THE EFFECTIVENESS OF USING QUIZLET APPLICATION AS DIGITAL FLASHCARD ON THE ELEVENTH GRADE STUDENTS' MOTIVATION IN LEARNING VOCABULARY

UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill one of the requirements for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teaching Training
English Education Study Program

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

by:

Alvi Masruriyatun Ni'mah
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ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
2023

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It has been examined and approved by the board
Examiners in partial fulfilment of the requirement
For the Bachelor's degree of education (S.Pd)
Faculty of Tarbiyah and Teaching Training
English Education Study Program

Day : Tuesday
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The Board of Examiners

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Prof. Dr. Hj. Muknijah. M.Pd.H
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MOTTO

أُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖۖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ

The meaning: "Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided".[1] (Q.S Al-Nahl (16):125.

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[1] *Yusuf Ali, Qur'an Translation in English Arabic Text (Durban: Islamic Propagation Centre International), https://myislam.org/surah-nahl/ayat-125/,

DEDICATION

My thesis was dedicated to:

- My beloved parents, M.Choirul Anam and Wahyu Susilowati thank you for the endless love, pray, support, and your effort.
- My beloved brother and sister, Iqbal Maulana and Shinta Laily Indriyani, who always help me in every situation. Thank you for always carrying me so much. Thank you for always asking me ” When did you graduate?“ your text messages make me annoyed but magically give me reason to finish my study as soon as possible.
- All my friends and everyone who have helped me during the writing of this thesis. I am very thankful for all that support and wishes you have given to me

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The author realizes this thesis has only finished with some help and support from others during the process. Therefore, the author would like to be thankful for the following:

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Lastly, since the writer realizes that some shortages need to be evaluated, the writer welcomes any kind of constructive feedback, suggestions, and critiques to make this paper better. Hopefully, this research will be useful not only for the writer but also for anyone who reads this thesis.

Jember, 13th March 2023

Researcher

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ABSTRACT

Alvi Masruriyatun Ni'mah, 2023: *The Effectiveness Of Using Quizlet Application as Digital Flashcard on The Eleventh Grade Students' Motivation in Learning Vocabulary*

Key words: *Quizlet Application, learning motivation, vocabulary*

Teaching and learning vocabulary is acknowladged to be building block in the learning a language. In addition, it is repoted as being closely engaged to enhanced language proficiency. While, there are numerous studies dealing with vocabulary. In case of the study, there were crucial problems in students in learning vocabulary: lack of vocabulary and low motivation. However, to the best of my knowladge, few studies have been reported on the effeciency of using Quizlet Application.

The reason of the study was to know the effect of using Quizlet Application as digital flashcard on the eleventh students' motivation in learning vocabulary.

The researcher used quantitative-experimental research, in which the design was quasi-experimental with a non-equivalent control group design. The researcher used two classes for this research, the experimental class, and the control class. The experimental class was taught by using Quizlet Application while the controlled class was taught by using the conventional teaching method by textbook and reading. The participants of this research were the eleventh-grade students of MAN 2 Banyuwangi in the academic year 2022/2023 who were recruited through teacher's recommendation . They were students of XI Social 1 as the experimental group which consisted of 35 students and students of XI Social 3 as the control group which consisted of 35 students. The researcher used questionnaires and observation checklists to collect the data.

The results of this research revealed a significant difference in the student's motivation in learning vocabulary between those taught by using Quizlet Application and those taught without using Quizlet Application. The experimental class's past-questionnaire result showed that the mean score was 123.57. Meanwhile, the post-questionnaire of the control class result showed that the mean score was 93.11. Furthermore, as seen in the differences between the scores and Percentages obtained through the observation checklist. The total percentage of the students' motivation in the experimental was 88% while in the control group was 61,5%. Moreover, the calculation of the Independent Sample t-test reveals that the significance sig. (2-tailed) was 0.001 < 0. 05. Which means (H0) is rejected and Ha is accepted. It can be concluded there was an Effect of the Quizlet Application on the student's motivation in learning vocabulary. It means that students showed high interest, expressed less boredom, and indicated more enthusiasm for learning vocabular

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CHAPTER I

INTRODUCTION

A. Background of the Study

Vocabulary is among the key components that must be mastered and given careful consideration when learning a language, mainly English as a second language. Richards and Renandya stated that vocabulary is an essential component of language competence and offers much of the basis for how good learners speak, listen, read, and write.[2] It means that vocabulary becomes the basis for the development of all the English skills. By sufficient vocabulary, learners will be able to communicate and to express their feelings in a way that is both effective and entertaining. The more students practice having the necessary vocabulary, the more fluent students talk and accomplish their goals. Additionally, students can also understand what native speakers say, comprehend the English textbook, watch the English movie, and write in English.

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Besides, people who lack vocabulary will get difficulties in making interaction or even communication among the people and lack of English comprehension. It is supported by David Wilkins as cited in Thornbury that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that even someone has good grammar but it will be useless if they do not know many vocabularies. In addition, it is supported by Ur that vocabulary is one of important things to be taught in learning foreign

[2] Jack C. Richards and Willy A. Renandya, Methodology in Language Teaching, (Cambridge: Cambridge University Press, 2002), p. 255

language because it will be impossible to speak up without variety of words.[3] Those statements imply the importance of teaching vocabulary as a foreign language.

Indonesian learners have difficulties in understanding English vocabulary. Kinds of difficulties faced by the students were (1) almost all of the students have difficulties in pronouncing the words, (2) how to write and spell, (3) the different grammatical form of a word known as inflections was one of causes of student's difficulties in learning vocabulary. In addition, (4) the students found difficulties in choosing the appropriate meaning of the words and (5) also still confuse in using the word based on the context. The last, (6) the students were also still confused when they found words or expression that were idiomatic.[4]

Teachers' reliance on vocabulary task-related gap-filling exercises contained in English textbooks was another problem in the early study. Since they only learned the words by guessing, this one-way activity may cause the students to remember the words in an inappropriate way. A scholar, on the other hand, believed that different exercise types will increase the students' retention in learning vocabulary.[5] Moreover, some vocabulary exercises such as hierarchy exercises in which matching the words and multiple choice are included in this type can be implemented to make students easily acquire and

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[3] Ur, Penny. 1996. A Course in Language Teaching, Practice and Theory. Cambridge: Cambridge University Press.
[4] Rohmatillah, R. (2014). A STUDY ON STUDENTS'DIFFICULTIES IN LEARNING VOCABULARY. *English Education: jurnal tadris bahasa Inggris*, *6*(1), 75-93.
[5] Hashemzadeh, M. (2012). The Effect of Exercise Types on EFL Learners' Vocabulary Retention. *Theory and Practice in Language Studies*, *2*, 1724.

rote vocabulary. [6]In other words, giving different types of vocabulary exercises for students is considered to be very essential.

In other hand, the one of the serious problems that appear when students learning vocabulary is the leak of motivation in learning vocabulary. Motivation plays an essential role in the learning process since it determines students‟ acquisition of language in the class. Cook stated that the acquisition of language is different among learners. He also said that three main factors affect the Second Language Acquisition. The factors are age, personality, and motivation.[7] So, motivation leads students to follow the learning activities in the class. Next, based on the researcher's experience when teaching English in a school, some students have low motivation in learning vocabulary because they think that learning English vocabulary is challenging. It can be seen from the result of students‟ exercise, the students who have low motivation do not do the exercise seriously. Students who are lack of motivation will get a decline in their learning process. It is supported by Brewer and Burgess that unmotivated students will result in the loss of the desire to come to the class, then often absent, and will decrease their grades.[8] So, it is obvious that motivation is important for students to have to increase student's enthusiasm in the learning process. Furthermore, motivation also determines students' academic achievement.

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[6] Lin, C. Y., & Hsu, W. S. (2013). Effects of hierarchy vocabulary exercises on English vocabulary acquisition. English Language Teaching 6(9), 110-119. doi: 10.5539/elt.v6n9p110
[7] Vivian Cook. Linguistics and second language acquisition. (Beijing: Foreign Language Teaching and Research Press and Macmillan Publishers Ltd, 2000), p. 30
[8] 5 Ernest W. Brewer and David N. Burgess, Professor‟s Role in Motivating Students to Attend Class, Journal of Industrial Teacher Education, Vol. 42, No. 3, 2005, p. 24

As a result, vocabulary learning media in the classroom do not motivate the students to increase the vocabulary. For instance, the teachers only write new words on the board, asking the students to remember the words and their meanings by repeating them. Whereas, many learning strategies can be implemented, including use games, guessing the word from context, and so on to achieve the learning goal. It is proved by Subekti and Lawson that the effectiveness of the implementation of specific vocabulary learning strategies provides evidence of mastering new words to the language learners.[9]

Based on explanation above, the teacher should know how to develop students' interest and motivation during the class and recognize the way to teach materials that are easy to be understood by the students. Teachers should choose the appropriate way to encourage student's motivation to learn new vocabulary. In this 21st century, the Information and Communication Technology (ICT) can be applied as one of the solutions to those problems. According to Mulyasa based on the principles of learning following the 2013 curriculum, ICT is applied to make learning activities more effective and efficient.[10] Moreover, the implementation of ICT in teaching vocabulary promotes students' autonomy, makes them actively involved in the learning process, and develops their critical thinking skills.[11] Besides, the smartphone,

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[9] Nanang Bagus Subekti and Michael J. Lawson, Vocabulary Acquisition Strategies of Indonesian postgraduate students through reading, International Education Journal, Vol. 8 No.2, 2007, p. 485.
[10] Setiawan, M. R., & Putro, N. P. S. (2021, April). QUIZLET APPLICATION EFFECT ON SENIOR HIGH SCHOOL STUDENTS VOCABULARY ACQUISITION. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 4, pp. 84-98), p.85
[11] Vahdany, F., & Majidi, M. (2015). The effect of teaching vocabulary through ICT on vocabulary learning of intermediate Iranian EFL learners. Indian Journal of Fundamental and Applied Life Sciences 5(3), 1401-1410. Retrieved from http://www.cibtech.org/sp.ed/jls/2015/03/167-JLS-S3-171- FREIDOON-EFFECT-140.pdf

one of the ICT tools, contains several mobile applications that were viably and effectively is used in vocabulary learning too.[12] In the line Wright said that one of the mobile applications namely the Quizlet Application (QA) known also as the digital flashcard that can be used via both computers and smartphones.[13] Moreover, Nation states that through flashcards, the learners can easily get the connections between form and meaning of the words.[14] Therefore, Quizlet Application is considered as the digital flashcard that provides the picture cards used via electronic devices such as smartphone to help learners memorize the meaning of the words.

Quizlet Application is suggested to be the convenience and enjoyable learning vocabulary method.[15] It also provides many vocabulary exercises such as matching the words, multiple choices, and false & true. Moreover, the QA also gives positive impact on the students' success in learning vocabulary.[16] The use of QA also offers some benefits for students in vocabulary learning such as studying words every time and everywhere, remembering the words with interactive and attractive ways, and collaborating

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[12] Jafari, S., & Chalak, A. (2016). The role of whatsapp in teaching vocabulary to Iranian EFL learners at junior high school. English Language Teaching 9(8), 85-92. doi: 10.5539/eltv9n8p85
[13] Wright, B.A. (2016). Transforming vocabulary learning with Quizlet. In JELT 2019 Conference of Transformation in language education, Tokyo, Japan, p. 436. Retrieved from https://jaltpublications.org/files/pdfarticle/jalt2016-pcp-057.pdf
[14] Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press
[15] Davie, N., & Hilber, T. (2015). Mobileassisted language learning: student attitudes to using smartphones to learn English vocabulary. In 11th International Conference Mobile Learning, Madeira, Portugal, p. 77. Retrieved from https://files.eric.ed.gov/fulltext/ED5 62454.pdf
[16] Toy, F. & Buyukkarci, K. (2019). The effects of quizlet on foreign language learners' vocabulary learning success and perceptions. IManager's Journal of Educational Technology 16(3), 44-60, p. doi:10.26634/jet.16.3.16450

with other students when doing the tasks.[17] However, the previous studies that had conducted similar research only involved small number of participants. Moreover, QA has not been widely used for vocabulary learning in senior high schools.

Therefore, in this study, Quizlet Application (QA) is chosen as media for vocabulary learning. The students who were previously taught using conventional method will be integrated into a new way of learning via smartphone to enlarge their vocabulary size. This research sets out to examine the effectiveness of Quizlet Application on students in acquiring vocabulary. In other words, this study aims to find if there is any significant difference in the grade eleventh students' vocabulary acquisition between those who use Quizlet application and those who do not use it in learning vocabulary.

Based on the reasons above, the writer decided to present the research entitled "The effectiveness of using Quizlet Application as digital flashcard on the eleventh grade students' motivation in learning vocabulary".

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B. Research Question

Based on the problem that has been mentioned above, the problem could be formulated as follow:

Is there any significant effect of using Quizlet Application as digital flashcard on the eleventh grade students' motivaton in learning vocabulary ?

[17] Wahjuningsih, E. (2018). Quizlet as a mall platform in learning a foreign language: enhancing students' vocabulary. In the 15th JETA International Conference Proceedings, Yogyakarta, Indonesia. Retrieved from http://repository.upy.ac.id/1827/1/J ETA%20UPY%202018.pdf#page=55

C. The objective of the Research

Based on the research problem above, this research aim:

To know the effectiveness of using Quizlet Application (QA) as digital flashcard on the eleventh grade students' motivation in learning vocabulary

D. Significance of The Study

The results of this study are expected to provide information and benefits regarding teaching and learning Vocabulary both theoretically and practically.

This research is expected to give contributions to the language teaching-learning process as follows:

1. **Theoretically**

   The result of this research would be hopefully beneficent to contribute ideas or the concept related to Quizlet Application to motivate students in learning English vocabulary

2. **Practically**

   a. For the researcher

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The result of this research is expected to give the researcher more knowledge and experience in doing research about the effectiveness of Quizlet to motivate students in learning English vocabulary.

b. For students of English Department

The result of the research is expected to be useable for students of the English Department in learning English. This research can be used as a reference or a reading material to get further knowledge of Quizlet application and students' motivation in learning English vocabulary.

E. Scope of The Research

In this research, the researcher focused on investigated the effect of using Quizlet Application (QA) towards senior high school students' motivation in learning vocabulary. Additionally, this research is set out to know whether the use of Quizlet Application is effective in increasing students' motivation in learning vocabulary.

F. Definition of Key Terms

1. Quizlet Application

Quizlet Application is known as the digital flashcard which can be used through both computers and smartphone that help students to memorize the new vocabulary and master any learning materials. Quizlet is created or designed as a place where everyone can share knowledge at any level, in any field, and gain confidence as a student. Additionally, in this research Quizlet Application is learning media that consist of many options like flashcard, learn, spell, etc that can increase student's motivation in learning vocabulary

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2. Student's Motivation in Learning Vocabulary

Student's motivation in learning vocabulary is a need or desire that stimulate students to learn vocabulary. Similarly, student's motivation in learning vocabulary means a big decision before they archive their goals to learn vocabulary. There are two kinds of motivation that exist in students, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation defines as do something because it is inherently interest and enjoyable that indicatory of curiosity, achievement and self efficiency. Besides, extrinsic motivation known as do something because it leads to a separable outcome that indicatory of reward and punishment.

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CHAPTER II

LITERATURE REVIEW

A. Previous Research

The writer found some relevant previous studies conducted by other researchers which have done on the same topic. Those related studies were used as references in this research and can be seen in Table 2.1.

Table 2.1
The Similarities and Differences between Previous Research and this Study

NO	Research Title	Similarities	Differences
1	2	3	4
1.	Budi Waluyo & Junifer Leal Bucol, The Impact of Gamified Vocabulary Learning Using Quizlet on Low-Proficiency Students, Computer Assisted Language Learning Electronic Journal, 22(1), 2021, 164-185	1. Both of the researchers used Quizlet Application as learning media. 2. Both of the researchers used pretest and post- test designs.	1. Budi's research focused on the impact of Quizlet in learning vocabulary while this research focused on student's motivation in learning vocabulary. 2. The previous research used test as instrument of collecting data while this research used questionnaire and observation checklist as instrument of collecting data 3. The previous research participants were college students while this research used senior high school students.
2.	Chaikovska, Olha, and Lesia Zbaravska. "The efficiency of Quizlet-based EFL vocabulary learning in preparing undergraduates	1. Both of the researchers used Quizlet Application as learning media. 2. Both of the	1. Chaikovsha's research focused on student's vocabulary acquisition while this research focused on

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NO	Research Title	Similarities	Differences
1	2	3	4
	for state English exam." *Advanced education* (2020): 84-90.	researchers used quantitative quasi experimental (non-equivalent) as their research design. 3. Both of the researchers used pre- and post-experimental questionnaire as their collecting data.	student's motivation in learning vocabulary. 2. The previous research participants undergraduates' students while this research used senior high school students. 3. Besides, the previous researcher used pre- and post-experimental tests while the researcher used observation checklist.
3.	Cinar, I., & Ari, A. The Effects of quizlet on secondary school students' vocabulary learning and attitudes towards English. Asian Journal of Instruction, 7(2), 60-73. (2019).	1. Both of the researchers used quantitative quasi experimental (non-equivalent) as their research design. 2. Both of the researchers used Quizlet Application as learning media. 3. Both of the researchers used pretest and post- test designs.	1. Cinar's study focused on student' vocabulary learning skills and attitudes towards English course while this research focused on student's motivation in learning vocabulary. 2. The previous research participants were junior high school students while this research used senior high school students. 3. The previous research used test as instrument of collecting data while this research used questionnaire and observation checklist as instrument of collecting data
4.	M Rizky Setiawan &	1. Both of the	1. Rizky's research

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NO	Research Title	Similarities	Differences
1	2	3	4
	Nurhidayanto Pancoro Setyo Putro, QUIZLET APPLICATION EFFECT ON SENIOR HIGH SCHOOL STUDENTS VOCABULARY ACQUISITION, 4 rd English Language and Literature International Conference (ELLiC) Proceedings – (ELLiC Proceedings Vol. 4, 2021)	researchers used quantitative quasi experimental (non-equivalent) as their research design. 2. Both of the researchers used Quizlet Application as learning media. 3. Both of the researchers used pretest and post- test designs.	focused on student's vocabulary acquisition while this research focused on student's motivation in learning vocabulary. 2. The previous research used test as instrument of collecting data while this research used questionnaire and observation checklist as instrument of collecting data
5.	Nur Amalia Solikhah, Improving Students' Motivation In English Vocabulary Mastery Through Mobile Learning, Wanastra : Jurnal Bahasa dan Sastra Volume 12 No. 1 Maret 2020	1. Both of the researcher focused on increasing student's motivation in learning vocabulary. 2. Both of the researcher used mobile phone as learning media 3. Both used questionnaire and observation checklist as instrument of collacting data	1. Amalia's study was classroom action research while this study was quantitative research. 2. The participants of Amalia's research were college students while in this study was senior high school students

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The uniqueness of this research that distinguishes it from the five other studies is the type of research. The majority of research above uses classroom action research (CAR), while researchers apply quasi-experimental designs and formulate different problems from previous studies. Most of the previous research described above focused on the use of Quizlet to increase students' abilities in learning English. Further, the researcher examines how to motivate

students to learn vocabulary by using Quizlet. In addition, this research relies on questionnaires and observation checklists to help the researcher gather data.

B. Theoretical Framework

1. English Teaching and Learning

a. Definition of English Language Teaching and Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings.[18] Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

1) Language is systematic.
2) Language is a set of arbitrary symbols.
3) Those symbols are primary vocal, but may also be visual.
4) The symbols have conventionalized meanings to which they refer.
5) Language is used for communication.
6) Language operates in a speech community or culture.
7) Language is essentially human, although possible not limited to human.
8) Language is acquired by all people in much the same way language and language learning both have universal characteristic.

Then, Brown states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or

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[18] Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman. p.5

instruction.[19] Based on the previous statement, Brown classifies learning into some components as follow:

1) Learning is acquisition or "getting".
2) Learning is retention of information or skill.
3) Retention implies storage systems, memory, and cognitive organization.
4) Learning involves active, conscious focus on and acting upon events outside the organism.
5) Learning is relatively permanent but subject to forgetting.
6) Learning involves some form of practice, perhaps reinforced practice.
7) Learning is change in behavior.

Language learning is a long and complex way. Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, he also states that language learning is not a set of easy steps that can be programmed in a quick kit. It needs regular training in order to succeed in learning process.

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In relation to learning, Brown states that teaching is the process of guiding and facilitating. Teaching also enables the learners to learn and setting the condition for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning will determine his or her understanding of what teaching is.

[19] Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman. p.6

Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning.

Richards says that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions.[20] Concerning to the foreign language teaching, there are some experts point out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his native one.

In the foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities. Teachers are expected to be able to provide a good classroom atmosphere for the learning process. Then, it should be followed by designing the appropriate learning materials which can enhance the teaching and learning process.

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In some cases, many teachers do not think their objectives in relation to the situation in which they are teaching and to the goals of the students in their classes. They teach without thinking about the

[20] Richards, Jack C. 1985 The Concept of Language Teaching. USA: C.U.P p.,11.

appropriate materials, methods, and techniques. In consequence, their students do not find particularly exciting lessons. Thus, it is important for the teachers to know the objectives of their teaching. Rivers proposes the objective of teaching as follows:

1) Develop the student's intellectual powers through the study of another language.
2) To increase the student's personal culture through the study of the great literature and philosophy to which the new language is the key.
3) To increase the student's understanding of how language functions and to bring them, through the study of another language, to a greater awareness of the functioning of their own language.
4) To teach students to read another language with comprehension so that they may keep abreast of modern writing, research, and information.
5) To give students the experience of expressing themselves within another framework, linguistically, kinetically, and culturally.
6) To bring students to a greater understanding of people across national barriers, by giving them sympathetic insight into the ways of life and way of thinking of the people who speak the language they are learning.
7) To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or

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career contexts, with the speakers of another language and with people of other nationalities who have also learned this language.

Based on the statements above, language teaching and learning involves a lot of aspects in order to get a success. Teachers are expected to be able to set the objectives and modify their teaching style in order to accommodate the learners' needs.

2. Media

a. Definition of Learning Media

According to Miarso. learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, willingness, 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.[21]

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b. Benefit of Learning Media

Tafani states there are much effectiveness of media in the group.[22] 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. A clear

[21] Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, *4*(2), 53-60.
[22] Vilma Tafani, "Teaching English throught Mass Media, Volume 2 Number 1", (Acta Didaktika Napocencia, 2009), 82.

example is power point presentations which helps students to speak freely, eye contact, organize ideas. Through media presentation there is more communication and collaboration among students. Contrary, working with the pages of a book is more individual, less collaborative and less interactive.

Multimedia helps teacher in making teaching and learning easy for learners. Digital flashcard not only for fun but it also stimulates student's motivation in learning vocabulary. A new innovation from old fashion of flashcard makes students have more interest to memorize vocabulary without feel boring. A picture not only tells a thousand words but it also helps students to improve their thinking and observation skills and promotes imagination. By using various kinds of media in the group we can enhance students understanding and promote it where necessary. Media can help with many issues such as: motivation, clarity, recycling, drafting, revising, editing, variety, mixed-ability groups, updating information in the textbook, giving life and color to group procedures and methods, thus at the same time helping the students improve accuracy and fluency.

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c. Benefit of e-Learning

According to Marc, in his book review on e-learning strategies for delivering knowledge in digital age noted that there are 7 advantages of e-learning as follows:

1) It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her.
2) E-learning enhance the efficacy of knowledge and qualifications via case of access to a huge amount of information.
3) It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivate students to interact with other, as well as exchange and respect different point of views. E-learning eases communication and improves the relationship that sustain learning.
4) E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need many buildings.
5) E-learning always takes into consideration the individual learners' differences. Some learners, for instance prefer to concentrate on certain parts of course, while others are prepared to interview the entire course.
6) E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.

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7) The use of e-learning allows self-pacing. For instance, the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It therefore increases satisfaction and decreases stress. [23]

3. Quizlet Application

a. Quizlet Application Definition

Quizlet, at https://quizlet.com is a game-based language learning tool created and publicly released over a decade ago.[24] It was originally a website but then was developed to be a mobile application. Additionally, Quizlet is an online application that allows learners to learn vocabulary through a variety of stimulating games and activities.[25] Now learners can install Quizlet and conveniently use it in their smart phones.

The tool is immensely convenient for teachers as to create lessons, their only job is to prepare a list of the target words to enter, and choose the meanings and pictures suggested by Quizlet. The links to the lessons can easily be copied and send to learners so that they can join. Teachers can also share the lessons they design and use lessons available on Quizlet system.

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[23] Marc, J.R, Book Review: E-Learning Strategies for Delivering Knowledge in the Digital Age, (Internet and Higher Education, 2002, 185-188.
[24] Hong, N. T. H., & Du, N. T. USING QUIZLET IN GENERATING LEARNERS'AUTONOMY IN LEARNING ENGLISH VOCABULARY, TNU Journal of Science and Technology, 2021, 226.
[25] Avisteva, R. T., & Halimi, S. S. (2021, January). The Use of Quizlet as a Vocabulary Acquisition Learning Media for Eleventh Grade Students. In *International University Symposium on Humanities and Arts 2020 (INUSHARTS 2020)* (pp. 254-260). Atlantis Press.

Particularly, Quizlet incorporates a number of studying modes to facilitate word mastery, including Flashcards, Learn, Write, Spell, and Test. Match (a scatter game), Gravity game, together with the Live game mode for more attractive and interactive lessons are also among the activities designed. Particularly, sound files to guide pronunciation for the intended words through listening are automatically attached. By this token, Quizlet appears to be comprehensive and has a high potential to enhance the effectiveness of the vocabulary learning process and to improve the learning products as a consequence.

b. Quizlet Function[26]

The main function of Quizlet indeed used to develop linguistic intelligence, especially in terms of enriching vocabulary. However, in fact Quizlet can used to train four language skills including listening, speaking, reading and writing. Listening skills can trained when users listen to audio that has definitions or certain terms in speller mode, speaking occurs when the user repeats words that have spelled through a flashcard, reading done when the user plays scatter and space race mode by reading the posts contained in the flashcard, and writing use when using the learn mode, speller, test, and space race through the practice of typing the answers with the correct spelling.

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[26] Eric Kunto Wibowo, "Quizlet2: Penggunaan Aplikasi Smartphone untuk Siswa dalam Mendukung Mobile Learning", Universitas Widya Dharma Klaten: 2015, 5

c. Quizlet Options

Table 2.2
Quizlet Options[27]

Learning Mode	Description	Website	Mobile Apps
Learn	Words and their meanings can be learned through multiple choice and writing questions. Questions are sorted from easy to difficult.	Available	Available
Flashcard	Digital flashcards demonstrate terms in which the students can flip them by using mouse clicks or touching the screens to show definitions or pictures that explain the term.	Available	Available
Write	Students are asked to write the definitions for the terms or the pictures exposed. They can retake this module if they make an error	Available	Available
Spell	Students are asked to type what they hear from the audio prompt. If they misspell the word, they will hear it dictated letter by letter while the correct answer is being typed in the screen.	Available	Non-Available
Test	A test consists of four types of questions: written, multiple choices, matching, and True or False. The questions are based on the study set. The scores gained and the correct answers for the mistaken ones can be checked	Available	Available
Match	A game in which learners are asked to match terms to their definitions (or the corresponding pictures) as quickly as possible. After finishing it, the app shows them their scores and ranks among other learners.	Available	Available
Gravity	In this game, students are asked to type the term which is corresponded with its definition before the asteroid falls and crashes onto the planet.	Available	Non-Available
Live	. There are 4 or more students required to play this module in which they are connected to http://Quizlet.com/live and they are asked to enter the unique session code. After that, multiple-choice questions based on the study	Available	Non-Available

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[27] Setiawan, M. R., & Wiedarti, P. (2020). The effectiveness of Quizlet application towards students' motivation in learning vocabulary. *Studies in English Language and Education*, *7*(1), 83-95.

Learning Mode	Description	Website	Mobile Apps
	sets should be answered by the students in each group through their computers. They have to collaborate to get the correct answers because the answers are randomly scattered among the devices. The winner is the first group that finishes the game.		

Sumber: Setiawan, M. R., & Wiedarti, P. (2020).

d. The Advantages and Disadvantages of Quizlet

According to Blackwell and Kane, there are the advantages and disadvantages of Quizlet like[28]:

1) Advantages of Quizlet

a) This app is informative, free, simple.

b) Learning from Quizlet is based on the subject.

c) It can be accessed easily on various electronic devices such as computer or mobile phones. Students can keep detailed notes.

d) Courses are offered and taught in various languages. this makes it easy for students to choose the language they want to learn.

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2) Disadvantages of Quizlet

a) Internet access required.

b) Not much about the culture that is taught.

c) Quizlet class as a teacher can only be accessed via website.

d) The address is not available in the menu in the Quizlet app.

[28] Blackwell, R., & Kane, J. (2014, October 22). Using Quizlet to teach 21st century skills. Studylib.Net. https://studylib.net/doc/8263146/using-quizlet-to-teach-21st-centurystudy-skills

Therefore, Quizlet as a media of electronic learning applications that are used to stimulate students' thoughts, concerns, feeling, ability, or skill in order to encourage the learning process to be efficient. In addition, the media is a tool that can be used by teachers to assist the learning process in transferring knowledge to students.

e. Quizlet for Students

It has been discussed that motivation is one of the important indicators which decides the students' vocabulary achievement. Using Quizlet Application through the smartphone is good media to motivate students in learning vocabulary. According to Rezaei et al, mobile applications are appropriate media to make students enjoy learning the words.[29] 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.[30] 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.

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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

[29] Rezaei, A., Mai, N., & A., P. (2014). The effect of mobile applications on English vocabulary acquisition. Jurnal Teknologi (Sciences & Engineering), 68(2), 73- 83.
[30] Dizon, G. (2016). Quizlet in the EFL classroom: enhancing academic vocabulary acquisition of Japanese university students. Teaching English with Technology, 16(2), 40-56.

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.[31] Therefore, the students will be more focused on the target words learned when using the Quizlet Application.

By using the Quizlet Application via a smartphone, students may learn the vocabulary independently. This is because the design of Quizlet Application is appropriate for autonomous learners.[32] Moreover, the Quizlet Application is considered enjoyable by students in learning vocabulary.[33] On the other hand, according to Cinar and Ari, the level of education achieved by students' fathers would give an impact on vocabulary learning.[34] He further states that the Quizlet Application can be used successfully if the students' fathers have higher education. However, the use of Quizlet would be considered costly high for students because internet access is required to apply it.[35] Therefore, it is suggested to provide devices such as a modem, Wi-Fi portable, etc., in which students can freely access the Internet to use that application.

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[31] Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014). Technologies for foreign language learning: A review of technology types and their effectiveness. Computer Assisted Language Learning, 27(1), 71-105

[32] Sanosi, A. B. (2018). The effect of Quizlet on vocabulary acquisition. Asian Journal of Education and e-Learning, 6(4), 71-77.

[33] Lander, B. (2016). Quizlet: What the students think – a qualitative data analysis. EURO CALL, 12(3), 254-259.

[34] Cinar, I., & Ari, A. (2019). The effects of Quizlet on secondary school students' vocabulary learning and attitudes towards English. Asian Journal of Instruction, 7(2), 60-73.

[35] Cinar, I., & Ari, A. The effects of Quizlet, 67

Besides, another study found that the Quizlet Application could increase the students' positive attitude toward the English course. On the other hand, according to the study conducted by Hikmah, most students give positive responses on the Quizlet Application and regard it as an interesting media.[36] Accordingly, these successful findings prove that the Quizlet Application is appropriate to be used to increase students' motivation in learning vocabulary.

f. Learning Vocabulary with Quizlet

Sumardiyani and Sakhiyya said that the success or failure of the teaching-learning process depends on several factors.[37] 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. Gravity is a model that requires students to type in terms as the definition of the vocabulary moves from the top to the bottom of the

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[36] Hikmah, D. (2019). Quizlet: A digital media for learning informatics terms. International journal of English Education and Linguistics, 1(1), 1-9.
[37] Listyaning Sumardiyani dan Zullfa Sakhiyya, Speaking For instructional Purpose, (Semarang: IKIP PGRI PRESS,2007), p.47.

screen. Students are asked to type the correct answer before the definition appears at the end of the screen. Then, Quizlet Live is a feature that allows groups of students and groups to compete in exams. Then, each group can answer the questions with a smart phone, then the teacher uses the computer to show the score obtained. The highest score will be displayed directly on the computer screen or projector screen. Quizlet Live can only be accessed via a web-based desktop by teacher.

By using this application, the teacher can create classes and share class codes or invite students with a link, enabling students to use the Quizlet Live feature. When the teacher creates a class with a Quizlet account, the teacher can track other Quizlet accounts, with this we as teachers can follow the progress of students' language learning and assign assignments to groups of Quizlet users (classes). When students have joined and given permission to the teacher to track them, the teacher can see all students side by side. The teacher can see the details of the activity (when students practiced, how many points they get, and how long it took), as long as the names and email addresses of the students are linked to the account.

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Students can access the Quizlet application from the website or they can also download this application on their mobile devices or smart phones. In this case the researcher has downloaded the application on a mobile device via google play or play store.

4. Motivation

a. Definition of Motivation

According to Pujals motivation is a change of energy in a person which is marked by the emergence of feelings and reactions to achieve goals.[38] Motivation is the root word motive. Motive shows an impulse that arises from in someone that causes that person to act to do something.[39] Meanwhile, motivation is the driving force of an effort that affects behavior someone so that he moved his heart to act to do something to achieve results or a specific purpose. In line with that, Smith stated that motivation is a very important factor which determines the success or failure in second language learning. Motivation can directly influence the frequency of using learning strategies. In addition, it will be the power of learning, goal setting, and the persistence in learning.

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At the most general level, motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.[40] Motives are hypothetical constructs used to provide general reasons for why people do what they do. Motives typically refer to relatively general needs or desires that energize people to initiate purposeful action

[38] McCown., & Petter, Educational Psychology and Classroom Practice:A Partnership, (Allyn & Bacon, Baston:1992), p.288.
[39] Rahardjo, A., & Pertiwi, S. (2020). Learning motivation and students' achievement in learning English. *JELITA*, *1*(2), 56-64.
[40] Brophy, J. (2010). *Motivating students to learn* (3rd ed.). New York, NY: Routledge, p.3

sequences, such as hunger, a need for social acceptance, or a need to satisfy curiosity.

Motives are distinguished from goals (the immediate objectives of action sequences) and strategies (the methods used to achieve goals and thus to satisfy motives). Goals and related strategies are more specific and are used to explain the direction and quality of action sequences in particular situations (Ford, 1992; Thrash & Elliot, 2001). To illustrate these distinctions, a person responds to hunger (motive) by going to a restaurant (strategy) to get food (goal); a student satisfies curiosity (motive) by watching her teacher (strategy) demonstrate how to solve an algebra problem (goal).

Motivation has an essential role in learning English process to the students. Motivation is an effort that encourages someone to do something or motives power from within and in the subject to perform certain activities to achieve goals.[41] Motivation is the energy change in a person who is marked by the appearance of feeling and preceded by a response to any destination. In the learning process, the students' motivation refers to the student's interest, desire, compulsion, and need to participate and be successful in the learning process.[42] It means that the students' motivation plays a crucial role in the success of the learning process.

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[41] Sardiman. 2016. Interaksi Dan Motivasi Belajar Mengajar. Depok: Rajawali Pres
[42] Solikhah, N. A. (2020). Improving Students' s Motivation in English Vocabulary Mastery Through Mobile Learning. *Wanastra: Jurnal Bahasa dan Sastra*, *12*(1), 73-78.

b. Function of Motivation in Learning Activity

According to Sardiman there are three functions of learning motivation,[43] namely:

1) Encourages humans to do, so as a drive or motor that releases energy. Motivation in this case is the driving force of every activity to be carried out.
2) Determine the direction of the action, namely towards the goal to be achieved. Thus, motivation can provide direction and activities that must be carried out in accordance with the formulation of its goals.
3) Selecting deeds, that is, determining what actions must be done that are compatible in order to achieve the goal, by setting aside actions that are not beneficial to the goal.

c. Intrinsic and Extrinsic Motivation

In discussing the various types of motivation, according Self-Determination Theory, Ryan and Deci distinguish motivation based on the different reasons or goals in doing an activity. The distinction is known as intrinsic and extrinsic motivation, which indicate a certain contrast on individual behavior.[44]

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[43] A.M, Sardiman. 2012. Interaksi dan Motivasi Belajar Mengajar. Jakarta: Rajawali Press. p.4 0
[44] Richard M. Ryan & Edward L. Deci, Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions, Contemporary Educational Psychology, 2000. p. 55.

1) Intrinsic Motivation

Technically intrinsic motivation pertains to activities done "for their own sake," or for their inherent interest and enjoyment.[45] In addition, intrinsic motivation is doing something as an end in itself, for its own self-sustaining pleasurable rewards of enjoyment, interest, challenge, or skill and knowledge development.[46] Play, exploration and curiosity spawned activities exemplify intrinsically motivated behaviors, as they are not dependent on external incentives or pressure, but rather provide their own satisfactions and joys. Although "fun," such inherent propensities toward interested engagement and mastery are also serious organismic business; intrinsic motivation is likely responsible for the preponderance of human learning across the life span, as opposed to externally mandated learning and instruction.[47] The benefits of intrinsic motivation are also obvious within formal education. For example, a meta-analysis by Taylor et al. pointed to a significant role of intrinsic motivation in school achievement.[48] Taylor et al. followed this meta-analysis with additional studies of high school and college students in Canada

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[45] Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268
[46] Ushioda, E. (2008). *Motivation and good language learners*, Cambridge: Cambridge Press (pp. 19-34).
[47] Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. New York, NY: Guilford Publishing
[48] Taylor, G., Jungert, T., Mageau, G. A., Schattke, K., Dedic, H., Rosenfield, S., & Koestner, R. (2014). A self-determination theory approach to predicting school achievement over time: The unique role of intrinsic motivation. Contemporary Educational Psychology, 39, 342–358.

and Sweden, showing that intrinsic motivation was consistently associated with higher performance, controlling for baseline achievement. Froiland and Worrell convergently showed that intrinsic motivation predicted student engagement, which, in turn, predicted higher achievement (GPA), results that remained consistent when limiting analyses to African American and Latino students.[49]

Gegbbe and Driscoll have identified three sources of intrinsic motivation: curiosity, achievement, and self-efficiency.

a) Curiosity

Curiosity is a knowledge state caused by stimuli that are novel, complex, or in some way incongruous. Intuitively, we recognize that curiosity is a strong source of motivation.

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b) Achievement

As a source of motivation, achievement can be thought of as a need, something intrinsic to the learner, which can manifest itself as an attitude of competitiveness. Competitiveness born of an intrinsic need to achieve does not presuppose a need to complete against other people; rather, it is a competition against some standard of excellence.

[49] Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary educational psychology*, *61*, 101860.

c) Self-Efficiency

When students observe their own successful competition of academic tasks, they develop a belief in their ability to continue to do so a belief we call self-efficiency. A student's belief about his or her own ability to perform successfully influences his or her motivation.

2) Extrinsic Motivation

Extrinsic motivation is doing something as a means to some separable outcome, such as gaining a qualification, getting a job, pleasing the teacher, or avoiding punishment.[50] Besides, extrinsic motivation means active and functioning motives due to the presence of stimulants from the outside. In learning activity, motivation is said to be extrinsic when students put their learning goals beyond the factors of the learning situation (resides in some factor outside the learning situation). Extrinsic motivation is needed so that students are motivated to learn. Extrinsic motivation is often used because the subject matter is less attractive to students or because of certain attitudes in teachers or parents. Both positive and negative extrinsic motivations, both have an influence on the attitudes and behaviors of students. Recognized numbers, diplomas, compliments, gifts and so on have a positive effect by stimulating children to study hard. While

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[50] Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25, 54–67.

ridicule, reproach, insulting punishments, harsh innuendo, and so on have a negative effect on the tenuous relationship of teachers with students.

Lefrancois stated that there are two things that influence extrinsic motivation, they are reward and punishment.

a) Reward

Reward is an object, stimulus, event, or outcome that is perceived as being pleasant and that can therefore be reinforcing. Students will learn or complete an activity when they receive a reward. For example, the students learn English because they want to get good scores by learning it.

b) Punishment

Punishment involves either to presentation of unpleasant stimulus or the withdrawal of a pleasant stimulus, as a consequence of behavior. For example, the students learn English because they are afraid to fail on it, and if they will get bad scores by their teacher.

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d. Sources of the Motivation

Harmer stated that the motivation that brings students to the task of learning English can be influenced and effected by attitude of number of people. It tells us that environment can affect the students' motivation in learning English:

a) The Society We Live in

Learning English language is important when it considers being in the society. It will affect the students' attitude in learning process. As good as their society it will impact their motivation to learn more. For example, the students who live in a society that support them to learn English will be motivated to learn English more.

b) Significant Others

Attitude of the students to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of a students' pees is also crucial. If their peers are critical of the subject or activity, the students' own motivation will be suffered.

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c) The Teacher

The teacher is the main factor in student's motivation. The students will be motivated to learn if their teacher engages them to study. For example, the students who have good teachers in teaching English will be motivated than the teacher who is incapable on it.

d) The Method

The teaching method that is used by the teacher is vital in order to create conditional teaching and learning process. If

the students and teachers feel comfortable by the method being used, the teaching and learning process will get success much more likely. For example, the students who are taught with good method will be fun to learn the material and they will learn it goodly.

5. Vocabulary

1) Definition of Vocabulary

Vocabulary has a crucial role in learning languages, including English. Knowing a lot of English vocabulary is the most effective way to master English as a foreign language. Using words, they are better able to communicate ideas and deliver messages to others without any misunderstanding. According to Richards and Renandya, vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read `and write.[51] Hatch and Brown describe vocabulary as a list or sets of words for particular language or as a set of word that individual speakers of a language might use.[52] Hornby defines vocabulary as a total number of words in language.[53] Although, vocabulary is defined as a word list compiled from certain alphabets with their meaning[54].

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[51] Richards, Jack C. And Willy A. Renandya. 2002. Methodology in Language Teaching. New York: Cambridge University Press, p.255.
[52] Hatch, Evelyn and Brown, Cheryl. 1995. Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press, p.1.
[53] Hatch, Evelyn Cheryl Brown. 1995. Vocabulary, Semantic and Language Education. Cambridge University Press, Cambridge, p.1331.
[54] Alizadeth, I. (2016). Vocabulary teaching techniques: A review of common practices. International Journal of Research in English Education, 1(1), 22-30

2) Kind of Vocabulary

A crucial component of learning a language is developing one's vocabulary, which is a communication tool. It can connect the four English language skills of speaking, listening, reading, and writing. In connection with those claims, numerous specialists have divided vocabulary into different categories. Harmer distinguishes vocabulary into two types, namely:[55]

a) Active Vocabulary

Active vocabulary is words that commonly used by learner in speaking and writing skill. Vocabulary can be called as an active vocabulary when students have already learned it and they are expected to be able use it properly. Although in reality, it seems more difficult to produce by learner, but at least they must know how to pronounce it appropriately.

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b) Passive Vocabulary

Passive vocabulary is words that commonly used and understood by learners in the context of listening and reading skill. The characteristics are less well-known and less-frequent in use. In addition, People just receive vocabulary through their listening to the audio and reading a context. They would not be able to comprehend the meaning well. Typically, these are also word that individuals do not produce spontaneously.

[55] Jeremy Harmer, The Practice of English Language Teaching, (London: Longman Group, 1993), p. 153

Hiebert and Kamil mention that there are two types of vocabulary, they are:[56] (1) Productive vocabulary, which known as set of words that person understands, either in writing and speaking skill. (2) Receptive vocabulary, which define as the total number of words that person understands, either in listening and reading. Moreover, Graves classify the kinds of vocabulary both productive and receptive into four classification:[57] (1) Productive oral (words produced in speaking). (2) Productive written (words produced in writing). (3) Receptive oral (words heard from listening). (4) Receptive written (words obtained from reading).

3) Classification of Vocabulary

Vocabulary is classified into some types. Hatch and Brown state that the terms used to classify words based on their functional categories are called parts of speech, which include nouns, verbs, adjectives and adverbs.[58] Additionally, they say to these major classes, there are pronouns, prepositions, conjunctions, and interjections.

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In this research, the large vocabulary was used in the teaching material for the students by using Quizlet Application. It enhances the researcher's consideration because students have low motivation in

[56] Elfrieda H. Hiebert and Michael L. Kamil, Teaching and Learning Vocabulary, (London: Lawrence Elbaurm Associates, 2005), p. 3.
[57] Michael F. Graves, The Vocabulary Book: Learning and Instruction, (Columbia University: Teacher College, 2006) p. 11.
[58] Hatch, Evelyn and Brown, Cheryl. 1995. Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press, p.208.

learning vocabulary. The large vocabulary can be classified as follows.

a) Nouns

According Hatch and Brown noun refers to a person, place or thing.[59] These types can be explained as follows:

(1)Countable and uncountable Nouns

(a) Countable nouns are nouns which can be counted, for example of countable nouns are; a university, many books, some books, several men, etc.

(b) Uncountable nouns are nouns that cannot be counted, for example of uncountable nouns are: money, water, sugar, etc.

(2)Proper Nouns

Proper nouns are a special name which given to a person, animal, place or thing that always begins with capital latter. For example, of proper nouns are Daphne, Java island, Cleopatra, etc.

(3)Collective Nouns

A collective noun is the name of number of people, animal, or things grouped together and spoken of as one whole. Here some examples:

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[59] Hatch, Evelyn and Brown, Cheryl. Vocabulary, Semantics, and Language Education. 219

Table 2.3
Example of Collective Nouns

People	Animal	Things
A class of pupils	A swarm of bees	A pack o cards
A gang of robbers	A flock of birds	A collection of stamps
A squad of players	A nest of rabbits	A crate of fruits
A crew of sailors	A troop of monkey	A bouquet of flowers
A staff of employees	A brood of chickens	A bunch of bananas
A band of musician	A herd of buffalo	A cluster of diamonds

(4)Singular and Plural Nouns

(1) Singular noun is a noun which stand for one person, animal, place or thing. For the examples are bag, house, girl, dog, etc.

(2) Plural noun is a noun which stans for more than one person, animal, place, or thing. For the examples are follows:

- By adding – s

  Example: bag-bags dog-dogs

- By adding – es to nouns ending in -s, -sh, -ch, -x, or -z

  Example: box-boxes wish-wishes

- By adding -es to nouns ending in -o

  Example: potato-potatoes hero-heroes

- By adding -s to some nouns ending in -o

  Example: piano-pianos radio-radios

- By changing -y into -ies

  Example: baby-babies story-stories

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- By adding -s to some nouns ending y

  Example: boy-boys toy-toys

- By changing -f into -ves

  Example: leaf-leaves knife-knives

- By just adding -s to some nouns ending in -f or -ef

  Example: roof-roofs chief-chiefs

- By changing the inside vowels

  Example: tooth-teeth mouse-mice

- By adding -en

  Example ox-oxen child-children

- No changing in plural forms

  Example: deer-deer sheep-sheep

- By adding -s to some unusual nouns. Note where the -s is placed

  Example: brother-in-law – brothers in law

- Some nouns are used only in the plural

  Example: scissors, trousers, measles, etc.

- Some plural forms are only used in singular

  Example: news, mathematics, scenery, furniture

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b) Verbs

Following Hatch and Brown verbs are words that denote action.[60] Vendler (in Hatch and Brown) placed verbs into four classes; they are activities, accomplishment, achievements, and states. The example of each class is explained as follows:

Table 2.4
Example of Verbs

Activities	Accomplishment	Achievements	States
Run	Paint a picture	Recognize	Know
Walk	Make a cookie	Notice	Believe
Swim	Deliver a person	Find	Have
Push a cart	Draw a circle	Reach	Desire
Drive a car	Build a house	Die	Love

Thomson and Martined classify verbs into two classes. The classes are ordinary verbs and auxiliary verbs. The explanation of each class is described as follows:

a) Ordinary Verbs

There are two types of ordinary verbs, they are regular verbs and irregular verbs.

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(1) Regular Verbs

The past and past participles of regular verbs are formed by adding -d or -ed to the present. Here are the examples of regular verbs:

[60] Hatch, Evelyn and Brown, Cheryl. 1995. Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press, p.222.

Table 2.5
Example of Regular Verbs

Present	Past	Past Participle
Work	Worked	Worked
Kick	Kicked	Kicked
Describe	Described	Described

(2) Irregular Verbs

Irregular Verbs have irregular forms of past tense and past participle. Here are the examples of irregular verbs:

Table 2.6
Example of Irregular Verbs

Present	Past	Past Participle
Begin	Began	Begun
Give	Gave	Given
See	Saw	Seen

b) Auxiliary Verbs

An auxiliary verb helps other verbs to form some tenses. An auxiliary verb helps the main verbs to make a statement, to give a command or to ask a question. For examples, is, are, was, were, have, been, has, should, must, did, etc.

In this research, the researcher used the ordinary verbs which consist of regular and irregular verbs as the material. Because they are usually used in the material which is taught to the eleventh-grade students.

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c) Adjectives

Adjectives are used to highlight qualities or attributes.[61] There are some types of adjectives, they are:

a) Qualitative : good, bad, stupid, clever, excellent, bold, etc.

b) Quantitative : many, much, plenty, thousand, score, etc.

c) Possessive : my, his, her, its, your, our, etc.

d) Demonstrative : this, that, these, those.

e) Distribute : each, every, any, and some.

f) Interrogative : whose, which, what.

d) Adverbs

Adverbs are similar to adjective in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns. There are some types of adverbs as follows:

(a) Manner : politely, badly, bravely, softly, loudly, slowly, etc.

(b) Place : here, there, whenever, inside, out, etc.

(c) Time : now, then soon, already, before, today, ago, etc.

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[61] Hatch, Evelyn and Brown, Cheryl. 1995. Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press, p.228.

(d) Frequency : always, never, continually, seldom, often, etc.

(e) Sentence : certainly, definitely, luckily, surely, etc.

(f) Degree : very, quiet, almost, too, so, even, simply, clearly, etc.

(g) Interrogative : when? where? why? what?

(h) Relative : when, where, why, what.

4) Technique in Learning Vocabulary

On the other hand, knowing the techniques of teaching vocabulary is important. Some techniques of teaching vocabulary are as follows:[62]

(1) Translation – it is a simple and quick way used by teachers to reach the goal of English language learning. When students want to change their native language into the target language, sometimes translating some words is difficult because they have no structural equivalent in the two languages.

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(2) Giving examples – in this technique, the sentences should have clear meanings so that they can be used to teach the meaning of the new vocabulary.

(3) Realia – in this technique, teachers can teach new items of vocabulary through the real object in the classroom activity. This technique is also considered able to give students more

[62] Elyas, T. (2014). Teaching vocabulary: The relationship between techniques of teaching and strategies of learning new vocabulary items.

advantages to understand the words. However, this technique has a limitation, in which some objects are not able to be brought into the class. For instance, they cannot bring the object of a plane into the class. They may bring small objects such as a pen, notebook, clothes, etc.

(4) Pictures and mime – teachers can use both pictures and mimes to teach the meaning of new words. The object of pictures could be photos, wall pictures, flashcards, etc. When teachers want to teach vocabulary items such as home, room, fruit, or markets to students, it is very much recommended they use pictures because they are very hard to explain. Moreover, the use of mime is also regarded as a useful medium to explain action verbs such as swimming, sitting, walking, etc. These concepts are not difficult to explain. They can pretend to do them in front of the class.

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5) Difficulties in Learning Vocabulary

Difficulties in Vocabulary The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury proposes some factors that make some words more difficult as follows:[63]

[63] Thornbury, Scott. 2002. How to Teach Vocabulary. London: Longman. p, 27.

(1) Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn.

(2) Spelling

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. while most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

(3) Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their "learnability"

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(4) Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an -ing form (swimming) can add to its difficulty.

(5) Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

(6) Range, connotation and idiomaticity

(7) Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch)

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C. Research Assumption

Students' knowledge of topics that are crucial to learning English is greatly influenced by their vocabulary. It is intimately connected to the classroom activities. Reading, listening, writing, and speaking are just a few of the daily tasks that need students to use their vocabulary. Vocabulary

instruction is not an easy task, in truth. Teachers should use the learning media when teaching vocabulary to make learning activities more interesting. One of them is using Quizlet Application.

The Quizlet application provides an interesting and enjoyable way of learning vocabulary. Students will be able to select the words they want to use due to this media. Additionally, because they are totally invested in their education, the students won't get bored while looking for it. Furthermore, the chosen words from each group's list of nominees are defined, expanded upon, and finalized using this medium. The researcher consequently believes that the Quizlet app is effective in increasing students' motivation to learn vocabulary.

D. Hypothesis

Based on the definition theories above, it can be concluded that hypotheses is a temporary answer of the problem.

1. Ho: there is no significant difference in students' motivation before and after using Quizlet Application in learning vocabulary.
2. Ha: there is a statistically significant difference in students' motivation before and after using Quizlet Application on their motivation in learning vocabulary.

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E. Systematic of the Research

The systematic of the research contains the description of the research from the introductory chapter to the closing. The systematic of this research are:

Chapter 1 is the introduction that includes a description of the research background, research problem, research objective, research significance, research scope, the definition of key terms, research hypothesis, and research and systematic of the research.

Chapter II is a literature review that includes a description of previous research related to this research and the theoretical framework that will be used as a guideline in conducting this research.

Chapter III is the research methods which include research design, research sample and population, data collection technique and research instrument, and data analysis.

Chapter IV is research findings and discussion, which includes data description, hypothesis testing, analysis of data, and discussion.

Chapter V is the conclusion of the findings and some suggestions for future research.

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CHAPTER III

RESEARCH METHODS

A. Research Design

The researchers used quantitative approach with a quasi-experimental design. This study was a quasi-experimental method (see Table 3.1). The participants were divided into two groups: experimental group and control group. In the experimental group, the participants should study the vocabulary materials through the Quizlet Application via a smartphone, while the other group learned them without using it (i.e. paper-based vocabulary). Moreover, the design of the research used in this study was the nonequivalent control group design. In this kind of design, the participant in the experimental group and control were not chosen randomly.

Tabel 3.1
Research design

Non-equivalent Group design	Class	Pre-test	Treatment	Pos-test
Pre design	A	O1	X	O2
Post design	B	O3		O4

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Where:

A : The experimental class

B : The control Group

O1 : Pre-questionnaire for the experimental group

O2 : Post-questionnaire for the experimental group

O3 : Pre-questionnaire for the control Group

O4 : Post-questionnaire for the control group

X : Treatment using Vocabulary self-collection strategy

As seen in table 3.1, it can be seen that the researcher divided the subject into two groups, the experimental group, and the control group. The researcher used pre-test and post-test designs to measure the students' motivation before and after the treatment. The pre-test was conducted before the treatment while the post-test was conducted after the treatment.

B. Context and Participant

This research was conducted at MAN 2 Banyuwangi, Jawa Timur. This location was determined based on some considerations. Firstly, The researcher finds out the appropriate problem with the pre observation about the motivation in learning vocabulary. According to the first observation, it seems there is a student's problem in learning English because the lack of vocabulary and low motivation. It makes the researcher attracted to do the research. Secondly, there has never been research related to the motivation to learn vocabulary using learning media. Based on teacher recommendation, the participants were the students of XI social 1 as an experimental group consisting of 35 students and XI social 3 as a control group consisting of 35 students.

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1. Population

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researchers to be studied and take the conclusions. The population of this

study is the 11th-grade students of MAN 2 Banyuwangi in the academic year 2022/2023 which consists of eleven classes from classes XI science 1 to XI religion. The total population was 420 students. This population was selected based on the teacher's recommendation.

2. Sample

The sample is part of the number and characteristics of population. In this research, the sample was choosen by purposive sampling. The technique was taken with some reasons. The teacher's recommendation in which the teacher recommends these two classes as they have an equal level of ability. Thus, the researcher took two classes as the sample of this research, they were XI social 1 as an experimental group consisting of 35 students and XI social 3 as a control group consisting of 35 students.

C. Instrument of the Research

The research instrument was a tool used to measure and collect data in research so it was easier to be processed. It was used in a study to make data easier to process. In this study, the researcher used instruments in the form of motivational questionnaires and observation checklist. Questionnaires are used to collect information from the participants related to their motivation in the teaching and learning process. Then, the researcher used an observations checklist to observe students' motivation and behavior during the treatment.

1. Questionnaire

In this study, the researcher used a questionnaire to know the students' motivation in teaching learning vocabulary. As the participants,

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the students were asked to fill the questionnaire related to their habit that showed their motivation in learning English vocabulary. In this study, the researcher used adapted questionnaire from Nur Napiah (2019). To check the reability, the questionnaire was checked by using SPSS and it showed that there were 30 reliable questions. The questionnaire is using likert-scale model which consist of five (5) options answer for positive and negative statements, they are as follows:

Table 3.2
Likert scale

Option	**Score**	
	Positive Question	Negative Question
Strongly agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly disagree	1	5

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The questionnaire items in this study use positive and negative statements. It consists of 3 variables which are divided into 30 statements/items. The specifications of the questionnaire after validity checking can be seen in Table 3.3

Table 3.3
Specification of questionnaires adapted from Napiah Nur[64]:

Variable	Dimension	Indicator	Number		Number of Questions
			(+)	(-)	
Motivation	Intrinsic motivation	Persistence in learning	1,7,2	,4	4
		Tenacity in facing difficulties	3,6	5	3
		Interest in learning		8,17,23	3
		Independent in learning	9, 19, 27		3
	Extrinsic motivation	The friend's influence	12, 13,15,		3
		The teacher's influence	14,18	10,11	4
Quizlet Application	The Advantages of Quizlet Application	Students' enthusiasm	26, 22	21	3
		Students' Influence	16,20, 29		3
		Motivating students	24, 30, 28	25	4
∑					30

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2. Observation Checklist

An observation checklist is used to observe students' behavior during treatment. The researcher used an observation checklist to find out the students' learning motivation during learning. In this study, the researcher used adapted observation checklists from Setiawan M Rizky (2020). To validate the observation checklist, the researcher consulted the instruments with expert judgments. They have been chosen as the supervisor suggested them. This instrument contained 6 indicators used to

[64] Nur Napiah," Improving Students' Motivation and Vocabulary Knowledge Through Hangman Game (A Classroom Action Research at Seventh Grade of MTs Negeri 2 Jakarta in Academic Year 2019/2020)" (Thesis, Syarif Hidayatullah State Islamic Universty Jakarta), 46.

measure student motivation (facing the task, resilient facing difficulties, showing interest in learning vocabulary, preferring to work independently, do not get boring with learning routines, and feeling happy to answer the questions). Moreover, this observation checklist was used in the experiment and control group.

3. Instrument Validity

According to Arikunto, validity is a measure that indicates the level of validity of an instrument.[65] In this research, the researcher used content validity. The researcher asked the validators to perform the validity test in this research study. The researcher asked the English lecturer to conduct a validation test on the questionnaire and observation checklist.

4. Instrument Reliability

Reliability is used to know the degree of stability of the instrument. It is used to assess the consistency and stability of test scores when the test is used on different occasions. The reliability test for this study was taken from a population that was not sampled in this study. Therefore, the researcher conducted the tryout to find out the reliability of the instrument.

In this study, the researcher used Cronbach's Alpha to assess questionnaire and observation checklist reliability. As stated by Cohen, Manion, and Morrison, Cronbach's Alpha is a coefficient of inter-item correlations. It is used to measure the internal consistency of items and is

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[65] Arikunto. Prosedur Penelitian Suatu Pendekatan Praktek (Jakarta : Rineka Cipta, 2002)

used for multi-item scales.[66] Thus, the results of scores obtained by the students were proceeded through using Cronbach's Alpha formula in SPSS type 21.

Case Processing Summary

Case Processing Summary

		N	%
Cases	Valid	35	100.0
	Excluded[a]	0	.0
	Total	35	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.331	.350	30

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D. The Technique of Collecting Data

There are two techniques that researchers use to collect data. The techniques used include:

1. Questionnaires

Questionnaire is a data collection technique that is carried out by giving a set of written questions to the respondent to answer. Researchers chose to use questionnaires because motivation couldn't be able to measure using test. As the participants, the students were asked to fill the

[66] Louis Cohen, Lawrence Manion, and Keith Morrison, Research Methods in Education 8 th ed (New York: Routledge, 2018), 774.

questionnaire related to their habit that showed their motivation in learning English. Not only that, but the questionnaire also related to vocabulary and students‟ responses after implementing Quizlet Application in the classroom. This questionnaire was distributed to the control and experimental classes in the form of a sheets that given at the beginning of treatment and at the end of treatment.

There are two types of questionnaire: closed and open questionnaires. In this case, the questionnaire used is a closed questionnaire, which pre-provides answers to the questions, leaving respondents with only the task of choosing and answering. This questionnaire consists of 30 questions that would be addressed to students of class XI social 1 and 3 MAN 2 Banyuwangi. The question has five options that can be answered, including strongly disagree, strongly disagree, neutral, agree, and strongly agree

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2. Observation Checklist

In this study, observation checklists are used to observe students' behavior during treatment. Researchers use an observation checklist to find out the students' learning motivation during learning. In this study, the researchers used observation checklists that contains 6 indicators used to indicate student's motivation, such as, desires and wishes to success by diligently facing the task, encouragement and learning needs by resilient facing difficulties, hopes and ideals of the future by showing interest in learning vocabulary, awards in learning by preferring to work

independently, interesting activities by do not get boring with learning routines, the existence of a conducive learning environment by feeling happy to answer the questions by students work on assignment given. Moreover, this observation checklist is used before and after treatment at control and experimental classes that full filled using checklist by the reseacher.

E. The Technique of Data Analysis

Data analysis is the process of analyzing the data from the research. The data of this study were analyzed statistically by using SPSS. The analysis is aimed to measure the significant effect of students' motivation in learning vocabulary before and after being taught using the Quizlet Application. There are some data analysis techniques that the researcher carried out to analyze the data, they are:

1. Descriptive statistics

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Descriptive statistics serve to describe or give an overview of the object under study through sample or population data.[67] Descriptive statistics are used to describe the research data including the number of data, maximum score, minimum score, mean, and standard deviation. The researcher uses descriptive statistics for finding out the mean of the result from questionnaires and observation checklist that has been conducted. This study used SPSS version 22 to compute the data.

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[67] Siregar.Syofian, Metode Penelitian Kuantitatif, (Jakarta: PRENADAMEDIA GROUP, 2013) p.13

2. Normality Test of Questioonnaire

Saeful and Bahruddin claimed that normality test aims to assess the distribution of data in a group of data or variables, whether the distribution of the data is normally distributed or not.[68] In this study, The researcher use the normality test to prove whether the pre-questionnaire and post-questionnaire of each group is normally distributed or not. So, the data of pre-test and post-test gained through questionnaire should be normally distributed. Moreover, the distribution of data obtained from the pre-observation checklist and post-observation have to be normal too. Therefore, the scores obtained by students in the test and observation checklist were analyzed to check whether their distribution was normal or not.

To know whether the distribution of the data was normal or not, the researcher used the Kolmogorov-Smirnov's formula with a significance level of more than 0.05 (α= 0.05) is provided in SPPS version 22. The data is normally distributed if the level of significance higher than 0.05 ($p > 0.05$). On the other hand, if the significance level is lower of 0.05 ($p < 0.05$), this means that the data is not normally distributed and independent sample t test cannot be performed

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3. Homogeneity Test

Homogeneity test aims to ensure that the data set to be measured comes from a homogeneous (same) population. A homogeneity test is

[68] Asep Saipul Hamdi and E.bahruddin, Metode Penelitian Kuantitatif Aplikasi dala Pendidikan, (Yogyakarta : Pustaka Pelajar, 2014), 113.

conducted to determine whether the data in variables X and Y are homogeneous or not.[69]

The data used in this section is data from post-questionnaire experimental class and control class. The researcher used Levene's test on SPSS version 22 to test the homogeneity of the data. Starkweather (2010) argues that Levene's test has the main objective of knowing that the data set comes from the same sample. The calculation result of this test will show the significance value (p) of two different data groups.

The variance of scores was considered homogeneous if the significance value (p) is higher than 0.05 ($p > 0.05$). On the other hand, if the value of sig (p) is lower than 0.05 ($p < 0.05$), it means that the variance score is not same or not homogeneous

4. Independent Sample T-test

The researcher Independent t-test aims to find out significant difference in the mean between 2 independent groups on the interval/ratio data scale or not. Two independent groups are obtained from different subjects.[70] So, it can be concluded that Independent t-test is conducted to determine the difference in the mean of students between the control class with conventional or non-media learning models and the experimental class

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[69] Mohd Razali and Yap Bee Wah "Power Comparisons of Shapiro-wilk, Klomogorov Smirnov, Lilliefors And Anderson Darling-Tests. Faculty of Computer and Mathematical Science, UniversityTeknologi MARA, 40450 Shah Alam, Selangor, Malaysia." , in Perbandingan Tingkat Konsistensi Normalitas Distribusi MetodeKolmogorov-Smirnov, Lilliefors, Shapiro-Wilk, dan Skewness- Kurtosis, (Surabaya : Fakultas Kesehatan Masyarakat Universitas Airlangga, 2014), 134.

[70] Imam Ghozali, Aplikasi Analisis Multivariate dengan Program IBM SPSS, (Yogyakarta: Universitas Diponegoro Hamdani : 2012), 64.

using Quizlet Application as a learning media. The independent t-test was done by using the SPSS 22.

Then, the results of the test would determine whether the difference between the scores of the two groups is significant or not. If the value is Sig. (2-tailed) <Research Alpha (0.05), then Ho is rejected and Ha is accepted, and if the value is Sig. (2-tailed)> Alpha Research (0.05), then Ho is accepted and Ha is rejected.

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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

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

A. The Description of Data

In the chapter, students' motivation was discussed and described as it relates to learning vocabulary in the 11th-grade at MAN 2 Banyuwangi. This study was conducted from the 23th of January 2023 until the 11th of February 2023. The researcher used a motivational questionnaire and an observation checklist before and after the treatment to collect data on the student's motivation for learning vocabulary. All data were collected from two classes, XI IPS 1 as the experimental group and XI IPS 3 as the control group. The researcher gave a questionnaire in the form of a pre-test and a post-test. The researcher distributed pre- and post-questionnaires before and after treatment. The pre-questionnaire was conducted on January 23th, 2022. The researcher gave a paper containing a motivational questionnaire that contained 30 questions with 5 answer options. It is critical that students use the appropriate checklist marks when answering the questions. Students only had 15 minutes to answer all of the questions.

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In addition to giving a pre-questionnaire, the researcher used Quizlet to treat the experimental class. The treatment was conducted on 25th January 2023. The researcher made a class group in the Quizlet Application. The researcher then guided them to join the link. The students then used the

flashcard feature in the application to learn all the vocabulary associated with the material they had already learned. A series of learning options were then presented to the students, and they were required to memorize the vocabulary and its meanings. Additionally, the researcher asked the students to try repeating the pronunciation of the words. In the final step, the researcher guided students to open the quiz option and invited them to answer the quiz. In this treatment, the researcher also observed the student's condition by using a motivational observation checklist that contained 6 indicators. In the control group, the researcher taught vocabulary material conventionally without utilizing any learning media.

After the treatments, the researcher conducted a post-questionnaire on the experimental and control groups. The post-test was conducted on the 6th and 8th of February 2023. The post-questionnaire and the observation checklist were administered for two classes by giving a motivational questionnaire containing 30 questions. Furthermore, the following explanation was provided for the data:

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1. The Description of the Questionnaire

   This section displayed up the results of the Questionnaire in the experimental class in which the students were taught by using Quizlet Application. The Questionnaire was used to know the students' motivation after being given treatment. The data obtained in the observation checklist was shown in Table 4.1

Table 4.1
The Result of Past Questionnaire of Experimental and Control Class

Experimental Class

Y (Motivation in learning Vocabulary)	
Mean	94,5
Standard Error	0,571532
Median	96
Mode	97
Standard Deviation	3,332576
Sample Variance	11,10606
Kurtosis	0,7764
Skewness	-1,11436
Range	14
Minimum	85
Maximum	99
Sum	3213
Count	34

X (Quizlet Application)	
Mean	28,97059
Standard Error	0,328355
Median	29
Mode	30
Standard Deviation	1,914621
Sample Variance	3,665775
Kurtosis	0,785633
Skewness	-0,64373
Range	8
Minimum	24
Maximum	32
Sum	985
Count	34

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Control Class

Y (Motivating in Learning Vocabulary)	
Mean	71,76471
Standard Error	0,622024
Median	71
Mode	71
Standard Deviation	3,626993
Sample Variance	13,15508
Kurtosis	-0,07449
Skewness	0,100463
Range	16
Minimum	63
Maximum	79
Sum	2440
Count	34

X (Quizlet Application)	
Mean	21,44118
Standard Error	0,327556
Median	21,5
Mode	22
Standard Deviation	1,909961
Sample Variance	3,64795
Kurtosis	-0,39513
Skewness	-0,2091
Range	8
Minimum	17
Maximum	25
Sum	729
Count	34

As seen in table 4.1, the data displayed students' motivation from 9 indicators. The data was obtained from the distribution of the questionnaire to the students. According to the researcher, a cumulative frequency distribution method was used to count the percentage of alternative answers for each indicator.

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2. The Description Pre of Observation checklist

   a. Experimental class

      This section displayed the results of the post observation checklist in the experimental class in which the students were taught by using Quizlet Application. The data obtained in the observation checklist was displayed in Table 4.2

Table 4.2
The Description of Pre Observation checklist in Experimental Class

No	Indicators	Frequency	Percentage
1	Diligently facing the task	25	71%
2	Resilient facing difficulties	23	65%
3	Showing interest in learning vocabulary	18	51%
4	Preferring to work independently	21	60%
5	Do not get bored with learning routines	17	49%
6	Feeling happy to answer the questions	20	57%
Total Percentage			**353%**
Percentage			**59%**

As seen in table 4.2 the percentages of students' motivation were collected from the total score of one group. Control class

This section displayed the results of students' motivation in the control class. The data obtained in the observation checklist was shown in Table 4.3.

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Table 4.3
The Description of Pre Observation checklist in Control Class

No	Indicators	Frequency	Percentage
1	Diligently facing the task	26	74%
2	Resilient facing difficulties	24	69%
3	Showing interest in learning vocabulary	15	43%
4	Preferring to work independently	19	54%
5	Do not get bored with learning routines	17	49%
6	Feeling happy to answer the questions	18	51%
Total Percentage			**340%**
Percentage			**57%**

As seen in table 4.3, it could be seen that the total score of observation checklist in the control class was 340%. The result of the percentage based on the total score was 57%.

3. The Description of Post Observation checklist

a. Experimental class

This section displayed the results of the post observation checklist in the experimental class in which the students were taught by using Quizlet Application. The data obtained in the observation checklist was displayed in Table 4.4.

Table 4.4

The Description of Post Observation checklist in Experimental Class

No	Indicators	Frequency	Percentage
1	Diligently facing the task	32	91%
2	Resilient facing difficulties	30	86%
3	Showing interest in learning vocabulary	34	97%
4	Preferring to work independently	29	83%
5	Do not get bored with learning routines	31	89%
6	Feeling happy to answer the questions	28	80%
Total Percentage			**526%**
Percentage			**88%**

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As seen in table 4.4 the percentages of students' motivation were collected from the total score of one group. Control class

This section displayed the results of students' motivation in the control class. The data obtained in the observation checklist was shown in Table 4.5.

Table 4.5
The Description of Post Observation checklist in Control Class

No	Indicators	Frequency	Percentage
1	Diligently facing the task	25	71%
2	Resilient facing difficulties	23	65%
3	Showing interest in learning vocabulary	17	48%
4	Preferring to work independently	20	57%
5	Do not get bored with learning routines	18	51%
6	Feeling happy to answer the questions	27	77%
Total Percentage			**369%**
Percentage			**61,5%**

As seen in table 4.5, it could be seen that the total score of observation checklist in the control class was 369%. The result of the percentage based on the total score was 61,5%.

B. Data Analysis

In this research, the data collected was analyzed through descriptive and inferential statistics. The results of data for vocabulary achievement, observation checklist and students' motivation were analyzed to find out the mean scores, standard deviation and percentages. The researcher used SPSS version 21 to calculate the data. The scores obtained in the vocabulary test were described by using SPSS program. Moreover, the detail results of the test in the experimental and the control class were described and explained as follow:

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1. The Analysis of the Questionnaire

As part of this study, a questionnaire was used to identify students' perceptions of Quizlet and their feelings after using this tool to learn. The questionnaire was given to students after being given treatment consisting of 30 questions. The data was obtained from the distribution of a questionnaire to the students. Using SPSS 22, the researcher calculated the percentage of answers for each indicator. According to the data, the following results were obtained:

Table 4.6
Persistence in learning

No Item	Total Item	Score	F	Average Score	Percentage
1,7,2,4	4	SS (5)	48	240	34%
		S(4)	71	284	51%
		R (3)	21	63	15%
		TS (2)	0	0	0%
		STS (1)	0	0	0%
Total			140	587	100%
Maximum Score				700	
Average Percentage				84%	
Mean				195,667	
Median				240	
Standart Error				67,5384	
Criteria				Very good	

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The first indicator consisted of 4 statements regarding students' intrinsic motivation. The data above showed that 34% of students strongly agreed and 32% of them agreed with those statements. There were then 51% of students who chose neutrality and 15% who disagreed. So, the total average percentage of motivation was 84%, and it is a very good

category. As a result of the results presented above, it can be concluded that each student has his or her own approach to dealing with difficulty.

Table 4.7
Tenacity in facing difficulties

No Item	Total Item	Score	F	Average Score	Percentage
3,6,5,	3	SS (5)	26	130	25%
		S(4)	55	220	52%
		R (3)	24	72	23%
		TS (2)	0	0	0%
		STS (1)	0	0	0%
Total			87	422	100%
Maximum Score				525	
Average Percentage				80%	
Mean				195,6667	
Median				240	
Standart Error				67,53847	
Criteria				Very Good	

The second indicator contained 3 statements regarding students' tenacity in facing difficulties. The data above showed that 25% of students strongly agreed and 52% of them agreed with those statements. Furthermore, 23% of students selected neutrality as their option. So, the overall motivation percentage was 80%, and it is still in the very good category. Considering the above results, it can be concluded that each student approaches difficulties differently regardless of the difficulty level.

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Table 4.8
Interest in learning

No Item	Total Item	Score	F	Average Score	Percentage
8,17,23,	3	SS (5)	30	150	29%
		S(4)	60	240	57%
		R (3)	15	45	14%
		TS (2)	0	0	0%
		STS (1)	0	0	0%
Total			105	435	100%
Maximum Score			525		
Average Percentage			83%		
Mean			140,667		
Median			130		
Standart Error			74,57435		
Criteria			Very good		

The third indicator contains 3 statements regarding the student's interest in learning. According to the table above, 29% of students strongly agree with those statements and 57% strongly agree. After that, 14% of students chose neutrality. But no one of them chose to disagree or strongly disagree. The average percentage of students' interest was 83%. So, it can be concluded that most students agree that Quizlet is a helpful way to build their interest in learning English vocabulary.

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Table 4.9
Independent in learning

No Item	Total Item	Score	F	Average Score	Percentage
9,19,27,	3	SS (5)	39	195	37%
		S(4)	51	204	49%
		R (3)	15	45	14%
		TS (2)	0	0	0%
		STS (1)	0	0	0%
Total			105	444	100%
Maximum Score				525	
Average Percentage				85%	
Mean				148	
Median				195	
Standart Error				51,56549	
Criteria				Very Good	

The fourth indicator contained 3 statements regarding students' independence in learning. There were 39 students in the table above, or 37% who strongly agreed, while 49% agreed. Furthermore, 15 students, or 14%, chose neutrality. As a result, none of them disagreed strongly or disagreed strongly. So the total average percentages were 85% which means it's a very good category. The majority of students agree that the Quizlet application can assist them in learning independently.

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Table 4.10

The friend's influence

No Item	Total Item	Score	F	Average Score	Percentage
12,13,15,	3	SS (5)	26	130	25%
		S(4)	63	252	60%
		R (3)	16	48	15%
		TS (2)	0	0	0%
		STS (1)	0	0	0%
Total			105	430	100%
Maximum Score				525	
Average Percentage				82%	
Mean				143,333	
Median				130	
Standart Error				59,26588	
Criteria				Very good	

The fifth indicator contains 3 statements regarding the extrinsic motivation of students. As can be seen from the table above, 25% of students strongly agree with those statements, and 60% agree. 16 students (15%) chose neutral. As no student chose strongly disagree or disagree, it can be concluded that from the total average percentage (82%) it can be concluded that most students agree that Quizlet can increase their intrinsic motivation.

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Table 4.11
The teacher's influence

No Item	Total Item	Score	F	Average Score	Percentage
14,18,10,11	4	SS (5)	37	185	26%
		S(4)	84	336	60%
		R (3)	18	54	13%
		TS (2)	1	2	1%
		STS (1)	0	0	0%
Total			140	700	100%
Maximum Score				577	
Average Percentage				82%	
Mean				144,25	
Median				119,5	
Standart Error				74,61498	
Criteria				Very Good	

The sixth indicator contains 4 statements regarding the teacher's influence on learning. It can be seen from the table above that 26% of students strongly agree with this statement and 60% agree with it. Despite this, 18 students or 13% chose neutral and 1 student chose disagree. But no one choose strongly disagree with the statement. The students' answers are above. So in total, the percentages of this indicator were 82%. As a result, it can be said that the result was very good.

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Table 4.12
Students' enthusiasm

No Item	Total Item	Score	F	Average Score	Percentage
26,22,21,	3	SS (5)	20	100	19%
		S(4)	58	232	55%
		R (3)	27	81	26%
		TS (2)	0	0	0%
		STS (1)	0	0	0%

Total	105	413	100%
Maximum Score	525		
Average Percentage	79%		
Mean	137,6667		
Median	100		
Standart Error	47,4845		
Criteria	Good		

The seventh indicator contains 3 statements regarding students' enthusiasm for learning vocabulary. As a whole, the percentages above indicate that Quizlet increased their enthusiasm for learning vocabulary by 79%. In the survey, 19% said they strongly agreed and 55% said they agreed with those statements. 26% of students stated neutrally. 27 students or 26 % said that they were neutral, and no one indicated that Quizlet does not increase their enthusiasm.

Table 4.13
Motivating students

No Item	Total Item	Score	F	Average Score	Percentage
24,30,28,	3	SS (5)	25	125	24%
		S(4)	65	260	62%
		R (3)	15	45	14%
		TS (2)	0	0	0%
		STS (1)	0	0	0%
Total			105	431	100%
Maximum Score			525		
Average Percentage			82%		
Mean			143,333		
Median			125		
Standart Error			62,7384		
Criteria			Very good		

The eighth indicator contained 3 statements regarding students' motivation for learning vocabulary. In the table above, it was found that

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most students agreed with the detail (24%) of students strongly agreed, and that (62% of students agreed). There were 14% of respondents who were neutral, and none of them chose to strongly disagree or disagree. And the overall percentage was 82%. From the result of the average percentage above, it can be concluded that Quizlet increased their motivation for learning English.

Table 4.14
Students' influence

No Item	Total Item	Score	F	Average Score	Percentage
16,20,29, 25	4	SS (5)	43	215	31%
		S(4)	81	324	58%
		R (3)	16	48	11%
		TS (2)	0	0	0%
		STS (1)	0	0	0%
Total				587	100%
Maximum Score				700	
Average Percentage				84%	
Mean				195,667	
Median				215	
Standart Error				80,2586	
Criteria				Very good	

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The last indicator contained 4 statements regarding students' influence on learning vocabulary. The data above showed that 31% of students strongly agreed and 58% of them agreed with those statements. Despite this, 11% of students chose to remain neutral. None disagreed or strongly disagreed. From those results, it is known that the total average percentage was 84% which means very good. So, it can be said that they have a crucial role in the learning process.

a. Descriptive Statistic

This section displayed the distribution of mean score, maximum score, minimum score, and standard deviation from the pre-test and post-test results in the experimental class and the control class.

Table 4.15
Descriptive Statistics Output

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	35	72	102	85.28	6.96
Posttest Experiment	35	112	129	123.57	4.305
Pretest Control	35	73	93	84.2	4.897
Posttest Control	35	85	102	93.11	4.013
Valid N (listwise)	35				

a)

As seen in table 4.6, it can be concluded that there was a significant difference in the mean score or the average score of the pre-test and post-test in the experimental class and the control class from the previous pre-test results. Based on this result, it can be interpreted that there is an effect of the Quizlet Application to students' motivation in learning vocabulary in 11th grade of social of MAN 2 Banyuwangi.

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b. Normality Test

Before analyzing the data, the normality of the data should be measured. The normality test in this research was conducted to qualify the absolute prior to statistical analysis. In analyzing the normality of the data, the researcher used Kolmogorov-Smirnov as the technique of normality test. The results were shown in Table 4.16 and Table 4.17.

1) Normality test of Pre-Questionnaire

Table 4.16

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		70
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.17949323
Most Extreme Differences	Absolute	.084
	Positive	.084
	Negative	-.065
Test Statistic		.084
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

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2) Normality test of Post-Questionnaire

Table 4.17

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		70
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.86932223
Most Extreme Differences	Absolute	.056
	Positive	.056
	Negative	-.056
Test Statistic		.056
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

According to *IBM SPSS Statistics 22*, the normality test of the pre-questionnaire and post -questionnaire were same, *p(sig)*=0.200 > 0.05. If *p(sig)* > 0.05 means the data is normally distributed. Instead, if *p(sig)* < 0.05 means the data is not normally distributed.

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c. Homogeneity Test

A homogeneity test is performed to see whether the post-queationnaire data in the experimental class and the control class are homogeneous or not. The result of the homogeneity test can be seen in the following table:

Table 4.18 The Homogeneity Data output

Test of Homogeneity of Variances

SKOR

Levene Statistic	df1	df2	Sig.
.541	8	306	.825

As seen in table 4.10, it can be seen that the significance value of the data (sig.) is 0.825 > 0.05. The variance of scores was considered homogeneous if the significance value (p) is higher than 0.05 (p > 0.05). On the other hand, if the value of sig (p) is lower than 0.05 (p < 0.05), it means the post-test data of the experimental class and control class are homogenous.

d. Independent Sample T-test

In order to know whether or not there was significant different in motivation in learning vocabulary between the students who were taught by using Quizlet application and those who were not, the result of post-test and the control group were compared by using an independent sample T-test.

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Table 4.19 The Output Data of Independent Samples T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student's Motivation	Equal variances assumed	0.005	.946	30.161	67	.000	30.395	1.008		32.4
	Equal variances not assumed			30.187	66.938	.000	30.395	1.007		32.4

As seen in table 4.10, the significance sig. (2 tailed) is 0.000 < 0.05. Then, there is a different on the average of data post-test in the experimental class and control class.

e. Hypotheses Testing

1) If the value is Sig. (2-tailed) <Research Alpha (0.05), then Ho is rejected and Ha is accepted. It means that there is an effect of the use of Quizlet application on students' motivation in learning vocabulary among social 11th grade students of MAN 2 Banyuwangi.

2) If the value is Sig. (2-tailed)> Alpha Research (0.05), then Ho is accepted and Ha is rejected. It means that there is no significant effect of the use of the use of Quizlet application on students'

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motivation in learning vocabulary among social 11th grade students of MAN 2 Banyuwangi.

3) Based on the calculation in the Independent Sample t-test, it is obtained the significance sig. (2-tailed) is 0.000 < 0.005. it means that (H0) is rejected and Ha is accepted. In brief, there is a significant difference between the mean scores of the control class with 93.11and the experimental class with 123.57. Thus, it can be concluded that there is a significant difference, the experimental class can improve the motivation in learning vocabulary by treatment using Quizlet Application and the control class still in the same level of motivation in learning vocabulary.

2. The Analysis of Observation Checklist

In this research, the researcher used an observation checklist in evaluating the data of students' motivation. The researcher collaborated with the teacher to observe directly to know what happened in the class during the lesson. The teacher observed the motivation of students both in the experimental and control class. In the experimental class, the students were taught using VSS strategy while the students in the control class were taught using the conventional strategy. The result of the data can be seen in the following table:

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Table 4.20
The Students' Motivation in Observation Checklist

No	Indicators	Percentage	
		Experimental class	Control class
1	Diligently facing the task	93%	76%
2	Resilient facing difficulties	86%	60%
3	Showing interest in learning vocabulary	100%	44%
4	Preferring to work independently	86%	60%
5	Do not get bored with learning routines	79%	51%
6	Feeling happy to answer the questions	83%	80%
Total Percentage		**528%**	**369%**
Percentage		**88%**	**61,5%**

The percentages of motivation of students are presented in Table 4.6 based on the total score of the two groups. According to the results of the observation checklist, the experimental group obtained a percentage of 88%, while the control group obtained a percentage of 61,5%. The students who were taught using the Quizlet Application had higher motivation for learning vocabulary than those who did not use it. Moreover, there was a significant difference in terms of motivation between those two groups. Based on the results of the data, it can be concluded that the Quizlet App has enhanced the students' motivation to learn vocabulary.

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C. Discussion

The purpose of this research was to investigate whether the use of Quizlet application is effective to enhance the students' motivation in learning

vocabulary at the social 11th-grade students of MAN 2 Banyuwangi. The researcher used an observation checklist, and questionnaire as instruments in order to answer the research question. The results of the research question are discussed as follows:

1. **The effectiveness of Quizlet Application as digital flashcard on the eleventh grade students' motivation in learning vocabulary**

   The researcher conducted a pre-questionnaire and post-questionnaire to compare student's motivation in learning vocabulary before and after treatment. In the experimental class, the students were taught by using Quizlet application and for the control class, the students were taught conventionally, without any treatment or media.

   Based on the results of the pre-questionnaire, it was found that the use of Quizlet application had significant effects on both the students' motivation and students' achievement. There was a significant difference in students' motivation in learning vocabulary those who were taught using Quizlet application and those who were taught using the conventional media or without Quizlet application. The findings of the current study are consistent with Rizky who suggested that the Quizlet Application can be used to increase students' motivation. [71]Instead, the total score or percentage of calculated items obtained by the user of that application is much higher than the non-user. It means that the students who use the Quizlet Application have a higher motivation to memorize the

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[71] Setiawan, Muhammad Rizky, and Pangesti Wiedarti. (2020) "The effectiveness of Quizlet application towards students' motivation in learning vocabulary." *Studies in English Language and Education* 7.1 p.85

vocabulary than those who do not use it. These results are in agreement with those obtained by Lees and Mcnee who found that most students are more interested to use the digital flashcard than using paper-based for learning vocabulary.[72]

In this situation, some factors made this research successful. First, the students have smartphones, and they were allowed to bring them to school for the purpose of learning even before this study was conducted. The second factor was the ease of getting internet access. Here, the school provided Wi-Fi for students who did not have an internet quota. As a third point, the Quizlet application was not difficult to use. In the end, there were no problems with the application when it was in use.

Most students felt more enthusiastic and did not get bored easily with learning vocabulary when using this application. This is supported by the research conducted by Anjaniputra and Salsabila who found that the students using Quizlet Applications seemed excited and that the application even reduced their boredom in learning vocabulary.[73] Through this game, they competed with each other to achieve the best results. They tried to match the words with their meanings as fast as possible. Moreover, most of them played the game more than once. This was because they wanted to finish that game quickly so that they could obtain better scores. According to the study conducted by Leis et al. the students who were

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[72] Lees, D., & Mcnee, G. (2015). Effects and impressions of digital vocabulary-learning vs. paper-based. Humanities Review, 20, 143-164.
[73] Anjaniputra, A., G., & Salsabila, V. A. (2018). The merits of Quizlet for vocabulary learning at tertiary level. Indonesian EFL Journal, 4(2), 1-11.

stimulated to use the smartphone have a high propensity to learn English outside the classroom.[74] It was similar to what happened in this research, in which some students played the matching game through their smartphone at home.

To complete the quiz provided in the Quizlet Application, most students prefer to work independently without cheating on their friends. This is supported by Korlu and Mede who found that the Quizlet Application positively influences students' performance and makes them more independent in learning vocabulary.[75] However, it is contrary to the previous study which had suggested that the use of the Quizlet Application does not make students autonomously learn vocabulary.[76]

In this study, the students seemed highly interested in learning vocabulary by using the Quizlet Application. It was observed in the way they prepared their learning tools. The students immediately provided their smartphone and began opening the Quizlet Application without being instructed by the teacher. According to other research, students are interested in using Quizlet to learn vocabulary.[77]

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Hence, there were some problems faced by the researchers in this study. First, a few students did not seem to focus on learning vocabulary

[74] Leis, A., A, T., & S., C. (2015). martphone assisted language learning and autonomy. International Journal of Computer-Assisted Language Learning and Teaching, 5(3), 1-14.
[75] Korlu, H., & Mede, A. (2018). Autonomy in vocabulary learning of Turkish EFL learners. The EUROCALL Review, 26(2), 58-70.
[76] Kalecky, R. (2016). Quizlet vs. vocabulary notebook: The impact of different methods of storing and revising vocabulary on students' progress, retention and autonomy. (Master's thesis), Masaryk University, Brno.
[77] Hikmah, D. (2019). Quizlet: A digital media for learning informatics terms. International journal of English Education and Linguistics, 1(1), 1-9.

on their smartphones and were even doing other activities. It was found that some of them were opening other applications such as Instagram and WhatsApp, etc., while other students were using the Quizlet Application. The researchers tried to control this situation by walking around the class and forcing them to focus back on the app. When they were caught using another application, they would immediately close it and continue to study vocabulary via the Quizlet Application.

Based on the explanation above, the research "The Effectiveness of Using Quizlet Application as Digital Flashcard on The Eleventh Students' Motivation in Learning Vocabulary" can be applied and developed as a learning media that can give an effect to student's motivation in learning vocabulary at 11th grade of MAN 2 Banyuwangi.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Concerning to the research question, it is concluded that the Quizlet Application significantly increased students' motivation in learning vocabulary. It has been proven from the result of pre-questionnaire and post-questionnaire. The mean score of the post-questionnaire of the experimental class was 123.57, which was higher than the mean post-test in the control class, which was 93.11. Based on the calculation in the Independent Sample t-test, the significance sig is obtained. (2-tailed) is 0.001 < 0. 00. It means (H0) is rejected, and Ha is accepted. There was an Effect of Quizlet Application on students' motivation in learning vocabulary among the eleventh grade of social students in MAN 2 Banyuwangi. It means that, Quizlet Application increased student's motivation by made students didn't feel bored, tanancy in facing difficulties, interest in learning, independent in learning, and felt more enthusiasm in learning vocabulary. Therefore, it is recommended that English teachers use the Quizlet Applications in teaching vocabulary that is incorporated with other materials.

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B. Suggestion

After conducting this research, there are some advice are provided for the teachers and the next researchers as follows:

1. For teachers

   English teachers are recommended to apply the Quizlet Application since it is proven to be effective and gives advantages in increasing students' motivation and their achievement in vocabulary learning. Therefore, the teachers are suggested to use the Quizlet Application in the process of vocabulary teaching.

2. For the next researcher

   The next researchers are suggested to conduct further research concerning the implementation of the Quizlet Application. They are also suggested to conduct other research on other skills such as Writing and reading skills. Moreover, Quizlet Application needs to be developed to be more enjoyable and easier to fit the student's ability in various levels.

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Appendix 1

RESEARCH MATRIX

TITLE	VARIABLES	INDICATORS	SOURCE OF DATA	RESEARCH METHOD	RESEACH PROBLEM
The Effectiveness Of Using Quizlet Application As Digital Flashcard On The Eleventh Grade Students' Motivation In Learning Vocabulary	**Variable A:** -Quizlet Application **Variable B:** -Student's Motivation in Learning Vocabulary	**Variable A:** 1. Instal application 2. Make a class 3. Learning vocabulary usning Quizlet Application - Prepare words that match with the material - Assambled word sets features (learn, flashcard and test option) - Add some pictures to make students easier to understand - Share the sets with students using link **Variable B:** Learning Motivation: 1. Intrinsic Motivation - Persistence in learning - Tenacity in facing difficulties - Interesting in learning - Independent in learning 2. Extrinsic Motivation - The friend's influence - The teacher's influence	**Informant:** - 11th grade Students **Instrument:** - Questionnaire - Observation checklist	**1. Research Design:** -Quantitative approach with Quasi Experimental design **2. Data Collecting Method:** - Questionnaires - Observation **3. Data Analysis Technique:** -Descriptive Statistic -Normality Test -Homogeneity Test -Independent T-test	Do the students' taught by using Quizlet Application (QA) have better motivation in learning vocabulary than those taught without Quizlet Application (QA)?

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Appendix 2

DECLARATION OF AUTHORSHIP

The undergraduate bellow:

Name : Alvi Masruriyatun Ni'mah
Nim : T20186154
Program : Tadris Bahasa Inggris
Faculty : Tarbiyah and Teacher Training
Institution : State Islamic University of Kiai Haji Achmad Shiddiq Jember

I hereby sincerely declare that the thesis entitled "The Effectiveness Of Using Quizlet Application As Digital Flashcard On The Eleventh Grade Students' Motivation In Learning Vocabulary" is my real masterpiece things from my thesis are cited and referred based on the bibliography. Nonetheless, if anyone complains or claims about this undergraduate thesis, I am the only person who is responsible for this undergraduate thesis.

Jember, June 27th 2023

METERAI TEMPEL
AAAKX518226486

Alvi Masruriyatun Ni'mah
SRN: T20186154

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Appendix 3

LETTER OF PERMISSION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-4316/In.20/3.a/PP.009/08/2022
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MAN 2 Banyuwangi
JL Kyai Haji Wachid Hasyim No.06, Dusun Kopen, Genteng Kulon, Kec. Genteng, Kabupaten B

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20186154
Nama	:	ALVI MASRURIYATUN NIMAH
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Intervention Effect of Using Quizlet Application Towards Student's Motivation in Learning Vocabulary" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. H. Saerodji, M.Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 24 Agustus 2022
an. Dekan
Wakil Dekan Bidang Akademik,

MASHUDI

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LATTER OF ACCOMPLISHMENT

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH ALIYAH NEGERI 2 BANYUWANGI
Jl. Kh. Wakhid Hasyim 06 Genteng
Telepon (0333) 845019 ; Faksimile (0333) 845019
Email : mangtg1658@gmail.com

SURAT KETERANGAN
Nomor : 203/Ma.13.30.02/PP.00.6/02/2023

Yang bertanda tangan di bawah ini :

Nama	: Drs. Saeroji, M.Ag.
NIP	: 19680202 200112 1 003
Pangkat	: Pembina (IV/a)
Jabatan	: Guru Madya / Kepala MAN 2 Banyuwangi Kab.Banyuwangi

Menerangkan dengan sebenarnya :

Nama	: Alvi Masruriyatun Ni'mah
Tempat, Tanggal Lahir	: Banyuwangi, 6 Maret 2000
NIM	: T20186154
Jurusan	: Tadris Bahasa Inggris

Adalah mahasiswa UIN KH Achmad Siddiq Jember yang telah selesai melaksanakan Penelitian dalam rangka penyelesaian skripsi pada tanggal 23 Januari 2023 - 11 Februari 2023 di Madrasah Aliyah Negeri 2 Banyuwangi dengan judul "The Effectiveness of Using Quizlet Towards Student's Motivation in Learning Vocabulary at the Eleventh Grade Students of Senior High School"

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

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Banyuwangi, 13 Februari 2023
Kepala

KEMENTERIAN AGAMA REPUBLIK INDONESIA

Drs. Saeroji, M.Ag.

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: **MAN 2 BANYUWANGI**
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IPS 1 (Experimental Class)/ Genap
Judul Bab	: Natural Disasters-An Exposition/Analytical Exposition Text
Alokasi Waktu	: 2 x Pertemuan (Meeting 1 & 2)

KOMPETENSI DASAR	INDIKATOR
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	• Menganalisis unsur-unsur eksposisi dari sebuah kalimat • Memahami struktur teks eksposisi analitis • Memahami vocabulary dan arti menggunakan opsi flashcard dalam aplikasi Quizlet

A. Tujuan Pembelajaran

Melalui metode discovery learning dan Scientific learning dengan menggunakan media online (Daring/ Dalam Jaringan), peserta didik dapat menganalisis dan memahami unsur-unsur eksposisi dalam sebuah kalimat serta struktur teks eksposisi analitis. Selain itu, peserta didik dapat memahami arti dan penggunaan kosa kata (vocabulary) yang tepat menggunakan Quizlet.

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa secara langsung
2. Guru menanyakan kabar dan mengecek kehadiran siswa.
3. Guru menyampaikan tujuan pembelajaran yang ingin dicapai.
4. Guru memberikan apersepsi dan motivasi.
5. Guru menyampaikan lingkup materi, langkah pembelajaran, dan teknik penilaian.

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Kegiatan Inti (40 Menit) Kegiatan Pembelajaran

1. Peserta didik diberi motivasi atau rangsangan untuk membaca dengan seksama teks yang tertulis pada :
   a. Buku Paket Bahasa Inggris Stop Bullying Now Edisi Revisi 2017 SMA kelas 11
2. Guru memberikan penjelasan materi menggunakan mind mapping
3. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi pengertian (definition), fungsi sosial (social function), dan generic structure (struktur) yang digunakan dalam Exposition Analytical Text.
4. Guru menunjukan vocabulary yang ada dalam materi menggunakan Quizet Application dengan mode flashcard online
5. Guru mengintruksikan siswa untuk membaca teks berjudul “Use of Formalin and Other Addictives in Foods” dan “Online Etiquette When Using Media”

6. Peserta didik diberi kesempatan untuk menganalisa struktus teks dan menjawab beberapa pertanyaan yang sudah disediakan dibawahnya.
7. Guru melakukan observasi selama pembeljaran berlangsung

Kegiatan Penutup (5 Menit)

1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
2. Guru memberikan umpan balik dan pesan moral dari pembelajaran
3. Guru memberikan penugasan kepada siswa.
4. Guru menyampaikan materi pembelajaran berikutnya.
5. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

C. Materi Pembelajaran

- Definition of Exposition Analytical Text
  A text that evaluates a topic critically but focuses only on one side of an argument.
- Social Function
  The purpose is to persuade your audience to look at an issue with your perspective.
- Examples of exposition texts are
  Legal Defenses, Speeches/Lectures, Editorials, Newspaper Articles, Essays, Political Leaflets, and Letter.
- Structure of Exposition Text:
  1. Introduction
  2. Body
  3. Conclusion
- Language Features of an Exposition Text
  Use descriptive persuasive words with emotive connotations to emphasize your viewpoint. These words can either be positive or negative. Use thesaurus to find appropriate word.

D. PENILAIAN

Penilaian Pengetahuan: Tes tulis secara langsung dan tes vocabulary menggunakan Quizlet Application

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Mengetahui,
Guru Mata Pelajaran

Jember, 12 September 2022
Praktikan

Titin Ambarwati, S.Pd
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Alvi Masruriyatun N
NIM: T20186154

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : **MAN 2 BANYUWANGI**
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPS 1 (Experimental Class)/ Genap
Judul Bab : Natural Disasters-An Exposition/Analytical Exposition Text
Alokasi Waktu : 2 x Pertemuan (Meeting 3 & 4)

KOMPETENSI DASAR	INDIKATOR
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya	• Memahami unsur kebahasaan dari teks eksposisi analitis • Mengeksplorasi vocabulary dan arti menggunakan aplikasi Quizlet

A. Tujuan Pembelajaran

Melalui metode discovery learning dan Scientific learning dengan menggunakan media online (Daring/ Dalam Jaringan), peserta didik dapat menganalisis dan memahami unsur-unsur eksposisi dalam sebuah kalimat serta struktur teks eksposisi analitis. Selain itu, peserta didik dapat memahami arti dan penggunaan kosa kata (vocabulary) yang tepat menggunakan Quizlet.

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa secara langsung
2. Guru menanyakan kabar dan mengecek kehadiran siswa.
3. Guru menyampaikan tujuan pembelajaran yang ingin dicapai.
4. Guru memberikan apersepsi dan motivasi
5. Guru menyampaikan lingkup materi, langkah pembelajaran, dan teknik penilaian.

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Kegiatan Inti (40 Menit) Kegiatan Pembelajaran

1. Peserta didik diberi motivasi atau rangsangan untuk membaca dengan seksama teks yang tertulis pada buku LKS halaman 52 “Australia-Indonesia Youth Exchange Program”
2. Guru menjelaskan dan menunjukkan struktur teks langsung di dalam contoh teks analytical exposition text.
3. Guru memberikan penjelasan materi menggunakan mind mapping
4. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi pengertian (definition), fungsi sosial (social function), dan generic structure (struktur) yang digunakan dalam Exposition Analytical Text.
5. Guru menjelaskan unsur kebahasaan yang digunakan dalam analytical exposition text
6. Guru menjelaskan materi Passive Voice berupa pengertian, kegunaan, dan formulanya yang ada dalam buku LKS halaman 58

7. Guru memberikan contoh passive voice yang berhubungan langsung dengan kehidupan kita
8. Guru memberikan kesempatan peserta didik untuk bertanya, jika terdapat hal yang kurang dipahami.
9. Guru menunjuk peserta didik untuk membuat contoh Passive Voice lalu menuliskan di papan tulis
10. Guru mengaitkan Passive Voice dengan contoh yang ada dalam analytical exposition text
11. Guru menunjukan beberapa kosa kata yang telah dipeajari dalam pertemuan tersebut menggunakan Quizlet Application
12. Guru melakukan observasi selama pembelajaran berlangsung

Kegiatan Penutup (5 Menit)

1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran.
2. Guru memberikan umpan balik dan pesan moral dari pembelajaran
3. Guru memberikan penugasan kepada siswa.
4. Guru menyampaikan materi pembelajaran berikutnya.
5. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.

C. Materi Pembelajaran

- **Language Features**
  a. Simple Present Tense
  b. Word that qualify the statement
  c. Word that link argument
  d. Modal Auxiliaries
  e. Connectors
  f. Passive Voice
- Passive Voice
  a. Use of Passive Voice
  b. Form of Passive Voice
  c. Example of Passive Voice

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Mengetahui,
Guru Mata Pelajaran

Jember, 12 September 2022
Praktikan

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Appendix 5

INSTRUMEN VALIDASI
ANGKET MOTIVASI BELAJAR SISWA

I. Informasi Umum

Peneliti : Alvi Masruriyatun Ni'mah
Validator :

II. Petunjuk

1. Untuk memberikan penilaian terhadap format angket motivasi belajar siswa, Bapak/Ibu cukup memberikan tanda ceklis (✓) pada kolom yang disediakan.
2. Aspek-aspek yang dinilai sebagai berikut:
   1. Keterkaitan indikator dengan tujuan
   2. Kesesuaian pernyataan/pertanyaan dengan tujuan
   3. Kesesuaian antara pernyataan/pertanyaan dengan tujuan
   4. Bahasa yang digunakan baik dan benar
3. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   0. = Tidak valid
   1. = Kurang valid
   2. = Cukup valid
   3. = Valid
   4. = Sangat Valid
4. Huruf-huruf yang terdapat pada kolom yangdimaksud berarti:
   A. = Dapat digunakan tanpa revisi
   B. = Dapat digunakan dengan revisi sedikit
   C. = Dapat dignakan dengan revisi sedang
   D. = Dapat digunakan dengan revisi banyak sekali
   E. = Tidak dapat digunakan

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No item	Aspek yang dinilai																			
	1					2					3					4				
	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
1				✓					✓					✓					✓	
2				✓					✓					✓					✓	
3				✓					✓					✓					✓	
4				✓					✓					✓					✓	
5				✓					✓					✓					✓	
6				✓					✓					✓					✓	
7				✓					✓					✓					✓	
8				✓					✓					✓					✓	
9				✓					✓					✓					✓	
10				✓					✓					✓					✓	
11				✓					✓					✓					✓	
12				✓					✓					✓					✓	
13				✓					✓					✓					✓	
14				✓					✓					✓					✓	

15				✓					✓					✓					✓	
16				✓					✓					✓					✓	
17				✓					✓					✓					✓	
18				✓					✓					✓					✓	
19				✓					✓					✓					✓	
20				✓					✓					✓					✓	
21				✓					✓					✓					✓	
22				✓					✓					✓					✓	
23				✓					✓					✓					✓	
24				✓					✓					✓					✓	
25				✓					✓					✓					✓	
26				✓					✓					✓					✓	
27				✓					✓					✓					✓	
28				✓					✓					✓					✓	
29				✓					✓					✓					✓	
30				✓					✓					✓					✓	

III. Komentar dan saran perbaikan

Direvisi sesuai saran

Jember, 24 Januari 2023

Validator,

Nina Hayuningtyas, M.Pd

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INSTRUMEN VALIDASI
LEMBAR OBSERVASI SISWA

I. Informasi Umum

Peniliti : Alvi Masruriyatun N
Validator :

II. Petunjuk

a) Bapak/Ibu dapat menilai dengan memberikan tanda (✓) pada kolom yang disediakan.
b) Bapak/Ibu dapat memberikan nilai dengan keterangan poin validitas sebagai berikut:
   1. = Tidak baik
   2. = Kurang baik
   3. = Baik
   4. = Sangat baik

No	Uraian	Penilaian			
		1	2	3	4
1	**Aspek Petunjuk**				
	a. Petunjuk dinyatakan dengan jelas			✓	
	b. Indikator yang diobservasi mudah dipahami			✓	
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓
	d. Dapat dilakukan			✓	
2	**Aspek Isi**				
	a. Indikator yang diamati sudah mencakup semua aspek yang mendukung keterlaksanaan pembelajaran			✓	
	b. Pernyataan dirumuskan dengan singkat dan jelas			✓	
3	**Aspek Bahasa**				
	a. Kalimat tersusun dengan menggunakan kaidah Bahasa yang benar				✓
	b. Kalimat yang digunakan mudah dipahami			✓	

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III. Komentar dan saran perbaikan

.....

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.....

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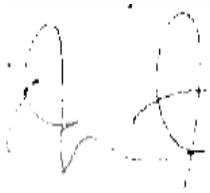
Jember, 24 Januari 2023
Validator,



Nina Hayuningtyas, M.Pd

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Appendix 6

RESEARCH INSTRUMENS

LEMBAR OBSERVASI AKTIVITAS SISWA
(Dalam mengikuti pembelajaran menggunakan Quizlet)

Nama Sekolah : MAN 2 Banyuwangi
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPS 1 dan 3
Nama Observer :

Petunjuk Pengisian:

a. Amatilah Aktivitas siswa selama proses pembelajaran berlangsung
b. Berikan tanda ceklis (✓) pada kolom yang tersedia untuk siswa yang melakukan aktivitas sesuai dengan aspek pengamatan yang ada, seperti dibawah ini:
   1. Rajin dan bersungguh-sungguh mengerjakan tugas
   2. Pantang menyerah menghadapi kesulitan
   3. Menunjukkan minat dalam mempelajari vocabulary
   4. Mengerjakan tugas secara mandiri
   5. Tidak mudah bosan dengan kegiatan belajar
   6. Merasa senang untuk menjawab pertanyaan dan melakukan perintah guru

No	Nama Siswa	Aktivitas siswa yang diamati					
		1	**2**	**3**	**4**	**5**	**6**
1	AHMAD ZIDAN BAYHAQI						
2	ALIFIA AISA PUTRI						
3	ALISYA PUTRI AZMIA						
4	ANANDA SAFITRI						
5	ANDIA FAHRA R.						
6	ARETHA MAYKA A						
7	BUNGA AUDY SELLA I						
8	CENDIKIA KATONG S.H						
9	DEITRA ALIFIA A						
10	DEON NOFAL S						
11	DINDA OKTAVIA R						
12	DIVO NIHAYA TISKA						
13	FARAH MAY SHINTA						
14	GALANK RYAN ADRANO						
15	GALIH MAHARDIKA S						
16	HANIS ROSA MAUDY						
17	INDAH NURUL AINI						
18	KHOFIFAH WAHDHANI						
19	KRISTIAN NOVITASARI						
20	LENI DWI ARTANTI						

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21	LIA YUSTICA CAHYA U						
22	M. YAHYA HIDAYAT						
23	M. DIAN MAHARDIKA						
24	M. FERDYANSYAH						
25	NAELA AULIANA TAZKIA						
26	NAYLA SOFIATUN NISA						
27	NAZWA SALSABILA						
28	NURUL NATASYA						
29	PUTRI AMALIA INDAH						
30	RADIKA EKA KARUNIA						
31	RIZKIYATUR SA'DIYAH						
32	SANIA NIKMATUL A						
33	SITI HAFIDOTUL MAYAS						
34	ULFA AMALIA						
35	WIDYA APRILIANTI						

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ANGKET MOTIVASI BELAJAR SISWA
(INTRINSIK DAN EXTRINSIK)

NAMA :
NO ABSEN :
KELAS :
HARI/TANGGAL :

A. Petunjuk Pengisian

1. Bacalah dengan seksama setiap butir pernyataan
2. Berikan jawaban dengan jujur sesuai dengan apa yang anda rasakan. Anda tidak perlu takut karena angket ini tidak akan berpengaruh pada nilai anda
3. Berilah tanda centang (✓) pada kolom yang telah disediakan dengan memperhatikan pilihan jawaban yang sesuai.

Keterangan pilihan jawaban: Skor

STS = Sangat tidak setuju (1)
TS = Tidak setuju (2)
NT = Netral (3)
S = Setuju (4)
SS = Sangat setuju (5)

No	Pernyataan	Pilihan jawaban				
		STS	TS	NT	S	SS
1.	Guru saya mengajar vocabulary Bahasa Inggris menggunakan aplikasi Quizlet					
2.	Saya rajin belajar vocabulary menggunakan Quizlet karena tidak ingin kekurangan kosakata					
3.	Saya mudah menyerah saat kekurangan vocabulary ketika mengerjakan tugas writing					
4.	Jika sedang tidak semangat belajar vocabulary, saya memilih untuk membuka flashcard dalam Quizlet					
5.	Jika ada vocabulary dalam flashcard yang sulit, saya tidak mau mencari artinya					
6.	Saya menyontek teman untuk menyelesaikan quiz vocabulary yang diberikan di flashcard dalam Quizlet					
7.	Saya mengulang vocabulary yang sudah diajarkan menggunakan Quizlet saat dirumah					
8.	Saya memilih mengabaikan guru saat diperintahkan untuk belajar vocabulary menggunakan Quizlet					

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No	Pernyataan	Pilihan jawaban				
		STS	TS	NT	S	SS
9.	Saya berusaha sendiri untuk menyelesaikan quiz vocabulary yang ada dalam Quizlet					
10.	Saya ingin mendapatkan pujian dari teman teman karena lancar berbahasa Inggris, sehingga saya memperbanyak vocabulary menggunakan Quizlet					
11.	Guru menggunakan media yang lebih menyenangkan daripada Quizlet saa belajar vocabulary					
12.	Saya pernah tidak mengikuti pelajaran Bahasa inggris karena malas menghafal banyak vocabulary dalam Quizlet					
13.	Saya selalu aktif dalam mengerjakan quiz vocabulary yang diberikan guru melalui Quizlet					
14.	Jika saya mengalami kesulitan dalam memahami vocabulary dalam Quizlet, saya akan bertanya kepada guru					
15.	Saya belajar vocabulary dengan Quizlet hanya saat ada tugas/quiz					
16.	Saya akan berlatih sampai mendapatkan hasil yang bagus, jika saya mendapatkan hasil yang jelek saat mengerjakan quiz vocabulary dalam Quizlet					
17.	Saya malu bertanya walaupun saya belum paham betul arti vocabulary di flashcard dalam Quizlet					
18.	Saya giat belajar vocabulary menggunakan Quizlet agar mudah di ingat					
19.	Guru saya membuat flashcard di Quizlet dengan menarik agar meningkatkan minat belajar vocabulary					
20.	Guru memberi tambahan quiz kepada siswa yang tidak mengerjakan quiz, sehingga siswa selalu mengerjakan quiz dalam Quizlet					
21.	Saya merasa bosan dalam belajar vocabulary menggunakan aplikasi Quizlett					
22.	Saya lebih mudah memahami vocabulary menggunakan aplikasi Quizlet					
23.	Saya iri jika melihat teman saya mendapatkan nilai bagus karena telah belajar vocabulary menggunakan Quizlet					
24.	Saya merasa termotivasi belajar vocabulary dengan menggunakan aplikasi Quizlet					

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No	Pernyataan	Pilihan jawaban				
		STS	TS	NT	S	SS
25.	Guru saya jarang memberikan vocabulary baru kepada siswa dalam bentuk flashcard dalam Quizlet					
26.	Saya merasa aplikasi Quizlet cocok digunakan untuk mempelajari vocabulary					
27.	Saya membaca buku yang berkaitan dengan materi vocabulary Bahasa inggris dengan mudah karena sering belajar menggunakan Quizlet					
28.	Saya merasa aplikasi Quizlet dapat membantu mengembangkan dan memperkaya vocabulary					
29.	Saya merasa bingung karena banyaknya vocabulary yang harus dipelajari menggunakan Quizlet					
30.	Saya merasa lebih mudah mengingat vocabulary yang telah saya miliki, ketika belajar menggunakan aplikasi Quizlet					

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Appendix 7

STUDENTS' VOCABULARY COLLECTION

No	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	Actually	case	classmate	Divided
2	Apply	line	grade	Into
3	Bored	type	likes	Floors
4	Choose	use	swimming	Downstairs
5	Concerned	event	cinema	Parts
6	Confident	power	hangout	Storage
7	Coughing	side	kind	Dryer
8	Cycling	end	friendly	Garage
9	Decide	woman	unusal	Upstairs
10	Discuss	health	extreme	Terrace
12	Driving	process	sports	Washer
13	Early	customer	skate boarding	dining room
14	Exam	possible	club	Lot
15	Excitining	public	win	Inside
16	Flat	real	injured	Tropies
17	Front	recent	danger	Together
18	Getting	right	alive	Parent
19	Great	small	feels	Could
20	Happens	social	joy	Saw
21	Holiday	special	arts	Place
22	License	strong	culture	Around
23	Lie down	sure	visit	Body
24	Opinion	certain	great	Alike
25	Practiced	white	tample	Tame
26	Remember	whole	park	Around
27	Repair	young	palace	Almost
28	Spare	eventually	among	Bear
29	Straight	recently	wave	Tree
30	Sunbathing	previously	happily	Crown
31	Surfing	finally	become	Trunk
32	Tired	most	show	Root
33	Unfortunately	much	deal	Top
34	Upcoming	listen	price	Particles
35	Village	live	greet	Leaves
36	Visitors	load	guides	Consist
37		long	guidance	Dust
38		look	local	Produce
39		measure	warm	Shape
40		meet	lost	Strength
41		melt	was	Layers
42		memorize	face	Carry
43		mention	wastafle	Down
44		merge	prepare	Soil
45		milk	cup	Hold

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46		mine	garden	Pointed
47			world	Light
48			newspaper	Desk
49			cup	Pet
50			need	Drawers
51			streching	Clothes
52			workout	Located
53			lived	Between
54			quite	Transition
55			regular	Known
56			keep	External
57			traffic jam	Trade
58			take a rest	Numerous
59			nearby	Finance
60			grab	Healthcare
61			pantry	Human
62			ride	Logistics
63			meals	Capital
64				manufacturing
65				Diverse
66				Majority
67				Independence
68				Official
69				Famous
70				Garden
71				Present
72				Wanted
73				Fragile
74				Afraid
75				Since
76				Comfort
Total	**36**	**46**	**63**	**76**

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Appendix 8

The Description of Post Questionnaire of Experimental and Control Class

Experimental Class

Responden	X	Y
AZB	93	25
AAP	89	24
APA	89	30
AS	91	29
AFR	85	27
AMA	90	25
BAS	91	32
CKSH	96	30
DAA	96	30
DNS	97	27
DOR	93	30
DNT	95	28
FMS	98	28
GRA	95	30
GMS	96	30
HRM	95	29
INA	97	32
KW	94	28
KN	96	28
LDA	96	31
LYCU	99	30
MYH	97	32
MDM	96	30
MF	97	29
NAT	88	29
NSN	97	29
NS	99	28
NN	96	32
PAI	97	29
REK	95	29
RS	93	30
SNA	93	29
SHM	97	28
UA	97	28

Control Class

Responden	X	Y
APF	71	21
AAA	77	22
AF	71	21
APE	76	19
ARS	79	22
AYF	68	17
AM	76	18
AEC	74	20
BPU	69	19
DNA	72	24
DEO	72	21
EKS	68	24
RR	71	22
FRAR	70	21
GCD	70	20
HNS	75	23
KJT	76	25
LAA	67	22
LN	68	24
MSA	79	20
MGF	68	22
MIS	68	21
MAY	71	23
NSV	76	22
NAP	72	19
NPF	73	20
RAP	74	22
RJD	69	23
SP	63	21
SL	74	24
SNH	71	24
SSA	72	20
TZF	71	20
WA	69	23

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Appendix 9

DOCUMENTATION

Students learn vocabulary using Quizlet

Students fill the pre Questionnaire

Students fill the past Questionnaire

The sample of Experimental Class

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Appendix 10 Curiculum vitae

Curriculum Vitae

Name : Alvi Masruriyatun Ni'mah

Nim : T20186154

Place/Date of birth : Banyuwangi/ March 6th 2000

Address : Desa Kesilir Kec. Siliragung Kab. Banyuwangi

Department : Faculty of Tarbiyah and Teacher Training

Program : Tadris Bahasa Inggris (English Department)

Educational Background

2004-2005: TK Khodijah 136

2006-2012: SDN 4 Seneporejo

2013-2015: SMP Unggulan Bustanul Makmur

2016-2018: MAN 2 Banyuwangi

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