan Bahasa Inggris
 Alamat : Rijang Pittu, Kec. Maritengngae, Kab. Sidrap

Yang tersebut namanya di atas, benar telah melaksanakan penelitian di UPTD SMP Negeri 2 Parepare pada tanggal Juli 2023 s/d Agustus 2023, dengan judul penelitian **“THE USE OF QUIZLET LIVE MEDIA TO INCREASE STUDENTS’ VOCABULARY MASTERY AT SMPN 2 PAREPARE”**, berdasarkan Surat Izin Penelitian dari Institut Agama Islam Negeri (IAIN) Parepare, Nomor: B.3229/In.39/FTAR.01/PP.00.9/07/2023 tanggal 18 Juli 2023.

Demikian surat keterangan ini di berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 28 Juli 2023
 Kepala Sekolah,


a. Nasriah B., M.Pd
 NIP. 196508301990022002

Appendix 7 : Turnitin Result


Similarity Report ID: oid:29615:474480

PAPER NAME
Skripsi Trie Utami Cek Turnitin.docx

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 - Bibliographic material
 - Quoted material
 - Cited material
 - Small Matches (Less then 8 words)



PAREPARE

CURRICULUM VITAE



Trie Utami Rahim , The writer was born on 24 May 2000 , Sidrap Pangkajene. She is the last child in her family. She has 2 sisters. Her father's name is H. Abdul Rahim Teng and her mother's name is Alm. hj. St ramlah Sinring. She began her study on 2006 At SDN 6 Pangsud, Sidrap and graduated in 2012. In the same year, She continued her study at MTsN 2 Pangkajene Sidrap and Graduated in 2015. In the same year she continued her study at SMKN 1 Sidrap and Graduated in 2018. After graduating she tried aviation school at Trisakti Makassar for several months and finally decided to study at the State Islamic Institute (IAIN) Parepare in 2019. She took tarbiyah faculty and focused on english education Program. She completed her thesis on 2023 with the title " The Use Of Quizlet Live media to increase students' Vocabulary Mastery At SMPN 2 Parepare"

