

CHAPTER I

INTRODUCTION

The Background of the Study

Language is the system of sounds and words that is used by human to communicate with other people to express the ideas and feelings. Brown (2000:5) “Language is a complex specialized skill, which develops in the child spontaneously without conscious effort or formal instruction is deployed without awareness of us underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently”.

There are many languages in the world, one of them is English. Nowadays, English language has been accepted as an international language. As an international language, English has main role to develop human beings’ necessity. It means that societies from different geographical background, religion and culture have an allowed media to communicate. Like in transferring of knowledge, technology, economic and even cross cultural understanding in internet network. Such as Indonesia, English has been taught as foreign language.

Teaching English in Indonesia is one of objects which must be taught that is a part of curriculum of Indonesia education. English has been taught by almost all of levels of education terms, starts from primary school until university. There are four skills in mastering of a language; receptive skill, listening (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing. Students need to develop their ability at these four skills for increasing the knowledge and skill of English language in life. From these fourth skills, vocabulary is one important component in language. One cannot

express his idea if he lacks of vocabulary. Vocabulary is important for the students to support their four language skills. It means if the student master vocabulary, it will make students easier in learn English.

Vocabulary is total number of words which with rules for combining them make up a language. In the world of education, students are expected to master enough vocabulary to support their English skill. When the students have known enough vocabulary, it will help them to make their learning process go easier with the maximum result. However, the main problem faced by many students. They still master a small number of vocabularies and they unable learn English better. In this case, the writer concluded that vocabulary is necessary thing to be mastered by students.

English language is completely different from the Indonesian language in the system of the structure, pronunciation and vocabulary. For teachers, creating English teaching effectively and efficiently is not an easy job, therefore, that the English teacher must be able to organize teaching learning activities. They have to present materials by using a suitable teaching technique in order to makes students understand and master the lesson like the other lessons which need a suitable technique and methods. In reality learning English especially to memorize vocabulary is boring for some students.

Based on research observation on SMP NEGERI 2 PERCUT SEI TUAN MEDAN on grade eight, some students are still lack in vocabulary. Many students get bad score in answer question about vocabulary. Vocabulary is basic elements in English subject that must be mastered, but in reality there are still many students who have not mastered vocabulary and make them unable to pass the KKM (Kriteria Ketuntasan Minimum) in English subject. Here is the list of students score as an observation before conducting the research.

Table 1.1
Students' Observation Score at Grade VIII

NO	STUDENTS' INITIAL	CORRECT	SCORE
1	AB	20	100
2	AL	15	75
3	AP	20	100
4	AGP	14	70
5	ART	14	70
6	DPW	18	90
7	FA	14	70
8	MA	13	65
9	MF	9	45
10	MRP	14	70
11	MSH	13	65
12	NA	18	90
13	RF	14	70
14	RNA	14	70
15	RSS	13	65
16	RWK	15	75
17	TW	19	95
18	SY	12	60
19	VPT	10	50
20	WS	14	70
21	YF	17	85
22	YRS	11	55
23	ZMR	13	65
	Total		1670
Mean			72,6

Those problems of vocabulary must be solved, because it can be difficulties for the students to continue the next level or grade. Students also may have low motivation in learning English because they feel English is difficult. Furthermore, the students will have bored in English class.

In Modern technological advancements like Internet of Things (IoT), smart networks, etc., influence each area of daily life. In Germany, this board area has been introduced as Fourth Industrial Revolution, which is also known as Industry 4.0. The impacts of Industry 4.0 are reflected in all fields. One of it is in education fields. Acquisition of technology-supported

teaching and learning is increased swiftly. Technology-implemented up skilling in the teaching and learning process is known as Education 4.0, which is inspired by Industry 4.0.

In Fourth Industrial Revolution (Industry 4.0) teacher should provide the interesting media in order to develop the students' activity in learning. In this research the case is media in teaching vocabulary. One of the media in teaching vocabulary is using application based on CALL (Computer Assisted Language Learning) with learning media that assisted by computer. CALL is media of learning a language which incorporates computers as a tutor. Previous researchers have shown that CALL programs bring many benefits to students, providing room for English learners' to learn the language themselves without much teacher interference. Students explore the language personally and learn from their mistakes. This is different from the typical classroom situation where students will be dependent on the teachers. It is apparent that the roles of teachers and students have changed with the presence of technology assisted learning. One of the CALL program is Quizlet application. Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games.

Based on the explanation above, the writer will conducted a research entitled "improving students' vocabulary mastery by using Quizlet application as media at eight grade of SMP Negeri 2 Percut Sei Tuan Medan".

The Problem of the Study

Based on the background of the study that has been presented before, the problem of the study is formulated as follows:

"Does Quizlet Application improve students' vocabulary mastery at eight grade students of SMP Negeri 2 Percut Sei Tuan Medan?"

The Objective of the Study

The objective of this study is to find out whether QuizletApplication improve students' vocabulary mastery at eight grade students of SMP Negeri 2 Percut Sei Tuan Medan.

The Scope of the Study

Students can use many kinds of application as media to improve vocabulary mastery. According to Androidappsforme.com, there are some best vocabulary builder apps, such as: Quizet, GRE Flashcards, GRE Vocabulary Builder, Memrise, Vocabulary.com, Dictionary – Merriam-Webster, VoLT, Dictionary –WordWeb, Flashcards maker, Dictionary.com. This study will focus in applying QuizletApplication media in improving students' vocabulary mastery. There are some researches about the effect in using Quizlet as media in teaching vocabulary, such as: at university level, vocational level and elementary, but at Junior High School level is never been done. Because of this reason, the writer will present Quizlet as media in improving the students' vocabulary masteryateight grade of SMP Negeri 2 Percut Sei Tuan Medan.

According to Thornbury (2002:3), vocabulary or words classes divided into eight different classes, they are: Noun, pronoun, verb, adjective, adverb, preposition, conjunction, determiner. In this study the writer limitedin using vocabulary noun.

The Significances of the Study

The result of this study is expected to be useful in theoretically and practically relevant:

1.5.1 Theoretically

The results of this study theoretically are useful to:

- 1) become a new perspective in teaching vocabulary media.
- 2) the result of research can be a new model in research analysis in teaching media for learning English as a foreign language.

1.5.2 Practically

The results of this study practically are expected to be useful for:

- 1) readers who are interested in teaching vocabulary.
- 2) students to improve their knowledge in vocabulary mastery.
- 3) writer as experience in writing thesis and the writer can increase her knowledge about teaching vocabulary using Quizlet as media.

CHAPTER II

RELATED LITERATURE

2.1 Theoretical Framework

In conducting a research, it is very important to clarify all the terms that are related to the research in order to have a clear perspective of the implementation in the field. The terms may function to give a limited concept which is specially meant in a particular context. They are needed to be theoretically explained to avoid misunderstanding between the writer and the reader. In this case, the writer will elaborate the terms important for the purpose of this research.

2.2 Vocabulary

Vocabulary is one of important elements besides grammar and pronunciation, because without vocabulary the students feel difficult to understand the explanation of the teacher or communication to the others. Vocabulary is basic element of learning English. This is an

important factor in reading, listening, writing and speaking. It is the first steps for learning foreign language. The students who just study grammar without vocabulary can get difficulty to convey what she/he wants to say. So, the students who lack of vocabulary usually have difficult in writing their own idea, cannot speak English fluently, and difficult in understanding the text.

Ur (1995:60) states that vocabulary is the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language for the learners. Moreover, Hatch and Brown (1995:1) state that vocabulary is the list or set of words for a particular language use. It means that vocabulary as the words of certain language speakers in using language.

Crowther (1995:1331) defines vocabulary as:

1. The total number of words in a language
2. All the words known to person or used in particular book, subject, etc
3. A list of words with their meaning.

A language that people used to talk a certain topic consists of a number of words. In fact, most people still need some vocabulary rules in order to gain a good sense of language. The words that someone choose affect how good the impression he makes and how people react to serve a specific purpose of the language.

In conclusion, communication will take place well if the communicators use appropriate vocabulary or words. That is why before learn the other language students must learnt vocabulary first.

2.2.1 Important of Vocabulary

Vocabulary is the most important component language because it affects the four language skills, there are listening, speaking, reading, and writing. Celce-Murcia (2001:285)

states that vocabulary learning is central to language acquisition, whether the language first, second, or foreign. It means that vocabulary plays dominant role in early speech stage. Teaching vocabulary can improve the ability of students in speaking, reading, writing and listening comprehension. If students understand the meaning of vocabulary, they will be easy to analyze the meaning of word and practice it to make phrases or sentences.

Nunan (1991:126-127) states that for those who are learning English as a foreign language, vocabulary mastery is needed, and it is to comprehend a lot of vocabulary before they are able to form the grammatical sentence of English. Moreover, in the process of the language learning itself, a good vocabulary is really required in order to make easier for the learner to comprehend their mastery smoothly.

Based on explanation above, the writer concluded in order to make the learners easier to understand every word in a spoken or written text for communication, the students must master vocabulary. Vocabulary has an important role in language because it is the basic element. In learn new language, someone firstly must enable to remember the vocabulary and it will continue to sentence pattern level.

2.2 2 Kinds of Vocabulary

Read (2000:154) states that there are two types of vocabulary, they are active and passive vocabulary. While learning new words, people need a lot of practice and context connections to learn them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech or writing and is made up of words that come up in person's mind immediately when he or she has to produce a spoken or written

sentence. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

Hiebert and Kamil (2005:3) state that vocabulary is divided into:

1. Oral vocabulary, which is the set of words for which we know the meanings when we speak or read orally.
2. Print vocabulary, it is consists of those words for which the meaning is known when we write or read silently.
3. Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that well-known, familiar and used frequently.

The group of passive vocabulary is usually larger than the one of active vocabulary. Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening.

Thornbury (2002:3) divided vocabulary to teach into eight different classes, they are:

1. Nouns : bits, pieces, record, player
2. Pronouns : I, them
3. Verbs : like, looking, doing, to look
4. Adjectives : old, second-hand, to look
5. Adverbs : up
6. Preposition : for, like
7. Conjunction : and

8. Determiner

Vocabulary has an important role in the language learning. As a linguist David Walkins in Thornbury (2002:13) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. One should know a certain amount of vocabulary in order to be able to use the language productively. It is not only for communicating orally, but also in written form.

2.2.3 Teaching Vocabulary

Allen (2006:5) states that in teaching students the teacher should teach the students to recognize and understand the word in multiple contexts. Teacher can choose the relevant topic to be studied. For example, use the word in their speaking and writing, connect the word to their own lives and offer examples of its correct and incorrect use, understand subtle shades in the word’s meaning, and generate effective contexts to help other understand the word.

Teacher could teach words at different levels depending on their importance, frequently, and applicability in other contexts. Having enough vocabulary can make students able to listen, speak, read, and write. It is also make students able to produce language easily. Teacher probably face problem from many factor related to the word and also the first language learners matches the foreign language learners when teach vocabulary.

McCarten (2007:20) states that there are some ways to teach in class:

1. Focus on Vocabulary

One of the first vocabulary learning strategies for any class room is how to ask for words meaning and unknown words. Teacher can ask students some basic questions to know words meaning and pronunciation.

2. Offer Variety

Offering some activities, learning and material for students can make students interact to study in different way. Teacher should use the appropriate way to teach students by considering the situations, conditions and students' characteristics.

3. Repeat and Recycle

Students can memorize vocabulary well by repeating or reviewing of what have they learnt to use or recycle the later.

4. Provide opportunities to organize vocabulary

Students can learn to organize vocabularies in some way to group words.

- 1) Real word games are the words in real words, example: country, celebration and so on. Students can group the word base on the concepts that they are already familiar.
- 2) Language based group of words. Linguistic criteria as ways of grouping, for example. The different parts of speech of a word family, prefix, suffix or the same sound, verb, preposition, and collocation.
- 3) Personalized groups. Students make words group by using their own experience, personal habits and personal history, example: food they like and do not like.
- 4) Make vocabulary learning journal. Teachers make materials that can provide students' meaningful vocabulary through their personalization experience.
- 5) Do not overdo it

Teachers do not give too many vocabularies. Teachers can ask what items that students want to know.

6) Use strategy vocabulary in class

Teachers can use some strategies to teach students. Even it is not part of syllabus or textbook. Teachers can have more experiences in teaching by using some strategies and techniques.

Teachers should be able to present vocabulary well and effectively. Teachers can do some activities to make students achieve learning goal well from the lesson. Teacher can motivated the student trough new ways in teaching that can be suitable for developing their knowledge and skill and make students enjoy the learning process.

2.2.4 Vocabulary Assessment

Assessment is a part of students' language learning that can motivate them to learn more or not because assessment has effect for children. Westwood (2008:72) states the main function of assessment, they are:

1. To enable a teacher to evaluate the effectiveness of the teaching program and then to make any necessary modification to method of delivery, learning activities or resources.
2. To identify any students who are having difficulties mastering the course content, and thus need additional help.
3. To provide information if a student is to be transferred to another school or referred for special education.
4. To be accountable to presents by providing them with evidence of their child's learning.

5. To be accountable to government education authorities by providing hard evidence of achievement levels in school.

There are many ways to get assessment. One of them is through test. Brown (2004:3) states that test is a method of measuring a person's ability, knowledge, or performance in a given domain. The method must be explicit and structured to qualify as a test.

Some necessary test is applied to take the data to measure the students' knowledge of what they have learnt before. By doing the test, teacher will know how effective the teaching process before. Teacher and students get feedback from the test. Read (2000:2) states that there are some test can be used to test students' vocabulary, they are: multiple choices, completion, translating and matching.

2.3 Digital Linguistics

Hermann et al in Afrianto (2018:3) explained digital linguistics is the science of digital data management for linguistics, including the digital storage to create virtual copies of the physical world by enriching digital models with sensor data including data analysis and information provision. It concerns itself with how to represent linguistic data in digital form, as well as best practices for working with that data, using all the benefits of the modern technology. By reshaping the social order and the ways people interact with another, the digital inevitably transforms language. New media enables new forms of communication, which have been researched in several ways, such as by examining the linguistics features of digital communication and the identities of the users of media and their relationships with their

interlocutors. Digital linguistics is a science that was developed from time to time, namely by entering linguistic into digital form. Digital developments have transformed languages by triggering an explosion of new vocabularies.

Harnard (1991:39) states that technology has set off a 'fourth revolution in the means of production of knowledge' that has accelerated the processes of globalization. Lee et al in Afrianto (2018:3) explained, industrial revolution 4.0 is characterized by an increase in manufacturing digitalization that is driven by four factors: 1) increased data volume, computing power, and connectivity; 2) the emergence of analysis, ability and business intelligence; 3) the occurrence of new forms of interaction between humans and machines; and 4) digital transfer instructions to the physical world, such as robotics and 3D printing.

The development of technology in industry 4.0 takes an important role in the implementation of Education 4.0. The roles of technology support the teaching and learning process in this digital era due to those roles help the students to be autonomous learners. It means that the students can learn everything and everywhere by clicking many features or platform in the internet that relates to their subject studied.

2.4 Teaching Language through Media

Suparno in Manik and Christiani (2016:9) defines kinds of teaching media that can be used in the process of teaching and learning process into four types, they are:

1. Non-projector viewing media: the viewing media that cannot be projector object to other surface. For example: flash card, pictures, etc.
2. Projector-viewing media: the viewing media that can be projected of the object of transparency to other surface, example OHP (Over Head Projector).

3. Auditory media: the teaching media that confide the message by sound. For example: tape, recorder, etc.
4. Audiovisual media: the teaching media which confide the message through around and also its picture or action can be seen followed its sound. For example: TV. VCD, etc.
5. Games: the teaching media by game which is done by individual, group, or in pairs. For example: puzzles, guessing, etc.

As technology has been widely used to support teaching learning activity, the term Computer Assisted Language Learning (CALL) has also been very familiar as teaching media in industrial revolution 4.0. Beatty (2003:7) defined CALL as “any process in which learner uses a computer and, as a result, improves his or her language”. It means that computer works as the media of language learning.

Sanosi (2018:71) states that to enable teachers and course designers to present vocabulary effectively, researchers provide principles that can be applied in varieties of learning situations. One of the concepts suggested in this regard is learning from meaning-focused input where learners are expected to perform deliberate learning activities such as studying vocabulary from bilingual flashcards and doing close exercise. Strategies of these types are now applied electronically on a wide range taking benefit of the vast advance in technology and the developing approach of Computer Assisted Language Learning (CALL). This application of CALL in language classroom has altered an expanded the field of L2 teaching and learning. Further, Goodfellow in Miles and Kwon (2008:1) mentions that the use of technology in vocabulary learning covers the things which traditional classroom cannot cover such as “building up a vocabulary, giving students control over the words to learn, exercises to promote deeper learning and so on”. Kimura and Goda in Sanosi (2018:71) states one aspect of CALL

development is the vast use of mobile devices in classroom which have become fundamental gadgets in higher education. A famous example of these applications is Quizlet. Quizlet is one of popular application for learning languages with provide e-flashcards, engaging games, and collaborative activities.

2.5 Quizlet Application

According to Darm in [https://androidappsforme.com/vocabulary-builder-apps-android/2018/12/11 Best Vocabulary Builder Apps for Android](https://androidappsforme.com/vocabulary-builder-apps-android/2018/12/11-Best-Vocabulary-Builder-Apps-for-Android), There are many kinds of application can use in teaching, especially in teaching and learning vocabulary, such as:

1. Quizlet

Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games. It is currently used by two-thirds of high school students and half of university students in the United States. It was created by Andrew Sutherland in October 2005 and released to the public in January 2007. Quizlet trains students via flashcards and various games and tests. Quizlet was recognized by Similar Web as the fastest growing US Education site in 2015.

2. GRE Vocabulary Flashcards

The GRE Vocabulary Flashcards application reproduces the traditional method of memorizing words using cards. The material is divided into blocks containing a set of virtual cards with words and explanations for each of them. Scroll through the cards. If you already know a word, mark it accordingly. Those words that you don't know will be repeated periodically. The material is divided into several levels: Basic Words, Intermediate and Advanced.

3. GRE Vocabulary Builder

Here the words are also divided into blocks according to the level of difficulty, but, unlike the “cards”, there are already elements of automatic control. Users are shown the word and its definitions or synonyms. If users choose the correct answer, this word will rarely appear when user continues viewing the block. If the answer was incorrect or user found it difficult, the program shows the correct definition.

4. Memrise

Memrise is an innovative learning technology. It will help improve learner level of knowledge. This application is the result of the hard work of programmers and linguists in order to expand existing teaching methods. It uses modern neuro-linguistic technologies and the latest teaching methods. The main advantage of the application is the ability to adapt to the peculiarities of human memory.

5. Vocabulary.com

Vocabulary.com is an application for Android and iOS, as well as the eponymous service that allows you to learn new words. When learning a language, learner needs to pay attention to several things: grammar, colloquial speech and, of course, vocabulary. Vocabulary.com will cope with it better than anyone else. Vocabulary.com is a powerful vocabulary tool.

6. Merriam-Webster's

Merriam-Webster's Collegiate Dictionary is an extensive dictionary (225,000 definitions), describing not only individual words, but also common phrases. The application has a bright design and simple interface. On the first page – only the company logo, a simple menu and a field for entering words, as well as a button for oral input.

7. VoLT

VoLT is a decent tool that focuses on vocabulary. It helps to improve and extend language skills with various innovative techniques for memorizing difficult words. While learning new words, meaning, memory key, synonyms, antonyms, and usage will be provided for each word. Also, there are various tests: Random, meaning, fill in the blanks, synonyms, antonyms. After completing a test, you can view statistics, right answers and retake each test.

8. Dictionary WordWeb

Dictionary WordWeb is a free offline English dictionary with an excellent search. Here user will find a bunch of words, with synonyms for them, as well as the meanings. At the same time, this application has quite a convenient search and there is no advertising at all! Clever text input will offer you variations of words.

9. Flashcards Maker

Flashcards Maker is another smart tool to extend your vocabulary. Short, simple, understandable – flash cards can be an indispensable tool in learning a language. Electronic flash cards are always with user, accessible from any device and regularly remind repeating words. It remains only to be patient and steadily build vocabulary.

10. Dictionary.com

Dictionary.com is a dictionary that will give you the most complete information about the words, as well as provide a large number of synonyms, show the origin of the word and examples of its use.

2.5.1 Defenition of Quizlet

“Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games.” (Wikipedia. 2019. <https://en.wikipedia.org/wiki/Quizlet/2019/03>). It was created by Andrew Sutherland in United States, October 2005 and released to the public in January 2007. Quizlet was conceptualized by Sutherland while he was memorizing animal names for his French class. To aid in memorizing words, he began writing a program to help him study. These first lines of code were deleted and then rewritten over a course of 420 days. In October 2005, Quizlet was released to the public. As a memorization tool, Quizlet lets registered users create sets of terms and definition customized for their own needs. These sets of terms can then be studied under several study modes. Even though this application is available for free, but to record sound, users must subscribe and pay \$ 35 per year.

This mode is similar to paper flash cards. Users are shown a "card" for each term, which they can flip over by clicking or using the arrow keys or space bar. The user has the option for the face of the card to be an image, a word, or both. Andarab (2019:982) states that website of Quizlet creates seven game mode activities, they are:

1. Flashcards

This mode lets the user Quizlet sets as flashcards. One can play this activity to review the study set and listen to pronunciation of the word or the phrase.

2. Learn

Assesses how well users know the definitions of the words and keeps track of what the user miss. To move forward, one must type the answer and click the answer button or press enter to see if the answer was correct or incorrect. So, this mode lets the user focus on missed or unknown terms in the study session.

3. Spell

Spell mode lets user type what user hear to improve spelling in this audio-powered study mode. This mode works well for studying a new language or practicing spelling and pronunciation.

4. Test

Test randomly generates tests based on user flashcard set. Therefore, this mode is excellent to practice before quiz or exam to assure user has thoroughly learned the terms. User can choose different combinations of question types depending on what works best for user.

5. Match

This mode lets the user race against the clock, match the terms and definition in card as quickly as possible. Match mode can use to compete with other user for the top score.

6. Gravity

This mode lets user to type answers as the asteroids fall. As the user pass the levels, the force of gravity increases, and the asteroids start to fall faster for added challenge.

7. Live

This mode lets the users work together and enhance communication to find the term that matches the definition. User stays focus and communicate to win. Everyone on the team must contribute since none of them has all the answers.

2.5.2 The Effectiveness of Quizlet

According to Sanosi (2018:71)The modern trends of teaching and the vast advance of technology enable teachers to use online and mobile applications in a very wide range. The real effect of using such a method needs to be measured. To illustrate the real effect, 42 participants represented the vocabulary class at the College of Sciences and Humanities at Prince Sattam Bin Abdulaziz University in Saudi Arabia.

The findings displayed that as an e-learning application, the efficacy of Quizlet on improving vocabulary learning can be attributed to the augmenting role of information technology in all aspects of life. Also, Quizlet represents an ideal environment for learning that can provide active learning both inside and outside classroom. Within classroom, the live learning mode provide effective collaborative experiment to students who find themselves obliged to share information and exchange answers to the vocabulary questions with a competitive spirit with other groups of students thus learning become an active cooperative process. Moreover, learners can perform different learning tasks and assess their vocabulary acquisition. These features of Quizlet and the findings of this research and other studies imply that Quizlet can be considered a good candidate for both teachers and students for vocabulary instruction and learning.

2.5.3 Using Quizlet in Classroom

Barr (2016:36) “The study examined the efficiency of Quizlet in corporate with the traditional teaching method, and it was used in Tamagawa University, including thirty-two, low-level, first year students in Tamagawa University’s English as a Lingua Franca program”.

The aim of the research was to measure the success of users by comparing vocabulary test scores for Quizlet users and non-users of the application. At the end, it was shown that rather unsurprisingly, the results support the idea that Quizlet users score better on the vocabulary tests with recycled phrases from the cards than those who did not use Quizlet to support their home studies. For the first, vocabulary test, although the Quizlet users scored higher on average, the difference was not statistically validated. This may partially be explained by the fact that the learners were not entirely certain about their expectations with Quizlet at this stage. However, tests 2, 3 and 4 all resulted in statistically higher scores for the Quizlet users, even when the non-users showed significant improvement on the last of these tests.

2.5.4 The Advantages of Quizlet

Sanosi (2018:72) states that there are some advantages of Quizlet:

1. Allows students to study information via learning tools and games.
2. Offers a variety of learning modes, including: Learn, Flashcard, write, spell, test, match, gravity, live.
3. Provide self-learning through many learning modes and the various features that available in its free version.

4. Not required to install the software in PC but required operated by web in PC.

2.5.5 The Disadvantages of Quizlet

Anjaniputra and Salsabila (2018) advantage of Quizlet is barrier, such as: in the internet connection, phone memory, low-charged battery, and acceptance of only the exact same answers.

2.6 The Effectiveness of Mobile and Web Application

The advantage of using mobile applications and web applications in teaching vocabulary is having an opportunity to learn beyond classroom borders. Bornman, (2012:288) states that“instructional activities are not limited to a set place but can be conducted anywhere and anytime and learner can engage, often asynchronously with teachers, learning resources and other learners”.

The current study contributed to the literature in the using mobile application in vocabulary teaching can be more effective tool when compared to traditional paper-based activities. However, while using mobile applications which are not tailored for vocabulary teaching, language teacher should be aware of pedagogical consideration in the design of the vocabulary activities. Language teachers should pay special attention to the use of ready-made mobile application for vocabulary teaching. Therefore, teachers should know how to evaluate the usefulness of this application for vocabulary teaching.

2.7 Previous Study

The study about using application in teaching learning process has been conducted by several researchers. In this case, the writer takes previous research from journal “*The Effect of Quizlet on Vocabulary Acquisition*” was done by Abdulaziz B Sanosi. This research investigated the effect of Quizlet, a rapidly growing application with an online and mobile phone version, on vocabulary acquisition at Prince Sattam Bin Abdulaziz University in Saudi Arabia. After using

Quizlet for vocabulary learning for a month, the experimental group participants show a significant improvement in vocabulary posttest. Accordingly, the study acknowledges and recommends using the application at university level.

The second one is taken from Language Journal. "*The Use of Quizlet Flashcard Software and Its Effects on Vocabulary Learning*" was done by Ozer &Kocoglu. 2017 at second semester of 2013/2014 school years at private vocational high school in Turkey. The main goal of this paper is to investigate the effect of two vocabulary learning approaches: 1) Computer-assisted Language Learning (CALL) with a computer-based flashcards program, Quizlet, 2) Keeping vocabulary notebooks on high school EFL learners' vocabulary learning. Vocabulary learning and recall was measured by pre, post and delayed post-tests. According to the results of the study, the control group with no tool, the Quizlet group with flashcard software and the vocabulary notebook group improved. The vocabulary learning tools (Quizlet and vocabulary notebook) have an effect on vocabulary learning and retention.

The third is taken from undiksha ejournal. "The Effect of Digital Flashcard on Students' Vocabulary Mastery of the Fourth Grade Students at SD Negeri 1 & 2 Paket Agung in the Academic Year 2016/2017" was done by Kusumawati, Sudirman and Kusuma, 2017. The aim of this study was to investigate the significance effect of digital flashcard media on the vocabulary mastery of the fourth grade students at SD Negeri 1 & 2 Paket Agung in the academic year 2016/2017. The design of this study used post test only control group of quasi experimental research. The result of the hypothesis testing (independent t-test) indicated that there is a significance effect of digital flashcard towards students' vocabulary mastery.

The similarities of these studies are about the media of the study. All of the research used Quizlet media in teaching learning vocabulary to make students more interesting in learning vocabulary. It can be concluded that using media in teaching and learning vocabulary can increase students in vocabulary mastery. The differences of the research are the level of the students as the object of the research and the research design.

2.8 Conceptual Framework

As mentioned above, the students should master vocabulary. Vocabulary is one of basic elements in mastering English, because if students cannot master in vocabulary the students automatically will not obtain the four of skills of English, such as listening, reading, speaking, and writing.

In obtaining the four skills of English the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastery vocabulary.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remember new word is hard because word is slippery things. The teacher should be creative and up to date for giving new word. They can do anything they want to improve their vocabulary mastery. In learning English as a foreign language, by flash card with computer is one the alternative way to improve the students to express their language.

CALL (Computer Assisted Language Learning) is often considered a language teaching method, but this is not really the case. In traditional CALL, the methodology was often claimed

to be based on behavioristic approach as in “programmable teaching”, where the computer check the students input and gave feedback (reward) or pointed the student to appropriate activities. In modern CALL, the emphasis is on communication and tasks.

Quizlet is considered as an effective, interesting, and enjoyable way to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. Quizlet is suitable for students in all levels. Quizlet must have focus for answer the teacher instruction. From the discussion above, the writer proposed that Quizlet in teaching English language vocabulary can improve students’ vocabulary mastery.

The conceptual framework can be shown in the following:

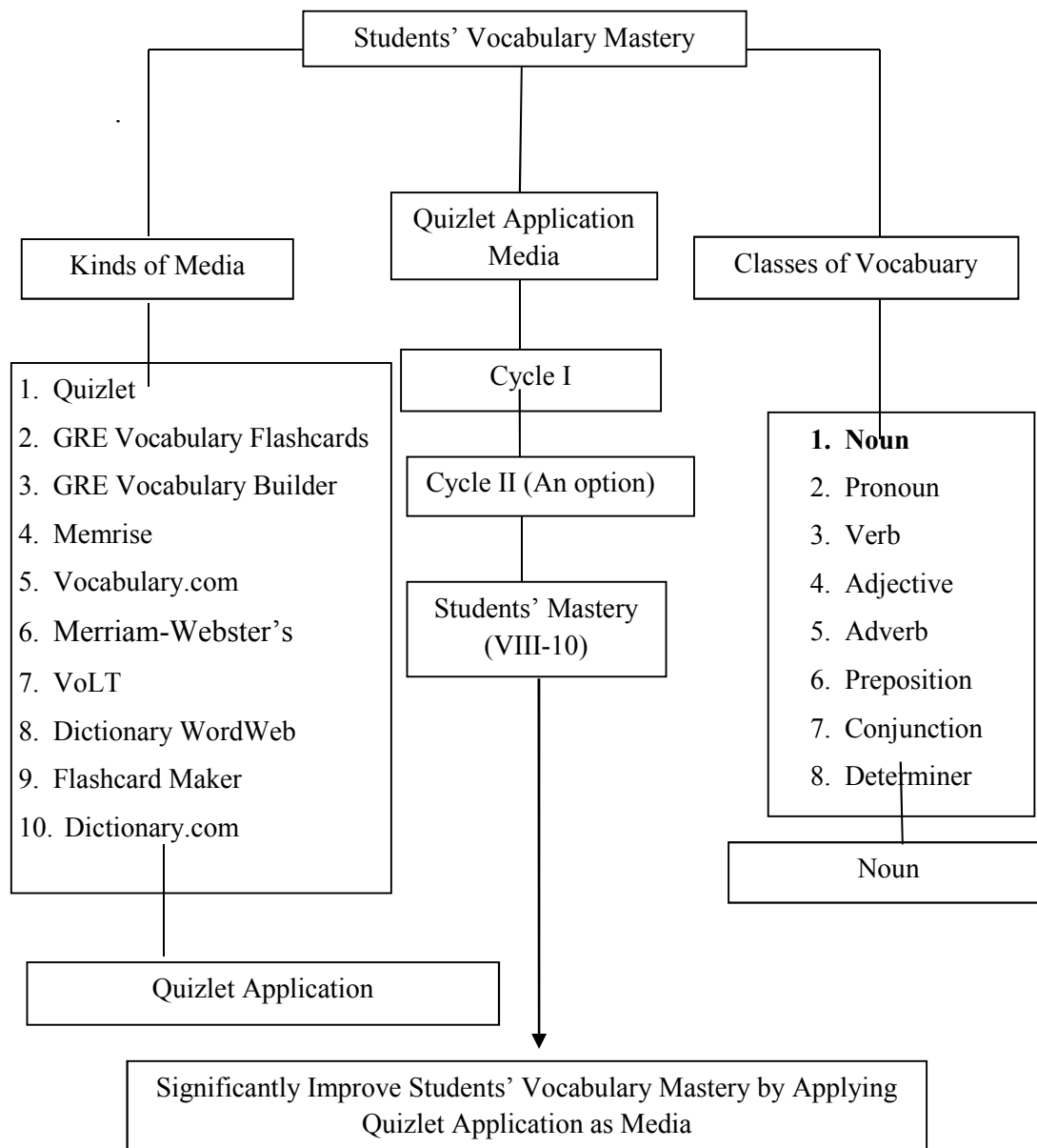


Figure 2.1 conceptual framework of improving students' vocabulary mastery by using Quizlet application as media at eighth grade of SMP Negeri 2 Percut Sei Tuan. (Simanullang Juliharti, 2019).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by applying Classroom Action Research (CAR). Wallace (1998:16) stated that action research involves the collection and analysis of data related some aspect of our professional practice. Class action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice that focus on the process of teaching and learning in the class. Classroom action research is one of strategies for solving problem which use real action and analyze every influence from the situation.

3.2 Population

Wallace (1998:258) states that population is any group of people that the researcher will analyze. In this research, the population was all students at grade VIII of SMP Negeri 2 Percut Sei Tuan Medan in academic year of 2019/2020 which consist of ten classes. The total of students at grade VIII is 316 students.

3.3 Sample

Sample is part of proportion of the population, which is used as the source of the real data of the research. Arikunto (2006:134) states that random sampling was done by the writer by mixing all of the subject research in one population and then the writers choose the sample. The sample was taken by naming cards based on every first year classes in SMP Negeri 2 Percut Sei Tuan in which is VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8, VIII-9, VIII-10. After the writer mixed these cards for a moment, the writer took one card randomly as a sample of research and the chosen sample for this research is VIII-10 in which the number of students is 30 students.

3.4 Instrument of Collecting Data

Quantitative data was used in this research. The instrument for collecting quantitative data in this research was vocabulary test. It was used to know student's vocabulary mastery. The qualitative of data were collected by observation, questionnaires, and diary notes. All instruments that were used in this research explained in following.

3.4.1 Quantitative Data

Quantitative data was collected through Vocabulary test which is administrated by the writer. These vocabulary tests were utilized to access student's vocabulary mastery through Quizlet Application. Sanosi (2018:71) states that Quizlet is digital flashcard that applied electronically on a wide range taking benefit of the vast advance in technology and the developing approach of Computer Assisted Language Learning (CALL). A famous example of these applications is Quizlet.

The vocabulary test consisted of multiple choices and matching the meaning of words as much as 20 items. The Quizlet give related to the topic that was discussed together. The writer taken the material of lesson from when English rings a bell for grade VIII Junior High School with topic Animals around us and Things around us. The writer was applied some procedures to get the quantitative data, such as:

1. Pre-test

The writer was administrated the pre-test and give vocabulary test consist of multiple choices and matching the meaning of words consist of 20 items. The purpose of the pre-test is to know students' knowledge about vocabulary.

2. Treatment

The research was conducted in two cycles and each cycle consist four steps, such as: planning, action, observation and reflection.

3. Post-test

The writer was administrated the post-test and give vocabulary test consist of multiple choices and matching the meaning of words as much as 20 items to know the result of the students in cycle I. There was no significant improvement in cycle I, the writer was conducted post-test in cycle II.

3.4.2 Qualitative Data

The qualitative data was used to describe the situation during the teaching learning process. The qualitative data was collected performed by taking diary notes and questionnaires.

1. Observation Sheet

Arikunto (2006:156) states that observation is attention-taking activities to an object by using all sensory devices directly. Observation was use to identify all the condition that is happening during teaching and learning process including teachers, students, and the context of the situation in classroom.

2. Questionnaires

Gillham (2000:2) states that questionnaires are one of range of ways of getting information from people as respondent by asking question. Questionnaire sheet is technique of data collection by giving a group of questions or written question to the respondent that need to be answered. Questionnaire is the efficient data collection if the writer knows exactly what variables is needed to measure and known what does the writer expected from the respondent. Questionnaire is started from the general to the specific. Gillham (2000:4) states for the format of the questions, there are two basic types: open and closed questions. A closed question is one where the possible answers are predetermined. Open questions are only occasionally used in questionnaires because they are more difficult to analyze. In this research the writer was use closed questions because it is easier to analyze. The function of the questionnaires is to strengthen the data by the real answer of the respondent about something that already happen and done in the respondents' class and environment.

3. Diary Notes

Diary notes was use to record the result of the observing during the action and diary notes as the personal records which usually by the writer that was written up daily. Wallace (1998:39) states that the advantage of diary notes are they tend to more flexible less professionally risky and more easily implemented than others.

3.5 Procedure of Collecting Data

The procedure of collecting data was conducted by administrating two cycles. Each cycle has four phases, they are: Planning, Action, Observation, and Reflection. The following is the model of action research figured by Kemmis and McTaggart in Burns (2009:9).

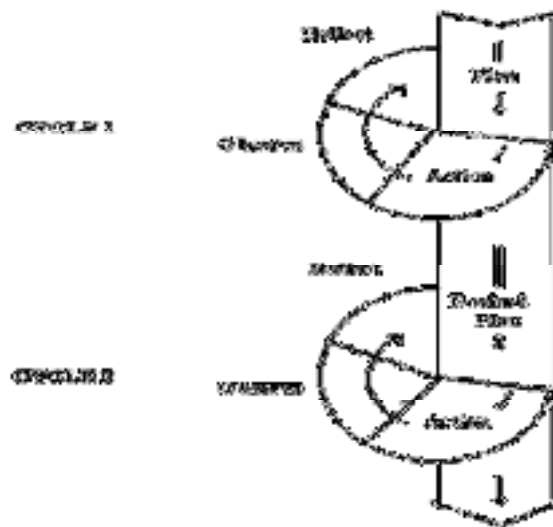


Figure 3.1. Cyclical AR model based on Kemmis and McTaggart in Anna Burns (2009:9)

3.5.1 Cycle I

In this cycle, the student vocabulary mastery was measured and their problems in mastering vocabulary were analyzed. The detail procedure of cycle I was described as follows:

1. Planning

Planning is an arrangement of doing something. In planning, it is considered everything related to the action that will be done and it is also prepared everything that will be needed in teaching and learning process. There were many activities that was done in planning, they were:

- 1) Preparing lesson
- 2) Preparing and making media that will needed while doing the scenario of teaching learning.
- 3) Preparing material for vocabulary through Quizlet Application.
- 4) Preparing test of vocabulary mastery by Quizlet in last meeting.
- 5) Preparing the instrument for collecting data, such as vocabulary test.

2. Action

Action is process of doing something. In this study, the students were thought about vocabulary through Quizlet application. Some steps of action such as:

Table 3.1
Activities while Doing the Research in Cycle I

Activities	Output
1. The writer conducted pre-test.	1. Writer knew students' basic skill in vocabulary before giving the material.
2. The writer explained the importance vocabulary and teach vocabulary by using Quizlet application as media	2.The students was understand the importance vocabulary and able to mastery vocabulary.
3. The writer conducted post-test 1	3. The students knew the improvement of their ability in mastery vocabulary

3. Observation

The observation was conducted to all the process and atmosphere of vocabulary mastery and learning process. The writer want to find out the overall condition occur during the instruction. The observation was checked by some steps as follows:

- 1) The student's activity in answer the questions
- 2) The student's response during the teaching and learning process
- 3) The students' vocabulary mastery.

4. Reflection

In this phase, the writer made reflection on everything that she had done and make conclusion. If the result of the first cycle does not reach the goal that determines, so the second cycle was done by repeating the steps in the first cycle in order to solve the problem.

3.5.2 Cycle II

To achieve the goal determined, the writer needs to find appropriate planning to solve the problems. The writer will see the improvement of students in mastery vocabulary by giving the second cycle. The writer was used the same steps as in the first cycle. In this cycle the writer was made some revisions in learning process. The detail procedure of cycle II will describe as follows:

1. Planning

After knowing and analyzing the scores in the first cycle, the writer makes some revises plan according to students' need, such as:

- 1) Preparing and designing the material that will be used during second cycle.
- 2) The writer will control every students by asking they do not understand about the material.
- 3) Redesigning the procedures of teaching vocabulary by using Quizlet media
- 4) Preparing the test to measure the result of the study.

2. Action

Action in the second cycle is the implementation of revise planning in the first cycle. The procedure in first cycle was changed in order to improve students' vocabulary mastery by explain more detail about Quizet. The activity in second cycle will see as follows:

Table 3.2

Activities while Doing the Research in Cycle II

Activities	Output
1. The writer reviewed students' achievement in cycle I and gave some comments, opinions, motivations to do the best in second cycle.	1. The students were more spirit to do the best in cycle II.
2. The writer explained the vocabulary using Quizlet application	2. The students were applied Quizlet application to improve their vocabulary mastery.
3. Writer gave chance to students to ask understanding about vocabulary mastery using Quizlet application.	3. The students more understood about vocabulary.
4. The teacher conducted post-test II	4. The students knew the improvement in their vocabulary mastery.

3. Observation

The writer was observed the students while they learn vocabulary by using Quizlet as media. The writer recorded the situation during the teaching learning process.

4. Reflection

In reflection of cycle II, the writer concluded the result of second cycle. The writer took the feedback of this vocabulary mastery and learning process from the result of the observation, the problem and the cause of the problem. Cycle II had done because there was significant improvement of students' achievement in mastery vocabulary.

3.6 The Technique of Analyzing Data

For analyzing data the writer was did following steps:

1. Scoring the students' test
2. Tabulating the score from the lowest to the highest
3. Comparing the students' score between cycle I and II
4. Calculating the percentage of the student's score
5. Making the conclusion

To scoring students' test the writer was used:

$$S = \frac{R}{N} \times 100$$

Where: S= Score of the test

R= Number of the correct answer

N= Number test items

To know the mean of the students' score of assessment the writer was used the formula formulized by Best and Khan (2006:359):

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

Where \bar{X} = The mean of the students' score

$\sum X$ = The total score

N = The number of the students

To know the development of the students' score for each cycle, the students' percentage of the students who get ≥ 75 was calculated. To categorize the number master of students the writer also use:

$$P = \frac{R}{T} \times 100\%$$

Where: P= The percentage of students who get the 75

R= Number of the students who get the point above 75

T= The total number of the students who do the test