THE EFFECT OF QUIZLET APPLICATION TO IMPROVE STUDENTS’ VOCABULARY MASTERY
(An Experimental Study on the Seventh Grade of SMP Negeri 7 Salatiga in the Academic Year of 2019-2020)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.)

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2019
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In the name of Allah the Most Gracious and the Most Merciful

I myself who have marked below:

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Declare that this graduating paper is written by the writer and I surely do not copy from other writers' expect the information from references. Theories and citation are used surely to clarify the ethnic codes of writing from the graduating paper. I briefly give permission to publish this graduating paper on IAIN Salatiga E-repository.

Salatiga, August 28th 2019

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THE ATTENTIVE COUNSELOR’S NOTE
Case : Atmasari’s Graduating Paper

To the Dean of Teacher Training and
Education Faculty

Assalamu’alaikum wr. wb.
After reading and correcting Atmasari’s graduating paper entitled “THE EFFECT OF QUIZLET APPLICATION TO IMPROVE STUDENTS’ VOCABULARY MASTERY”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr. wb.

Counselor

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A GRADUATING PAPER

THE EFFECT OF QUIZLET APPLICATION
TO IMPROVE STUDENTS’ VOCABULARY MASTERY

WRITTEN BY:
Atmasari
NIM. 23030150094

has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September 11th 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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MOTTO

“If you can dream it, you can do it.”

- Walt Disney -
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT and Prophet Muhammad SAW who always takes care of me, listens to me, and gives me the best thing ever.

2. My beloved parents Wagiyo and Sutini thanks for your praying, guidance and kindness. You are the best people in my life.

3. My beloved handsome brother, Nur Jamiko. My close friends (Ligna, Nafis, Fitri, Rito, Adri, Yaya, Ari, Nensy, Septi, Sofi, Dayah, Awal, and Alfi) who always remind me to keep going and never give up, thanks for your caring.

4. My big family who always fill my life with love and support me endlessly to finish this graduating paper.
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the researcher.
This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly.
This declaration is written with the full concern of the researcher.

Salatiga, August 28th 2019

The Researcher

Atmasari
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ACKNOWLEDGEMENTS

Assalamu’alaikum. wr. wb.

Alhamdulillahirobbil’alamin, all praise be to Allah SWT, who always bless and help the writer so the writer can finish the graduating paper. Then, bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support and encouragement from several people and institution. Hence, the writer would like to express gratitude to:

1. Prof. Dr. Zakiyuddin, M. Ag. the Rector of Institute of Islamic Studies (IAIN) Salatiga.
2. Prof. Dr. Mansur, M. Ag. the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Norwanto, M. Hum., Ph. D. the Head of English Education Department
4. Dr. Mashlihatul Umami, S. Pd.I., M. A. as the counselor who has given her great attention, suggestions, and guidance, so this paper was finally completed.
5. All of the lecturers and the staff of State Institute for Islamic Studies (IAIN) Salatiga.
6. The English Teacher of SMP Negeri Salatiga, Sas Sulistyorini, S. Pd., who guides me in conducting this research, a bunch of thousand thanks for any kindness, guidance, help and advice during my research.
8. All of the members of EA in IAIN Salatiga.

9. All of my friends in English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga.

Salatiga, August 28th 2019
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ABSTRACT


Keywords: Quizlet Application, Vocabulary Mastery

The objectives of the research were to find out the profile of the students’ vocabulary mastery before and after implementing Quizlet application and to measure how far is the effectiveness of the application for the seventh grade students of SMP Negeri 7 Salatiga in the academic year of 2019/2020. This research was a quasi experimental research. The technique of collecting data were test and documentation. There were two kinds of test which were used, those were pre-test and post-test. The subjects of this research were two classes of the seventh grade students at SMP Negeri 7 Salatiga. It considered 58 students. Then, the data was tested using t-test formula by comparing the mean score of pre- and post-test from both groups. The significance level was setted up 5%. The result of the research showed that, first, the students’ profile were different before and after implementing Quizlet Application. The mean of pre-test was 53.26 while the mean of post-test was 77.06. The difference between pre- and post-test mean was 23.8. Second, the result showed that t-test ($t_o$) 13.44 was higher than t-table ($t_i$) 2.0452 with the degree of freedom ($df$) 29. Therefore, there was significant difference after implementing Quizlet Application toward students’ vocabulary mastery. Moreover, the effect size of experiment group was 2.46 which showed that using Quizlet Application gave strong effect on students’ vocabulary mastery.
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of the study, significances of the study, definition of key terms, and graduating paper outline.

A. Background of the Research

Sapir (1949: 8) argues that “Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols”. Language is very important for human as communication tools. People communicate by using language to deliver messages, ideas, and thoughts from their mind to the other person.

In the context of education, Indonesia puts English as a foreign language. It makes English being one of the crucial subjects to be taught in schools. English can be found at all different levels of education from kindergarten to university. It also becomes the subject that should be passed by students in the national final examination for secondary school level. Hence, the teacher owns a big duty to the learning process, especially in teaching English.

Teaching English in most schools demands the students to learn and master the language skills. There are four skills that must be mastered by students in using English. Srivener (1994: 20) mentions that English language
skills consist of listening, speaking, reading and writing. In addition to these four skills, students must also be able to master the elements in English.

The English element that must be mastered is vocabulary. Vocabulary plays an important role for students to be able to master the English language. It is impossible for learners to master the English language without mastering vocabulary first (Krashen and Terrel, 1983).

Furthermore, vocabulary is the basis for communication and important for language proficiency processes (Krashen, 1981). When students have vocabulary limitations, they find difficulties to improve their English skills. Students can easily improve their English language skills such as; listening, speaking, reading and writing in condition students understand the vocabulary. It shows that the vocabulary must be learned by students compared to other aspects.

On the 2nd of May 2019, the researcher held an interview with several seventh grade students and the English teacher of SMP Negeri 7 Salatiga. This interview was conducted to research about the students’ progress in vocabulary mastery. According to the interview with the teacher, the researcher came to the conclusion that the students were weak at vocabulary mastery. The teacher used a guide book entitled “When English Rings the Bell”. Then, the teacher said that there are a lot of students who have a limited vocabulary. Even sometimes when the teacher asked them to open their dictionary, they felt lazy. After that, the teacher asserted that the students were still confused to match a few words to their definitions.
The interview with the students began with a question about the most difficult part of English to be mastered. The result showed that more than half of them choose vocabulary mastery as the most difficult, while the others picked listening and speaking. While conducting the interview, the researcher also took some notes. The notes stated that the students still could not master vocabulary. According to the students, vocabulary mastery is totally difficult.

All the students who have been interviewed said that they were still confused on how to match a few words to their definitions. The researcher saw that the students were still confused on how to complete a few sentences with the correct vocabulary. Then, the students admitted it was totally difficult to write a few definitions and to write a complete sentence using only a few words. The students often misspell, do not capitalize, and do not use correct punctuation.

The researcher realized that the students were less motivated in learning English. Most of the students are the students of SMP Negeri 7 Salatiga as well. Many students had less motivation during the learning process because they focus too much on their smartphones or gadgets that they have. They were offended sleepy at the class and rarely paid attention to the teacher. Whereas Nunan assumed that motivation is vital to the achievement of learning a foreign language (1991: 174). Then, when they were back at the home, they did not even review all the material that the teacher has taught. Thus how could students master the vocabulary in English?
According to the problem above, the researcher tries to discover a good way for students so that they able to improve their vocabulary mastery. Not only improving students’ vocabulary mastery, but researcher also tried to find out a fun way in order to make students enjoy the whole class and give such long last memories of the material for all students.

The researcher used Quizlet Application in teaching vocabulary mastery because according to Vargas (2011) teachers can increase the use of technology in vocabulary learning using Quizlet Application. This means Quizlet Application is totally good to be applied in the class. Quizlet Application is a fun activity to help students learn a concept or study vocabulary by Blackwell and Kane (2014). Quizlet can be used on smartphones and also on computers.

The researcher can give students such a drilling exercise in every Quizlet Application. The exercise can be based on the material being taught. When they are used to exercise they are expected to be able to improve their vocabulary mastery.

Based on the explanation above, the researcher would like to propose research entitled “The Effect of Quizlet Application to Improve Students’ Vocabulary Mastery” (An Experimental Research of the Seventh Grade of SMP Negeri 7 Salatiga in the Academic Year of 2019-2020).
B. Problem of the Research

According to the background of the study above, the researcher provides the research questions as follows:

1. How is the profile of students’ vocabulary mastery before and after implementing Quizlet Application?
2. How is the effectiveness of Quizlet Application to improve students’ vocabulary mastery?

C. Objective of the Research

According to the statement of the problem above, the main objectives of this study are as follows:

1. To know the profile of students’ vocabulary mastery before and after implementing Quizlet Application.
2. To know the effectiveness of Quizlet Application to improve students’ vocabulary mastery.

D. Significance of the Research

The benefits that can be taken from this study are as follows:

1. Theoretical advantages
   a. The result of this study can be used to enrich Quizlet in learning media.
   b. The result of this study can be useful for literature in relevant future research.
2. Practically advantages
   a. The Researcher

      As a prospective educator, the results of this study are expected to be a reference, increase knowledge and understanding in the learning process in the classroom.

   b. The English Classroom

      This research is expected to provide input and information about educative and interactive online applications, so as to be able to attract student learning vocabulary mastery.

   c. The Teacher

      The finding of this research can be used by the teacher to get information in applying the way of teaching for solving problems that can affect the vocabulary mastery to learn English.

   d. The English Education Department

      The expectation of the result of this research can encourage other students of the English Language Education to conduct similar research. It hopefully can be one of the sources to research the same case.
E. Definitions of the Keyword

There are definitions that the writer has to clarify in order to make the study understandable, the term is as follows:

1. Quizlet

   According to Roman Kálecký et al (2016: 7), “Quizlet is an online interactive learning platform operating on electronic bilateral flashcards, that can be used to study any subject, but serves mostly as a system for learning languages”. It is an application for mobile phones or web-based computer and available for Android, iOS, Windows Phone, and website.

   Vargas (2011: 14) mentioned that the definition of Quizlet is a free language learning application or website to create their own flashcards or browse what other students have already created.

2. Vocabulary Mastery

   In this research, the main topic is the vocabulary mastery by the students as the English language learners. Vocabulary mastery is having the ability to correctly define and use each word appropriately in a sentence (Cameron, 2001). Vocabulary helps students learn the four basic skills of English.

F. Graduating Paper Outline

This research report highlights five chapters in sequence order. Chapter I is Introduction, consists of the background of the study, the
problem of the study, objectives of the study, significances of the study, definition of the key terms, and graduating paper outline. Chapter II describes the literature review. The researcher takes some book written by many experts to explain more about the concept of Quizlet and vocabulary mastery. In the last part of this chapter, the researcher clarifies the hypothesis of the study. Chapter III presents research methodology which consists of research approach, research method, research design, time and setting of research, population and sample, research instrument, the technique of data collection, and data analysis method. Chapter IV is the research analysis and discussion. The researcher presents the data analysis and discusses the result of the test. In chapter V, the researcher ends the graduating paper by giving a summary of all the information in chapter IV. The last part is the references and appendices.
CHAPTER II
LITERATURE REVIEW

In this chapter, the researcher discusses some of the theories relevant to the research. The theoretical review presents the underlying theories of vocabulary and Quizlet Application. In the last of this chapter, the researcher explains the statistical hypothesis to clarify the null and alternative hypothesis.

A. Theoretical Framework

1. An Overview of Vocabulary
   a. Definition of vocabulary

   According to Fauziati (2010: 61), vocabulary is central to language and of critical importance to a typical language learner. It means that learning vocabulary is important to understand new things. Moreover, Hornby (1974: 959) proposed that vocabulary is a list of words used in a book with definition or translations.

   Furthermore, Scrivener (1994: 73) states that vocabulary means a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of the individual word. Then, a good knowledge of grammar is not powerful enough to have good English.

   Based on the above explanation, it comes to the conclusion that vocabulary is part of the language used to communicate that
consists of many collection items. Vocabulary is knowledge about how words were used to improve language proficiency. Therefore, it is necessary to master the vocabulary.

b. The Kinds of Vocabulary

According to Scrivener (1994: 74), there are two kinds of vocabulary, namely productive vocabulary and receptive vocabulary. Productive vocabulary called active vocabulary. It is the set of words that students recognize and understand, can pronounce correctly and constructively in speaking and writing. On the other hand, receptive vocabulary or passive vocabularies are words that the students recognize and understand when they occur in a context, but which they cannot produce correctly it means in reading and listening.

In addition, Thornbury (2002: 3-10) says that there are six kinds of vocabulary. The following are:

1) Word Classes

Word classes or part of speech is classified word based on their functional categorized. Word classes are divided into eight classes, such as noun, pronoun, verb, adjective, adverb, preposition and determiner.

a) Nouns

Nouns are the name of a place, person or thing. Nouns can be used as the subject of the sentence, object of the verb and object of a preposition. The examples of nouns are woman,
Miko, Atma, village, Indonesia, book, table, etc. There are types of nouns as follows:

(1) Common Noun

A common noun is a noun referring to a person, thing or place in the general sense. Then, we should write it with a capital letter when it begins a sentence.

Example: man, ocean, state, website, mountain, etc.

(2) Proper Noun

A proper noun is a noun that wrote with a capital letter. It represents the personal name, names of geographic units, the names of religions and nationalities, names of time units, names of holidays and words use for personification.

Example: Ira and Rachel are my cousins.

Bobby does not like Monday.

(3) Concrete Noun

A concrete noun is a noun which names anything that can perceive through physical senses, it means concrete nouns can be touched, held, felt, something visible, smelt taste, or be heard. It is the opposite of an abstract noun.

Example: The bread was eaten by Atma.

My parent spent their holidays in Kopeng.
(4) Abstract Noun

An abstract noun is the opposite of a concrete noun and is a noun which names anything which cannot perceive through five physical senses (Martnet and Thomson, 1986: 24).

Example: Sari has high imagination about her future.

The girl is annoying.

(5) Collective Noun

A collective noun is a noun which describes groups, organization, person or animals (Martnet and Thomson, 1986: 26).

Example: Our family is the best.

The team seemed enthusiastic.

(6) Countable Noun

A countable noun is name anything that can count and it is a noun with both a singular and a plural form.

Example: Miko painted the door red and the chairs blue.

Atma buys a book and three pencils.

(7) Uncountable Noun

An uncountable noun refers to something that could not count and it is a noun which does not have a plural form (Frank, 1972: 7).

Example: There is only a little water left in the cup.
That rice looks nice and clean.

(8) Noun Plural

Noun plural changes their form to indicate number by adding –s or –es (Martnet and Thomson, 1986: 24).

Example: Yesterday, I gave three books for my sister.

Miko buys two cars for his child.

b) Pronoun

The pronoun is a word that’s used to replace a person or thing, the example he, she, it, they, we, I and you.

Example: She drives quickly.

We live here.

c) Verb

The verb is a word or phrase that expresses an action, an event or a state, for example: eat, sleep, drink, walk, etc.

d) Adjective

The adjective is a word that describes a person, place, or thing, for instance: beautiful, old, good, handsome, bad, nice, etc. An adjective can be made by adding –ive to the noun or by adding –ful, -ing, -ed, -able, -less to the verb (Mc Carthy, 1994: 17).
e) Adverb

The adverb is a word that describes information to a verb, adjective, phrase or another adverb. Example: carefully, quickly, soon, already.

f) Preposition

A preposition is a word normally placed before noun or pronoun to show place, position, method or time (Thomsom, 1986: 91). For instance: among, on, in, at, under, behind, in spite of, etc.

g) Conjunction

The conjunction is a word that joint phrases, sentences or clause (Harmer, 1998: 45). For instance: for, but, and, nor, or, so, yet, even though, although, etc.

h) Determiner

The determiners-words like a, the, this, some and last. To make easier in learning, Thornbury (2002) divides them into two groups; they are grammatical words or function words and content words. Grammatical words consist of preparations, conjunctions, determiners, and pronouns. On the other hand, content words are usually nouns, verb, adjectives, and adverbs. Grammatical words belonged to the domain of grammar teaching, while the teaching of vocabulary was concerned with content words.
2) Word Families

It discusses affixation of a word, such as: prefixes (pre-, de-) and suffixes (-er, -ful).

3) Word Formation

Affixation is one of the ways new words are formed from old Thornbury (2002: 5). There are several kinds of that, such as compounding, blending, conversion, and clipping.

a) Compound word

A compound word is the combining of two or more independent words. For example:

(1) Noun + verb + -er = record player, bus driver, hairdryer, typewriter, goalkeeper.

(2) Noun + noun = classroom, teapot, matchbox.

b) Blending

Blending is the combination of two words into one.

For example:

(1) breakfast + lunch = brunch

(2) information + entertainment = infotainment

c) Conversion

Conversion is a word can be co-opted from one part of speech and used as another.

For example: Let's brunch tomorrow (noun is converted into a verb).
d) Clipping

Clipping is a process in which a word is formed by shortening a lot of one. For example:

(1) Email (from electronic mail)

(2) Flu (from influenza)

(3) Dorm (from dormitory)

4) Word Meaning

Word meaning can be divide be as follow:

a) Synonym

A synonym is a word that shares a similar meaning (Thornbury, 2002: 9). For example:

(1) sadness = unhappiness

(2) begin = start

(3) gratefully = thankfully

b) Antonym

Antonym is a word with the opposite meaning (Thornbury, 2009: 9). For example:

(1) old > < new

(2) accept > < refuse

(3) close > < open
c) Homonyms

Homonyms are words that share the same form but have unrelated meanings, such as a hat, well, shed, fair, left, etc. Homophones are same sound are spelled differently, such as meat and meet, tale and tail, horse and hoarse. Homographs are words that are pronounced differently but spelled the same: a live concert, but where do you live? Thornbury (2008: 8) stated that homonyms are words that share the same form but have unrelated meanings. For example:
- Like: I like looking at the sunset.
  Its look like new.

c. The Sources of Vocabulary

Vocabulary becomes an important aspect of the teaching-learning process, so the students must improve their vocabulary. To improve vocabulary, the students must know where the source of vocabulary comes from. Thus, the students will be easier to learn vocabulary in the teaching-learning process, (Thornbury, 2002: 51). They are:
1) List

Many students quite like learning words from lists. One reason is that it is very economical, large numbers of words can be learned in a relatively short time.
2) Course books

Course book includes task instruction and grammar explanation. Course book contents of segregated and integrated vocabulary work. Segregated activities typically present or word-formation rules, and integrated into skills work typically in vocabulary focus.

3) Vocabulary books

Vocabulary books are as an exercise book for students. Vocabulary book is usually organized, but cover a range of vocabulary skills.

4) The teacher

The teacher is highly productive. Learners often pick up a lot of incidental language from their teachers, especially words and phrases associated with classroom processes, such as let’s see, now then, is that clear? Have you finished yet? On the other hand, the teacher's own stories can also serve as a vehicle for vocabulary input.

5) Other students

Other students in the class are a particularly productive source of vocabulary input. Learners often pay more attention to what other learners say that they do to either the course book or their teacher.
d. Vocabulary in The Classroom

Vocabulary is the essence of language, without a sufficient vocabulary the students cannot communicate effectively or express their idea in both oral and written (Fauziati, 2010: 61). Furthermore, she states that having a limited vocabulary is also a barrier to mastering a foreign language.

According to Scrivener (1994: 75) in the classroom there are five roles of vocabulary in the classroom, they are:

1) Vocabulary is very important and needs to be dealt with systematically in its own right.

2) The learner will be difficult to finish the work if they have first met some new vocabulary.


4) We need to distinguish between vocabulary for productive use and for receptive recognition.

5) We need to deal not only with single-word lexical items but also with longer, multi-word items.

From the explanations above, the writer takes one point that is a teacher. The teachers become the first role and figure in class to make their students understand what they are taught in the class. The teacher should have creativity in order to make their students feel comfortable and easy to accept the material.
e. Rubric of Vocabulary

Baranovskaya and Shaforostova (2017) state that evaluation is an important part of teaching and learning process. The teachers get the valuable insight about how they teach and how effective the instruction has been taken up by the students. On the other side, the students get the opportunity to speak about their experiences and impressions of the course content or the approach used. Then, rubric of vocabulary mastery is needed to evaluate students’ test result in vocabulary mastery. The vocabulary mastery rubric is taken from Rcampus (2019). It can be seen as below:

**Table 1.1**

**Vocabulary rubric**

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<tr>
<th>Category</th>
<th>Poor (1 point)</th>
<th>Fair (2 points)</th>
<th>Good (3 points)</th>
<th>Excellent (4 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match words to definitions</td>
<td>Students are able to match only a few words to their definitions</td>
<td>Students are able to match some of the words to their definitions</td>
<td>Students are able to match most of the words to their definitions</td>
<td>Students are able to match all of the words to their definitions</td>
</tr>
<tr>
<td>Complete sentences</td>
<td>Students are able to complete only a few sentences with the correct vocabulary words</td>
<td>Students are able to complete some of the sentences with the correct vocabulary words</td>
<td>Students are able to complete most of the sentences with the correct vocabulary words</td>
<td>Students are able to complete all of the sentences with the correct vocabulary words</td>
</tr>
<tr>
<td>Write definitions</td>
<td>Students are able to write only a few definitions</td>
<td>Students are able to write some of the definitions</td>
<td>Students are able to write most of the definitions</td>
<td>Students are able to write all of the definitions</td>
</tr>
</tbody>
</table>
2. An Overview of Quizlet

a. Definition of Quizlet Application

Quizlet is one of the language learning tools that can be accessed from the internet. It is designed as a place where everyone can share knowledge in any level, at any subject and gain confidence as a learner (Quizlet, 2019). On the other hand, Blackwell and Kane (2014) state that Quizlet as a free application or website to help students learn a concept or study vocabulary.

Quizlet is designed to feel like a game and scientifically proven to be effective. Quizlet has developed a computer adaptive test of study concept or English competency for students. Quizlet also developed in smartphone as an educational application.

b. History of Quizlet

Quizlet is an online learning tool developed by a high school student in California named Andrew Sutherland. The idea of developing this device came from his personal experience when asked...
to remember 111 names of animals by French teachers. The presence Quizlet is actually not new because the device was originally designed in 2005, then released to the public in January 2007 in the form of a website. Furthermore, in August 2012 Quizlet was released in the form of a mobile application for iOS which was followed a year later for Android applications in August 2013 (Eric Kunto, 2015).

c. Quizlet Application in Teaching Vocabulary Mastery

Sumardiyan and Sakhiyya (2007: 47) state that failure or success of teaching-learning process depends on several factors; one of them is media that is used by the teacher. Media is a means of communication to help to transfer the material in teaching, and then it can be understood easier and staying longer in memory retention.

Quizlet provides some interesting features as media of language learning. There are two basic features of Quizlet, role as a teacher (Quizlet for the classroom) and as a learner. There are eight features that can be used in the class. They are Flashcards, Learn (Pelajari), Write (Tulis), Spell (Pengeja), Test (Tes), Match (Mencocokan), Gravity (Gravitası), and Quizlet live. The features of Gravity (Gravitası) and Quizlet Live only can be opened by computer or PC.

Gravity (Gravitası) is a model that requires students to type terms when the definition or the meaning of vocabulary goes from the top to the bottom of the screen. Students required typing the correct answer before the definition arrives at the end of the screen. Then,
Quizlet Live is the feature that can make groups of students and then the groups can compete in doing a test. The groups can answer the questions with a smartphone and the teacher use the computer to show the score. The highest score will be displayed directly on the computer screen or projector screen. Quizlet Live just could access only from desktop web-based by teacher.

![Quizlet Accessed from Website on the Computer Screen](image)

**Picture 2.1 Quizlet Accessed from Website on the Computer Screen**

Using this site, the teacher can create a class and share the classroom code or invite students with a link, it makes the students can using Quizlet Live feature. When the teacher creates a classroom with Quizlet account, the teacher can be able to track other Quizlet accounts, following their language learning progress and assign tasks for groups of Quizlet users (classroom). When the student joins and gives permission for the teacher to track them, the teacher can be able to see
all students side by side. The teacher can see activity details (when student practiced, how many points they earned, how long their practice streak), as long as their name and email address associated with the account.

The students can access Quizlet from a website or downloading this application on their mobile device. In this case, the researcher has installed the application on a mobile device through Play Store and there are some features everyone can access:

1) **First Page of Quizlet**

![Picture 2.2 Login Page of Quizlet](image)

Page 2.2 would appear when the user installed the application from Play Store (Android platform) or App Store (iOS platform). The student needs to connect the internet to run this
application. Firstly, the student could sign up with Google account or Facebook to keep their progress. Then the student can create a study set and it gives a choice to start using Quizlet. It is the first time to learn vocabulary or already start for the exam placement.

2) Home Page of Quizlet

![Picture 2.3 Home Page of Quizlet Android Application](image)

According to the picture 2.3, there are several features that the student can use:

a) Flashcards are the basic study tool that modes similar to conventional flashcards made of paper. In it, the students can
show each vocabulary card consisting of existing terms. The students can reverse the vocabulary card by touching the screen to see the definition of the term.

b) Learn (Pelajari) allows the students to type terms from the definition displayed. Then, after typing the answer, the students can find out whether the answer is correct or wrong. The score can identify automatically. It is designed to help students learn vocabulary by retrieving the L1/L2 equivalent and typing the correct answer.

c) Write (Tulis) allows students to write definitions/vocabulary about what learned.

d) Spell (Pengeja) is designed to help students practice the spelling of vocabulary. When the term is misspelled, the system corrects the students by spelling it aloud along with an animation of necessary changes.

e) Test (Tes) allows students to take tests by affixing answers. It has four methods are available (writing answers, match, multiple-choice, and true/false) that can select in this test. Interestingly, students can print the test.

f) Match (Mencocokan), gives students the opportunity to teach or practice the meaning of vocabulary by dragging terms and then stacking them to the correct meaning. The correct pair can
disappear. Finally, the students are asked to clear the screen with the fastest time possible.

d. **Strengths and Weaknesses of Quizlet**

According to Blackwell and Kane (2014: 12) there are strengths and weaknesses of Quizlet as follows:

1) **Strengths of Quizlet**

   a) The application is free, simple, and informative lessons.

   b) Learning is based around subjects.

   c) Can be accessed on various electronic devices like PC or mobile phone. The student can keep a detailed record of progress.

   d) Can set daily goals for motivation.

   e) Virtual shop with rewards for progress.

   f) Courses offered and taught in multiple languages.

2) **Weaknesses of Quizlet**

   a) Requires internet access.

   b) Not much about culture is taught.

   c) Quizlet's class as a teacher only can be accessed with web address not available at menus’ in Quizlet application.

B. **Review of Previous Research**

The first, taken by Julie Marie Vargas (2011), the researcher takes a point of view of Quizlet could be used to make an easy and better
understanding of the learning process. In this paper using Quizlet focused on reading students disabilities. The research revealed that technology might be the answer to providing a solution for students’ disabilities who have difficulties. It has some difference with the writer’s research. The difference, it has a technique in improving the students' vocabulary mastery taught Quizlet Application, the technique of research design, data collection, the sample of the study, subject, place of the study and genre of the text. Position the researcher to develop Quizlet Application in vocabulary mastery at junior high school.

The second is Ismailova, Gleason, Provotorova, and Matukhin (2017) with them study concern on the using Quizlet Application in the language teaching-learning process for speaking skill at students of Engineering and Medical Departments in Accelerated Russian as a Foreign Language (RFL) Teaching and Learning. They concluded that the teaching speaking use Quizlet Application is successful. This study proved that there is a positive correlation between using Quizlet Application with their speaking ability.

The third is Lander (2016) explored opinions about Quizlet Application after using it a period of 9 months of 830 low-level students in an introductory Test Of English for International Communication (TOEIC) course at a university in Japan. The location in this research is the inside and outside classrooms. The result indicated that the students have shown a resounding approval of using Quizlet Application for learning vocabulary. It has some similarities and difference with the writer’s research. The
similarities, it has a technique in improving the students' vocabulary mastery taught Quizlet Application. The differences are the technique of research design, data collection, the sample of the study, subject, place of the study and genre of the text. Position the researcher to develop Quizlet Application in vocabulary mastery at junior high school.

The fourth is Dizon (2016) examined the efficacy of Quizlet Application in developing L2 English vocabulary by 9 university students. After examining the assigned vocabulary list for 10 weeks by using Quizlet Application, the post-test result showed considerable gains by the subjects compared to the result of the pre-test. The researcher acknowledged that Quizlet Application can significantly to improve academic vocabulary acquisition. It has some similarities and difference with the writer’s research. The similarities, it has a technique in improving the students' vocabulary mastery taught Quizlet Application. The differences are the technique of research design, data collection, the sample of the study, subject, place of the study and genre of the text. Position the researcher to develop Quizlet Application in vocabulary mastery at junior high school.

Another research regarding the implementation of Quizlet Application was carried out by Kose, Cimen, and Mede (2016). They were concerned with the perception towards Quizlet of Turkish EFL learners enrolled in a preparatory program at a private university in Istanbul, Turkey. Then observed and interviewed 43 students who used Quizlet as a vocabulary learning tool for four weeks. The result showed that most of the students
considered Quizlet effective especially in learning synonyms, definitions, and pronunciation.

C. Hypothesis

Creswell (2012: 187) argues that “Hypothesis testing is a procedure for making a decision about the result by comparing an observed value of a sample with a population value to determine if no difference exists between the values”. In this research, the researcher uses two hypotheses. There are an alternative hypothesis and null hypothesis. The researcher states the hypothesis as follows:

1. \( H_a \) (Alternative Hypothesis) 
   
   "There is a significant difference in the students' vocabulary mastery before and after implementing Quizlet Application".

2. \( H_0 \) (Null Hypothesis)
   
   “There is no significant difference in the students' vocabulary mastery before and after implementing Quizlet Application”.

According Sugiyono (2014: 189) the two above hypotheses are interpreted to know which one is accepted and rejected after acquiring the result of computing the data. The decision of hypothesis was gotten from the comparison of t-test with t-table:

If \( t\text{-test} \geq t\text{-table} \) : \( H_a \) is accepted

If \( t\text{-test} \leq t\text{-table} \) : \( H_a \) is rejected
CHAPTER III

METHODODOLOGY OF RESEARCH

This chapter points out the place, time and research methodology. It consists of the research design, location and time of the research, population and sample, the variable, instrument of the research, techniques of collecting data, and technique of data analysis. The explanation of each point is discussed further into detail explanation.

A. Research Design

The researcher uses quasi-experimental research as the framework of the research. Kuntjojo (2009: 48) states that quasi-experimental is to find out the connection of cause and effect involving experiment and control group, but the group was chosen unrandomly. As Sabarwal and White (2014: 6) argued that, “Quasi-experiment methods that involve the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control group”. This design is not required randomization and often depends on the possibility. This quasi-experimental research consisted of two groups which are an experimental group and a control group.

In this research, the researcher uses pre-test and post-test to obtain the data. Kuntjojo (2009: 48) asserts that the design of quasi-experimental research is as follows:
Table 3.1
Design of Quasi Experimental Research

<table>
<thead>
<tr>
<th></th>
<th>O₁</th>
<th>X</th>
<th>O₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment Group</td>
<td>O₁</td>
<td>X</td>
<td>O₂</td>
</tr>
<tr>
<td>Control Group</td>
<td>O₃</td>
<td>-</td>
<td>O₄</td>
</tr>
</tbody>
</table>

Note:

O₁: Pre-test experimental group
O₂: Post-test experimental group
O₃: Pre-test control group
O₄: Post-test control group
X : Treatment for the experimental group (using Quizlet Application)
- : No treatment for the control group (using a traditional approach of student book “When English Rings the Bell”)

Experimental group is given a pre-test, a treatment using Quizlet Application, and a post-test. The other group is the control group which is given a pre-test, no treatment (using the traditional approach of student book “When English Rings the Bell”), and a post-test. The effectiveness of Quizlet Application and the relative improvement of the two groups can be seen from the gain score that is the post-test minus the pre-test score of the two groups.

B. Location and Time of the Research

This research was carried at SMP Negeri 7 Salatiga. The school is located on Jl. Setiaki No. 15, Dukuh, Sidomukti, Salatiga, and Central Java.
Province. SMP Negeri 7 Salatiga is junior high school build on 2nd August 1988. The research was done on 2nd May – 7th August 2019. The schedule of research could be drawn in the table below:

### Table 3.2
Schedule of the Research

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2nd May 2019</td>
<td>Pre-survey</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>29th July 2019</td>
<td>Pretest for the experimental group</td>
<td>Good morning. How are you? (Greeting, Leave Taking, Thanking and Apologizing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pretest for the control group</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5th August 2019</td>
<td>Treatment (Quizlet Application) No treatment (Student book)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7th August 2019</td>
<td>Posttest for the experimental group</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Posttest for the control group</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8th August 2019</td>
<td>Writing a research report</td>
<td></td>
</tr>
</tbody>
</table>

### C. Population and Sample

#### 1. Population

Creswell (2012: 142) states that a population is a group of individuals who have the same characteristic. In this research, the subject population was the seventh grade students in SMP Negeri 7 Salatiga in the academic year 2019/2020. The seventh grade students consisted of 6 classes. There were 75 males and 94 females students. Therefore, there were 169 students in total.
2. Sample

According to Creswell (2012: 142), a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In deciding the sample, the researcher used a purposive sampling technique. In addition, Etikan, Musa and Alkasim (2016: 2) state that, purposive sampling is the deliberate choice of a participant due to the qualities of the participant possesses. The samples were chosen because those have the purpose and made the researcher easier to collect the data. Thus, the researcher took two classes of SMP Negeri 7 Salatiga that had a low score in understanding the vocabulary mastery and faced difficulty in delivering the information from English. Furthermore, the research also considered that the sampling technique is based on the recommendation from the teacher. The samples were VII E class with 30 students as experiment class and VII B class with 28 students as control class. Therefore, there are 58 students in total.

D. Variable

According to Creswell (2012: 115), a variable refers to a characteristic or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied. Furthermore, Arikunto (2002: 94) states that a variable is a various object of the research. The variables of this research are as follows:
1. Dependent Variable

Dependent variables are those that depend on the independent variables, they are the results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, and effect variables (Creswell, 2012: 115). The dependent variable in this research was the students’ vocabulary mastery of the seventh grade students.

2. Independent Variable

Independent variables are those that (probably) cause, influence, or affect outcomes (Creswell, 2012: 116). The independent variable of this research is the use of Quizlet Application.

E. Instrument of the Research

Creswell (2012: 14) argues that “An instrument is a tool for measuring, observing, or documenting quantitative data. An instrument contains specific questions and response possibilities that you establish or develop in advance of the study”. In this research, the research instruments used to collect data by using a written test.

There were two tests in this research, those were pretest and posttest. Those tests were used to know the students’ vocabulary mastery before and after using the Quizlet Application. The test was an objective test in the form of written questions, multiple-choice, matching questions and true/false questions based on the syllabus.
The test was an objective test in the form of matching questions, completing sentences questions, make a dialogue and translation question based on the syllabus. There were each five matching questions, four completing sentences questions, five translations questions, and one order to make a dialogue about the material. The scoring of each question is based on rubric. The formula is as below:

\[
\frac{\text{Acquired Score}}{\text{Maximum Score}} \times 100
\]

F. Evaluation Criteria

Heaton (1975: 146) quoted by Dewi (2017: 46) state there are some criteria to know students’ knowledge based on the score. The researcher ranged the criteria of students’ vocabulary mastery on both experiment group and control group classified into four categories as follows:

Table 3.3

<table>
<thead>
<tr>
<th>Classification</th>
<th>Soce</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>A</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
<td>B</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-70</td>
<td>C</td>
</tr>
<tr>
<td>Bad</td>
<td>&lt;59</td>
<td>D</td>
</tr>
</tbody>
</table>
G. Technique of Collecting The Data

The researcher used two techniques in data collection, they are test and non-test.

1. Test

The researcher gave the test to both the control and experimental groups. The test was applied before and after the treatments. This research used two kinds of test, they were:

a. Pre-test

Creswell (2012: 297) states that a pretest provides a measure on some attributes or characteristics that is assessed for participants in an experiment before they receive treatment. The pre-test was used to find out how far students’ vocabulary mastery before using Quizlet Application.

b. Post-test

Creswell (2012: 297) states that a post-test is a measure on some attributes or characteristics that is assessed for participants in an experiment after a treatment. The function of post-test is to know how far the students’ vocabulary mastery after the treatment. Then, the question of post test had the same point with the pre-test.

2. Documentation

Documentation is about looking for the data about variables of the research (Creswell, 2012: 152). The researcher used some related
documents to the object. In this research, researcher documented the students' test sheets, students name list, lesson plans and photos during the process of research and they can be seen on the appendices.

H. Technique of Data Analysis

The researcher did some steps to analyze the data, they are:

1. Scoring the Students’ test

   The research scored the result of students’ pre-test and post-test from both experimental and control classes. The formula is as follow:

   \[
   \text{Acquired Score} \times 100
   \]

   \[
   \frac{\text{Acquired Score}}{\text{Maximum Score}} \times 100
   \]

2. Calculating the Result of Test

   After the students’ test is scored, the researcher calculates the data using t-test to determine whether there is significant difference before and after the treatment for both the control and experiment group. According to Sudijono (2017: 305-307), there are some terms can be explained:

   a. Calculating the mean from each group (M)

   \[
   M = \frac{\Sigma x}{N}
   \]

   \[
   M = \text{mean}
   \]

   \[
   \Sigma x = \text{total score}
   \]

   \[
   N = \text{Number of students}
   \]

   b. Calculating the standard deviation difference (SD_D)
\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

SD_D = Standart Deviation

N = Number of students

D = Differences between pre-test and post-test

c. Calculating mean of difference (MD)

\[ MD = \frac{\sum D}{N} \]

MD = Mean of difference

\[ \Sigma D = \text{Total of difference pre-test and post-test} \]

N = Number of students

d. Calculating the standard error of mean difference (SE_{MD})

\[ SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \]

SE_{MD} = Standard error of mean difference

SD_D = Standard deviation

N = Number of students

e. Calculating t-test (t_o)

\[ t_o = \frac{M_D}{SE_{MD}} \]

t_o = t-value of observation

M_D = mean of difference

SE_{MD} = standard error of mean difference

f. Comparing t-test (t_o) with t-table (t_t)

The assumption of the hypothesis describes as follows:
t-test \((t_0) \geq t\)-table \((t_i)\) = The null hypothesis \((H_0)\) is rejected and the alternative hypothesis \((H_a)\) is accepted

t-test \((t_0) \leq t\)-table \((t_i)\) = The null hypothesis \((H_0)\) is accepted and the alternative hypothesis \((H_a)\) is rejected

g. Calculating the effect size

The use of calculating the size measure in this research is to know whether the effect is weak or strong (Muijs, 2004:136). The formula for this effect size is as below:

\[
d = \frac{\text{Mean of Post-Test} - \text{Mean of Pre-Test}}{\text{Pooled Standard Deviation}}
\]

The Pooled Standard Deviation = Standard Deviation of Group 1 + Standard Deviation of Group 2/ 2

To conclude the result, the researcher used the interpretation criterion. Cohen in Muijs (2004: 139) suggested the following:

**Table 3.4**

<table>
<thead>
<tr>
<th>Interval Coefficient</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 0.20</td>
<td>Weak Effect</td>
</tr>
<tr>
<td>0.21 - 0.50</td>
<td>Modest Effect</td>
</tr>
<tr>
<td>0.51 - 1.00</td>
<td>Moderate Effect</td>
</tr>
<tr>
<td>&gt; 1.00</td>
<td>Strong Effect</td>
</tr>
</tbody>
</table>
CHAPTER IV
DATA ANALYSIS

This chapter focuses on presentation of the data analysis and discussion of research finding. In this chapter, the researcher tries to analyze collected data and answers the research question in the first chapter.

A. Profile of the Students’ Vocabulary Mastery Before and After the Treatment for Both Experiment and Control Group

1. Students’ Profile Before the Treatment

To know how the profile of students’ vocabulary mastery before the treatment could be seen from the pre-test score. It was given to both experiment and control group. The researcher took VII E as the experiment group and VII B as the control group.

There were four number of questions in this test. First number consisted of five matching questions. The second number consisted of four completing sentences questions. The third number consisted of five translations questions, and the last one order to make a dialogue about the material. The scoring of each question is based on rubric and the formula is as follows:
Table 4.1
Guideline of Scoring

<table>
<thead>
<tr>
<th></th>
<th>A Match Words to Definitions</th>
<th>B Complete Sentences</th>
<th>C Write the Translation</th>
<th>D Make a Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score per number</td>
<td>5 Number</td>
<td>4 Number</td>
<td>5 Number</td>
<td>1 Number</td>
</tr>
<tr>
<td>Total score</td>
<td>Acquired Score</td>
<td>Maximum Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$\frac{x \times 100}{76} = 76 \times 100 = 100$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the table above, it could be seen that each number had different score. The first number, for the correct answer scored four points. Then, if the students could answer all the questions, they will get 20 points. The second and third number also scored four points with 16 points and 20 points for all correct answer. Then, the last number scored 20 points for all correct answer. Thus the researcher arranged the formula as follows:

$$TS = \frac{N1 + N2 + N3 + N4}{76} \times 100 = \frac{76}{76} \times 100 = 100$$

TS = Total Score

N = Number of question

The researcher checked and gave score for the test after the pre-test was done. Then, the result of pre-test for experiment and control group could be drawn in the table below:
Table 4.2
Pre-test Score of Experiment Group

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APAM</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>ADP</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>ABS</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>AF</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>AVK</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>AR</td>
<td>51</td>
</tr>
<tr>
<td>7</td>
<td>AWA</td>
<td>59</td>
</tr>
<tr>
<td>8</td>
<td>ART</td>
<td>57</td>
</tr>
<tr>
<td>9</td>
<td>KGJA</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>KDH</td>
<td>72</td>
</tr>
<tr>
<td>11</td>
<td>MJP</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>NY</td>
<td>32</td>
</tr>
<tr>
<td>13</td>
<td>NYG</td>
<td>49</td>
</tr>
<tr>
<td>14</td>
<td>PL</td>
<td>63</td>
</tr>
<tr>
<td>15</td>
<td>RAC</td>
<td>33</td>
</tr>
<tr>
<td>16</td>
<td>RTR</td>
<td>50</td>
</tr>
</tbody>
</table>
Based on the table above, there were 30 students had done the pretest. The highest score of experiment group was 72 while the lowest was 25. Then, the mean of experiment group’s pre-test score was 53.26.
The researcher did the same step by displaying the pre-test result of control group. The distribution table are as follows:

**Table 4.3**

**Pre-test Score of Control Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>51</td>
</tr>
<tr>
<td>2</td>
<td>ARAR</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>AR</td>
<td>51</td>
</tr>
<tr>
<td>5</td>
<td>CRD</td>
<td>63</td>
</tr>
<tr>
<td>6</td>
<td>DW</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>DGG</td>
<td>53</td>
</tr>
<tr>
<td>8</td>
<td>ENPW</td>
<td>76</td>
</tr>
<tr>
<td>9</td>
<td>ETP</td>
<td>47</td>
</tr>
<tr>
<td>10</td>
<td>GR</td>
<td>45</td>
</tr>
<tr>
<td>11</td>
<td>GMH</td>
<td>66</td>
</tr>
<tr>
<td>12</td>
<td>IDA</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>ISBS</td>
<td>62</td>
</tr>
<tr>
<td>14</td>
<td>JKP</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>MK</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16</td>
<td>MPS</td>
<td>42</td>
</tr>
<tr>
<td>17</td>
<td>MNK</td>
<td>53</td>
</tr>
<tr>
<td>18</td>
<td>NKN</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>NW</td>
<td>40</td>
</tr>
<tr>
<td>20</td>
<td>NCG</td>
<td>66</td>
</tr>
<tr>
<td>21</td>
<td>PE</td>
<td>58</td>
</tr>
<tr>
<td>22</td>
<td>RVH</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>RY</td>
<td>45</td>
</tr>
<tr>
<td>24</td>
<td>SNM</td>
<td>62</td>
</tr>
<tr>
<td>25</td>
<td>SA</td>
<td>45</td>
</tr>
<tr>
<td>26</td>
<td>TFADP</td>
<td>33</td>
</tr>
<tr>
<td>27</td>
<td>VAN</td>
<td>40</td>
</tr>
<tr>
<td>28</td>
<td>WNTK</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1512</td>
</tr>
<tr>
<td></td>
<td>N= 28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean (M)</td>
<td>54</td>
</tr>
</tbody>
</table>

Based on the table above, there were 28 students had done the pretest. The highest score of control group was 76 while the lowest was 33. Then, the mean of experiment group’s pre-test score was 54.
By knowing the students’ score, the researcher could evaluate the students’ performance based on the evaluation criteria as explained in the previous chapter. Here are the interpretations:

**Table 4.4**

The Interpretation Data of Pre-test Score of

Experiment Group

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
<td>3</td>
<td>10%</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-70</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td>Bad</td>
<td>&lt;59</td>
<td>20</td>
<td>67%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Table 4.5**

The Interpretation Data of Pre-test Score of

Control Group

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-70</td>
<td>8</td>
<td>29%</td>
</tr>
<tr>
<td>Bad</td>
<td>&lt;59</td>
<td>18</td>
<td>64%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>
2. Students’ Profile After the Treatment.

After the students had finished the treatment, the researcher gave the post-test. It was for both experiment and control group. The distribution table of the post-test result for experiment group could be seen as follows:

Table 4.6

Post-test Score of Experiment Group

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APAM</td>
<td>89</td>
</tr>
<tr>
<td>2</td>
<td>ADP</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>ABS</td>
<td>89</td>
</tr>
<tr>
<td>4</td>
<td>AF</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>AVK</td>
<td>74</td>
</tr>
<tr>
<td>6</td>
<td>AR</td>
<td>68</td>
</tr>
<tr>
<td>7</td>
<td>AWA</td>
<td>74</td>
</tr>
<tr>
<td>8</td>
<td>ART</td>
<td>74</td>
</tr>
<tr>
<td>9</td>
<td>KGJA</td>
<td>74</td>
</tr>
<tr>
<td>10</td>
<td>KDH</td>
<td>83</td>
</tr>
<tr>
<td>11</td>
<td>MJP</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>NY</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>NYG</td>
<td>84</td>
</tr>
<tr>
<td>14</td>
<td>PL</td>
<td>85</td>
</tr>
<tr>
<td>15</td>
<td>RAC</td>
<td>68</td>
</tr>
<tr>
<td>16</td>
<td>RTR</td>
<td>79</td>
</tr>
<tr>
<td>17</td>
<td>RF</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>RFN</td>
<td>74</td>
</tr>
<tr>
<td>19</td>
<td>RR</td>
<td>72</td>
</tr>
<tr>
<td>20</td>
<td>RS</td>
<td>68</td>
</tr>
<tr>
<td>21</td>
<td>SDM</td>
<td>82</td>
</tr>
<tr>
<td>22</td>
<td>SN</td>
<td>68</td>
</tr>
<tr>
<td>23</td>
<td>SRW</td>
<td>85</td>
</tr>
<tr>
<td>24</td>
<td>SR</td>
<td>72</td>
</tr>
<tr>
<td>25</td>
<td>TJSR</td>
<td>79</td>
</tr>
<tr>
<td>26</td>
<td>TAK</td>
<td>79</td>
</tr>
<tr>
<td>27</td>
<td>VBS</td>
<td>85</td>
</tr>
<tr>
<td>28</td>
<td>ZS</td>
<td>79</td>
</tr>
<tr>
<td>29</td>
<td>DSR</td>
<td>85</td>
</tr>
<tr>
<td>30</td>
<td>MAR</td>
<td>84</td>
</tr>
</tbody>
</table>
Based on the table above, there were 30 students had done the post-test. The highest score of experiment group was 89 while the lowest was 68. Then, the mean of experiment group’s post-test score was 77.06.

Meanwhile, the distribution table of the post-test result for control group was as follows:

**Table 4.7**

**Post-test Score of Control Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>71</td>
</tr>
<tr>
<td>2</td>
<td>ARAR</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>68</td>
</tr>
<tr>
<td>4</td>
<td>AR</td>
<td>63</td>
</tr>
<tr>
<td>5</td>
<td>CRD</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>DW</td>
<td>74</td>
</tr>
<tr>
<td>7</td>
<td>DGG</td>
<td>85</td>
</tr>
<tr>
<td>8</td>
<td>ENPW</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>ETP</td>
<td>63</td>
</tr>
<tr>
<td>10</td>
<td>GR</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>GMH</td>
<td>87</td>
</tr>
<tr>
<td>12</td>
<td>IDA</td>
<td>55</td>
</tr>
<tr>
<td>13</td>
<td>ISBS</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>JKP</td>
<td>84</td>
</tr>
<tr>
<td>15</td>
<td>MK</td>
<td>63</td>
</tr>
<tr>
<td>16</td>
<td>MPS</td>
<td>63</td>
</tr>
<tr>
<td>17</td>
<td>MNK</td>
<td>72</td>
</tr>
<tr>
<td>18</td>
<td>NKN</td>
<td>84</td>
</tr>
<tr>
<td>19</td>
<td>NW</td>
<td>75</td>
</tr>
<tr>
<td>20</td>
<td>NCG</td>
<td>84</td>
</tr>
<tr>
<td>21</td>
<td>PE</td>
<td>82</td>
</tr>
<tr>
<td>22</td>
<td>RVH</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>RY</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>SNM</td>
<td>80</td>
</tr>
<tr>
<td>25</td>
<td>SA</td>
<td>85</td>
</tr>
<tr>
<td>26</td>
<td>TFADP</td>
<td>70</td>
</tr>
<tr>
<td>27</td>
<td>VAN</td>
<td>55</td>
</tr>
</tbody>
</table>
Based on the table above, there were 28 students had done the post-test. The highest score of experiment group was 87 while the lowest was 55. Then, the mean of control group’s post-test score was 74.21.

After scoring the result, the researcher could evaluate the students’ performance based on criteria as explained in the previous chapter. Here are the interpretations:

Table 4.8

The Interpretation Data of Post-test Score of Experiment Group

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>10</td>
<td>33%</td>
</tr>
</tbody>
</table>
The table showed that from 30 students, more than quarter of them are at excellent level. There were 10 students there. Then there were 14 students at good level and 6 at good enough level. There were no students at the bad level.

Meanwhile, the interpretation of post-test score of control group could be seen as follows:

**Table 4.9**

*The Interpretation Data of Post-test Score of Control Group*

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>9</td>
<td>32%</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
<td>9</td>
<td>32%</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-70</td>
<td>8</td>
<td>29%</td>
</tr>
<tr>
<td>Bad</td>
<td>&lt;59</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>
The table showed that from 28 students, there were 9 students at excellent level and 9 at good level. Then, there were 8 students at good enough level. There were 2 students at the bad level.

To sum up, the interpretation of the students’ vocabulary mastery for both experiment and control group could be seen in the chart below:

**Chart 4.1**

**Students’ Vocabulary Mastery for Experiment Group**

Based on the chart above, the number of students’ performance result on post-test increased at excellent and good category. The students who occupied good enough category decreased on the post-test result. There was no student occupied bad level anymore.
Meanwhile, here is the chart of the students’ vocabulary mastery for control group:

**Chart 4.2**

**Students’ Vocabulary Mastery for Control Group**

Based on the chart above, the number of students’ performance result on post-test increased at excellent and good category. The students who occupied bad category decreased on the post-test result.

**B. The Effectiveness of Quizlet Application to Improve Vocabulary Mastery**

In this research, the researcher used t-test to calculate, to analyze, and to compare score result for both experiment and control group. The researcher showed the result for both experiment and control group. Then, the formula used was as follows:
1. **Experiment Group**

The researcher showed the result of pre and post-test to see the difference between pre-test score and post-test score. Then, the researcher applied the formula to calculate the value of t-test (t₀). After the researcher calculated the data of pre-test and post-test, the researcher tried to find the effectiveness between experimental and control classes. It is explained in the table below:

**Table 4.10**

**Different Score of Pre-test and Post-test of Experiment Group**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D = (X-Y)</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>APAM</td>
<td>64</td>
<td>89</td>
<td>-25</td>
<td>625</td>
</tr>
<tr>
<td>2</td>
<td>ADP</td>
<td>60</td>
<td>72</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>3</td>
<td>ABS</td>
<td>57</td>
<td>89</td>
<td>-32</td>
<td>1024</td>
</tr>
<tr>
<td>4</td>
<td>AF</td>
<td>45</td>
<td>70</td>
<td>-25</td>
<td>625</td>
</tr>
<tr>
<td>5</td>
<td>AVK</td>
<td>45</td>
<td>74</td>
<td>-29</td>
<td>841</td>
</tr>
<tr>
<td>6</td>
<td>AR</td>
<td>51</td>
<td>68</td>
<td>-17</td>
<td>289</td>
</tr>
<tr>
<td>7</td>
<td>AWA</td>
<td>59</td>
<td>74</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>8</td>
<td>ART</td>
<td>57</td>
<td>74</td>
<td>-17</td>
<td>289</td>
</tr>
<tr>
<td>9</td>
<td>KGJA</td>
<td>50</td>
<td>74</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>KDH</td>
<td>72</td>
<td>83</td>
<td>-11</td>
<td>121</td>
</tr>
<tr>
<td>11</td>
<td>MJP</td>
<td>50</td>
<td>74</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>12</td>
<td>NY</td>
<td>32</td>
<td>68</td>
<td>-36</td>
<td>1296</td>
</tr>
<tr>
<td>13</td>
<td>NYG</td>
<td>49</td>
<td>84</td>
<td>-35</td>
<td>1225</td>
</tr>
<tr>
<td>14</td>
<td>PL</td>
<td>63</td>
<td>85</td>
<td>-22</td>
<td>484</td>
</tr>
<tr>
<td>15</td>
<td>RAC</td>
<td>33</td>
<td>68</td>
<td>-35</td>
<td>1225</td>
</tr>
<tr>
<td>16</td>
<td>RTR</td>
<td>50</td>
<td>79</td>
<td>-29</td>
<td>841</td>
</tr>
<tr>
<td>17</td>
<td>RF</td>
<td>60</td>
<td>79</td>
<td>-15</td>
<td>361</td>
</tr>
<tr>
<td>18</td>
<td>RFN</td>
<td>25</td>
<td>74</td>
<td>-49</td>
<td>2401</td>
</tr>
<tr>
<td>19</td>
<td>RR</td>
<td>47</td>
<td>68</td>
<td>-25</td>
<td>441</td>
</tr>
<tr>
<td>20</td>
<td>RS</td>
<td>46</td>
<td>68</td>
<td>-22</td>
<td>484</td>
</tr>
<tr>
<td>21</td>
<td>SDM</td>
<td>58</td>
<td>82</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>22</td>
<td>SN</td>
<td>63</td>
<td>68</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>23</td>
<td>SRW</td>
<td>54</td>
<td>85</td>
<td>-31</td>
<td>961</td>
</tr>
<tr>
<td>24</td>
<td>SR</td>
<td>46</td>
<td>72</td>
<td>-26</td>
<td>676</td>
</tr>
<tr>
<td>25</td>
<td>TJSR</td>
<td>60</td>
<td>79</td>
<td>-19</td>
<td>361</td>
</tr>
<tr>
<td>26</td>
<td>TAK</td>
<td>43</td>
<td>79</td>
<td>-36</td>
<td>1296</td>
</tr>
<tr>
<td>27</td>
<td>VBS</td>
<td>74</td>
<td>85</td>
<td>-11</td>
<td>121</td>
</tr>
<tr>
<td>28</td>
<td>ZS</td>
<td>64</td>
<td>79</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DSR</td>
<td></td>
<td>85</td>
<td>-35</td>
</tr>
<tr>
<td>-----</td>
<td>---</td>
<td>---------</td>
<td>---</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>50</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>MAR</td>
<td>71</td>
<td>84</td>
<td>-13</td>
</tr>
<tr>
<td>Total Score</td>
<td>1598</td>
<td>2312</td>
<td>1225</td>
<td>1225</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ΣD = -714</td>
<td>ΣD² = 19728</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>53.26</td>
<td>77.06</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
\[ SE_{MD} = \frac{9.54}{\sqrt{30-1}} \]

\[ SE_{MD} = \frac{9.54}{\sqrt{29}} \]

\[ SE_{MD} = \frac{9.54}{5.38} \]

\[ SE_{MD} = 1.77 \]

d. T-test \((t_0)\)

\[ t_0 = \frac{MD}{SE_{MD}} \]

\[ t_0 = \frac{23.8}{1.77} \]

\[ t_0 = 13.44 \]

e. Interpretation to t-test \((t_0)\)

1) Calculation of df

\[ df = N - 1 \]

\[ = 30 - 1 \]

\[ = 29 \]

2) Consulting df with t-table

With df = 29, the value of t-table \((t_t)\) with level of significance of 5\% is 2.0452.

3) Comparing t-table \((t_t)\) with t-test \((t_0)\)

\[ t_t = 2.0452 \]

\[ t_0 = 13.44 \]

\[ t_0 (13.44) > t_t (2.0452) \]
t_t > t_o, it means H_a is accepted and H_o is rejected, so Quizlet Application is effective to teach vocabulary mastery.

4) Calculating the size effect

\[
d = \frac{\text{Mean of Post-test} - \text{Mean of Pre-test}}{\text{Pooled Standard Deviation}}
\]

Pooled Standard Deviation = \text{Standard Deviation of Group 1} + \text{Standard Deviation of Group 2} / 2

\[
= \frac{9.54 + 9.78}{2}
\]

\[
= \frac{19.32}{2}
\]

\[
= 9.66
\]

\[
d = \frac{77.06 + 53.26}{9.66}
\]

\[
= \frac{23.8}{9.66}
\]

\[
= 2.46
\]

According to the table 3.4 that had been mention in chapter III, the result level of this study is 2.46. It proved that there was strong effect of using Quizlet Application approach to improve students’ vocabulary mastery.

5) Conclusion

If t_o was greater than t_t, null hypothesis (H_o) was rejected. Based on the t-test calculation above, the research of experiment group showed that t_t with the level of significance of 5% was 2.0452 and t_o was 13.44. The result is 13.44 > 2.0452. It means that t_o was higher than t_t. The
researcher could conclude that Quizlet Application is effective to teach vocabulary. In addition, the effect size 2.46 showed that Quizlet Application gave strong effect on students’ vocabulary mastery.

2. Control Group

The researcher did the same steps in control group, showing the result of pre and post-test score first, then finding the difference score between pre-test score and post-test score. It is explained in the table below:

Table 4.11

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X)</th>
<th>Post-test (Y)</th>
<th>D= (X-Y)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>51</td>
<td>71</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>ARAR</td>
<td>58</td>
<td>72</td>
<td>-14</td>
<td>196</td>
</tr>
<tr>
<td>3</td>
<td>AS</td>
<td>57</td>
<td>68</td>
<td>-11</td>
<td>121</td>
</tr>
<tr>
<td>4</td>
<td>AR</td>
<td>51</td>
<td>63</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>5</td>
<td>CRD</td>
<td>63</td>
<td>72</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>6</td>
<td>DW</td>
<td>65</td>
<td>74</td>
<td>-9</td>
<td>81</td>
</tr>
<tr>
<td>7</td>
<td>DGG</td>
<td>53</td>
<td>85</td>
<td>-32</td>
<td>1024</td>
</tr>
<tr>
<td>8</td>
<td>ENPW</td>
<td>76</td>
<td>87</td>
<td>-11</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>---</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>ETP</td>
<td>47</td>
<td>63</td>
<td>-16</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>GR</td>
<td>45</td>
<td>85</td>
<td>-40</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>GMH</td>
<td>66</td>
<td>87</td>
<td>-21</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>IDA</td>
<td>40</td>
<td>55</td>
<td>-15</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>ISBS</td>
<td>62</td>
<td>70</td>
<td>-8</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>JKP</td>
<td>50</td>
<td>84</td>
<td>-34</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>MK</td>
<td>53</td>
<td>63</td>
<td>-10</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>MPS</td>
<td>42</td>
<td>63</td>
<td>-21</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>MNK</td>
<td>53</td>
<td>72</td>
<td>-19</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>NKN</td>
<td>60</td>
<td>84</td>
<td>-24</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>NW</td>
<td>40</td>
<td>75</td>
<td>-35</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>NCG</td>
<td>66</td>
<td>84</td>
<td>-18</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>PE</td>
<td>58</td>
<td>82</td>
<td>-24</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>RVH</td>
<td>60</td>
<td>80</td>
<td>-20</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>RY</td>
<td>45</td>
<td>70</td>
<td>-25</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>SNM</td>
<td>62</td>
<td>80</td>
<td>-18</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>SA</td>
<td>45</td>
<td>85</td>
<td>-40</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>TFADP</td>
<td>33</td>
<td>70</td>
<td>-37</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>VAN</td>
<td>40</td>
<td>55</td>
<td>-15</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>WNTK</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td>Total Score</td>
<td>1512</td>
</tr>
<tr>
<td>N= 28</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>54</td>
</tr>
</tbody>
</table>

a. Standard Deviation (SD)

\[
SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left( \frac{\Sigma D}{N} \right)^2}
\]

\[
SD_D = \sqrt{\frac{14120}{28} - \left( \frac{-566}{28} \right)^2}
\]

\[
SD_D = \sqrt{504.28 - (-20.21)^2}
\]

\[
SD_D = \sqrt{504.28 - 408.44}
\]

\[
SD_D = \sqrt{95.84}
\]

\[
SD_D = 9.78
\]

b. Mean of Difference

\[
M_D = \frac{\Sigma D}{N}
\]

\[
M_D = \frac{566}{28}
\]

\[
M_D = 20.21
\]

c. Standard Error of Mean Difference

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

63
\[ \text{SE}_{MD} = \frac{9.78}{\sqrt{28-1}} \]

\[ \text{SE}_{MD} = \frac{9.78}{\sqrt{27}} \]

\[ \text{SE}_{MD} = \frac{9.78}{5.19} \]

\[ \text{SE}_{MD} = 1.88 \]

d. t-test (t₀)

\[ t₀ = \frac{M_D}{SE_{MD}} \]

\[ t₀ = \frac{20.21}{1.88} \]

\[ t₀ = 10.75 \]

e. Interpretation to t-test (t₀)

1) Calculation of df

\[ \text{df} = N - 1 \]

\[ = 28 - 1 \]

\[ = 27 \]

2) Consulting df with t-table

With df = 27, the value of t-table (tᵢ) with level of signification of 5% is 2.0518.

3) Comparing t-table (tᵢ) with t-test (t₀)

\[ tᵢ = 2.0518 \]

\[ t₀ = 10.75 \]

\[ t₀ \text{ is higher than } tᵢ \text{ with significant level of 5%}. \]
4) Calculating the size effect

\[
d = \frac{\text{Mean of Post-test} - \text{Mean of Pre-test}}{\text{Pooled Standard Deviation}}
\]

Pooled Standard Deviation = Standard Deviation of Group 1 + Standard Deviation of Group 2 / 2

\[
Pooled \text{ Standard Deviation} = \frac{9.54 + 9.78}{2} = \frac{19.32}{2} = 9.66
\]

\[
d = \frac{74.21 - 54}{9.66} = \frac{20.21}{9.66} = 2.09
\]

The result of size effect in control class was 2.09.
Therefore, as the criterion that had been mentioned in chapter III, it showed a strong effect too.

5) Conclusion

Based on the t-test calculation above, t-table with n = 27 is 2.0518. The result of control group showed that \( t \) with the level significance of 5% was 2.0518 and \( t_0 \) was 10.75. The result is 10.75 > 2.0518. It means that \( t_0 \) was higher than \( t \). The researcher could conclude that the students’ vocabulary mastery also got improvement in control group. In addition, the effect size 2.09
showed that eventhough the class did not teach by using Quizlet Application, it gave strong effect on students’ vocabulary mastery.

C. Discussion

Based on the data analysis, the researcher explained the answer of the two research questions in a table below:

**Table 4.12**

**The Research Result**

<table>
<thead>
<tr>
<th></th>
<th>Experiment Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test Mean</td>
<td>53.26</td>
<td>54</td>
</tr>
<tr>
<td>Post-test Mean</td>
<td>77.06</td>
<td>74.21</td>
</tr>
<tr>
<td>Increase in percentage</td>
<td>44.68%</td>
<td>27.23%</td>
</tr>
<tr>
<td>T-test</td>
<td>13.44</td>
<td>10.75</td>
</tr>
<tr>
<td>T-table</td>
<td>2.0452</td>
<td>2.0518</td>
</tr>
<tr>
<td>Effect Size</td>
<td>2.46 (Strong)</td>
<td>2.09 (Strong)</td>
</tr>
</tbody>
</table>

According to the table above, there were 30 students in the experiment group that had done the pre-test. The mean of pre-test score was 53.26. Therefore the researcher gave treatment implementing Quizlet Application for this class. After having treatment, experiment group showed the improvement. The mean of post-test score was 77.06. The score increased 23.8 from 53.26 to 77.06. It can be conclude that there is
improvement in students’ vocabulary mastery after treatment in experiment group. On the other hand, pre-test control group also showed low of students’ vocabulary mastery. There were 28 students who had done the pre-test, and the mean of pre-test score was 54. Then, after having treatment, control group showed the improvement. The mean of post-test score was 74.21. The score increased 20.21 from 54 to 74.21.

The t-test ($t_o$) of experiment group was 13.44. It used the significant level of 5% and t-table ($t_t$) is 2.0452. The result was $t_o$ (13.44) > $t_t$ (2.0452). It can be concluded that the score of t-test is higher than t-table. The null hypothesis is rejected and alternative hyphotesis is accepted. There is significant difference of the students’ vocabulary mastery before and after implementing Quizlet Application. The percentage of the improvement in the experiment group is 44.68%. Meanwhile, the percentage of the improvement in control group is 27.23%. According to the table 3.4 that had been mention in chapter III, the researcher wants to know the effect size level. The result for experiment group 2.46. Meanwhile the result of control group is 2.09. It could be seen that both groups that were taught with or without Quizlet Application got improvement. Since the improvement of experiment group is higher than the control group. It can be concluded that Quizlet Application is more effective to be applied in class. Then, the effect size was could be seen that whether applying Quizlet Application or not, it gave a strong effect on the students' vocabulary mastery. Since the effect size of the experiment group
is higher than the control group’s, the researcher concluded that Quizlet Application is effective to teach vocabulary mastery.

Based on the result above, the researcher wants to convey that Quizlet Application can improve students’ vocabulary mastery and it was supported by the previous researches. First, the researcher takes a previous study which was conducted by Julie Marie Vargas (2011). In this research, the researcher see that using Quizlet Application is appropriate to improve students’ reading skill. The second previous study was conducted by Ismailova, Gleason, Provotorova, and Matukhin (2017). The researcher found that using Quizlet Application could improve students’ speaking skill. The third is Lander (2016) explored opinions of 830 low-level students about Quizlet Application after using it a period of 9 months. The result indicated that the students have shown a resounding approval of using Quizlet Application for learning vocabulary. The fourth is Dizon (2016) examined the efficacy of Quizlet Application in developing L2 English vocabulary by 9 university students. The researcher acknowledged that Quizlet Application can significantly to improve academic vocabulary acquisition and a questionnaire administered by Dizon indicated that the students had positive perceptions of Quizlet to study L2 vocabulary. Another research regarding the implementation of Quizlet Application were the previous study from Kose, Cimen, and Mede (2016), they were concerned with the perception of students towards Quizlet. The result showed that most of the students considered Quizlet effective especially in
learning synonyms, definitions, and pronunciation. Then, from their research, the researcher concluded that using Quizlet Application can improve students’ vocabulary mastery.
CHAPTER V
CLOSURE

This chapter consists of two points based on the data analysis from chapter IV, those are conclusion and suggestion. The researcher provides some conclusions and suggestions of this graduating paper as follows:

A. Conclusion

1. Profile of the Students’ Vocabulary Mastery Before and After Implementing Quizlet Application

The calculation showed the result of pre- and post-test mean for experiment group. The mean of pre-test is 53.26 while the mean of post-test was 77.06. Therefore, the mean of post-test is higher than the mean of pre-test. The difference between the students’ pre- and post-test score mean taught by Quizlet Application is 23.8.

The calculation also exposed the result of pre- and post-test mean for control group. The mean of pre-test is 54 while the mean of post-test is 74.21. It can be concluded that the mean of post-test is higher than the mean of pre-test. The difference between the students’ pre- and post-test mean is 20.21.
2. The Effectiveness of Quizlet Application to Improve Vocabulary Mastery

The result shows the calculation of t-test for experiment group. The hypotheses are tested by t-test formula by comparing the pre- and post-test score. T-test \( t_o \) is 13.44. Meanwhile, the critical value for rejecting the null hypothesis at significance level of 5% to t-table \( t_t \) with degree of freedom (df) 29 is 2.0452. It can be said that \( t_o \) (13.44) is higher than \( t_t \) (2.0452). Therefore, the null hypothesis \( h_o \) is rejected while the alternative hypothesis \( h_a \) is accepted. It means that Quizlet Application is effective to improve students’ vocabulary mastery. The improvement of students’ vocabulary mastery in percentage was 44.68%. Then, the effect size of experiment group was 2.46, which means by applying Quizlet Application, it gives strong effect to the students’ vocabulary mastery. Therefore, Quizlet Application is effective to teach vocabulary mastery.

The calculation of t-test score for control group is also tested by t-test formula by comparing the pre- and post-test score. T-test \( t_o \) is 10.75. Meanwhile, the critical value for rejecting the null hypothesis at significance level of 5% to t-table \( t_t \) with degree of freedom (df) 27 is 2.0518. It can be said that \( t_o \) (10.75) is higher than \( t_t \) (2.0518). It means that the students’ vocabulary mastery in control group also get improvement and their improvement in percentage was 27.23%.

To sum up, Quizlet Application is effective in improving students’ vocabulary mastery because the value of t-test \( t_o \) is higher than t-table
(t). Therefore, the research confirms the alternative hypothesis (hₐ) that states Quizlet Application is effective to be applied in teaching vocabulary mastery. Finally, Quizlet Application is effective to be applied in teaching vocabulary mastery.

B. Suggestion

Based on the research findings, there are some suggestions for futures studies as follows:

1. For the teachers

   The teachers are suggested to apply Quizlet Application in the learning process as one way to improve the students’ vocabulary mastery. Moreover, Quizlet Application is really easy to be applied and it can motivate the students in learning English especially for vocabulary mastery subject.

2. For the Students

   The students can apply and practice Quizlet Application by following the steps because it can help them to solve their problems in vocabulary mastery.

3. For the Other Researchers

   It has been known from the research finding that using Quizlet Application to improve students’ vocabulary mastery. Therefore, this research hopefully can be employed as starting point of the future research on similar topics.
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Kálecký, R. 2016. *Quizlet vs. Vocabulary Notebook: The Impact of Different Methods of Storing and Revising Vocabulary on Students' Progress, Retention, and Autonomy.* Brno: Masaryk University Faculty of Arts.


CURRICULUM VITAE

I. Personal Identity

Name: Atmasari
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Mobile: 089634915230
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Instagram: atmasa_ri
Home address: Jl. Parikesit No. 36 RT. 01 RW. 06, Warak, Sidomukti, Salatiga.
Sex: Female
Marital Status: Unmarried
Hobbies: Reading, cooking and traveling.

II. Educational Background

- TK Perwanida 3 Salatiga, graduated in 2002
- SD Negeri Dukuh 2 Salatiga, graduated in 2008
- SMP Negeri 7 Salatiga, graduated in 2011
- SMK Negeri 2 Salatiga, graduated in 2014
- English Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga, graduated in 2019
APPENDICES
LIST OF APPENDICES

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5. Students’ Post-test Results for Experiment Group
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7. Students’ Post-test Results for Control Group
8. Keyword for The Pre-test and Post-test
9. Learning Material on the Quizlet Application
10. Students’ Content Creation about English Vocabulary on the Quizlet App
11. Certification for Graduating Paper Counselor
12. Letter for Research Permission
13. Consultation Sheet of Graduating Paper
14. Proof of Conducted Research
15. Satuan Kredit Kegiatan (SKK)
16. List of T-table
17. Interview Report
18. Research Documentation
19. The attendance list of students’ presence
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pemelajaran</th>
<th>Kegiatan Pemelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya</td>
<td>• Fungsi sosial Menyapa, berpamitan, berterimakasih, meminta maaf, dan menanggapinya, untuk menjaga hubungan interpersonal dengan guru dan teman.</td>
<td>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar.</td>
</tr>
<tr>
<td></td>
<td>• Struktur teks - Memulai - Menanggapi (diarapkan/di luar dugaan)</td>
<td>- Mengidentifikasi ungkapan yang sedang dipelajari</td>
</tr>
<tr>
<td></td>
<td>• Unsur kebahasaan - Ungkapan-ungkapan yang lazim digunakan - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td>- Belajar menanyakkan hal-hal yang tidak diketahui atau yang berbeda.</td>
</tr>
<tr>
<td>4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>• Topik Interaksi antara peserta didik di dalam di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterimakasih, meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Membiasakan menerapkan yang sedang dipelajari, dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Melakukan refleksi tentang proses dan hasil belajar.</td>
</tr>
</tbody>
</table>
2. Lesson Plan for Experiment Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
EXPERIMENT GROUP

Satuan Pendidikan : SMP Negeri 7 Salatiga
Kelas/ Semester : VII E (Experiment Group)/ Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : Greeting, leave taking, apologizing, thanking
Alokasi Waktu : 2 x 40 menit
Tahun : 2019/2020

A. Kompetensi Inti

KL 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu oleh tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KL 4 : Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurui, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan menggaris) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Tujuan Pembelajaran

1. Siswa dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan minta maaf.
2. Siswa dapat menyusun teks tulis tentang sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dengan responya.
3. Siswa dapat menggunakan kosa kata yang tepat dalam menyusun teks tulis tentang sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.
C. Kompetensi Dasar

3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. Indikator Pencapaian Kompetensi

3.1.1 Mengidentifikasi fungsi sosial terkait tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf.

3.1.2 Mengidentifikasi struktur sosial terkait tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf.

3.1.3 Mengidentifikasi unsur kebahasaan terkait tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf.

4.1.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana terkait tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf.

E. Materi Pembelajaran

<table>
<thead>
<tr>
<th>Greeting</th>
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<tr>
<td>Formal:</td>
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<td>Good morning,</td>
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F. Pendekatan/Metode Pembelajaran

1. Pendekatan : Scientific
2. Metode : Diskusi

G. Media Pembelajaran

1. Smartphone
2. Laptop/ PC
3. Proyektor
II. Sumber Belajar

Buku Paket Bahasa Inggris kelas VII dengan judul “When English Rings the Bell”.

I. Langkah-Langkah Pembelajaran

1. Pendahuluan (10 menit)
   a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
   b. Guru menanyakan keadaan siswa
   c. Guru melakukan presensi siswa
   d. Guru mempersiapkan teks pada Aplikasi Quizlet dan membagikan link terkait dengan materi yang akan di pelajari kepada siswa.

2. Kegiatan Inti (60 menit)
   a. Mengamati
      1) Siswa mengakses link melalui smartphone dan mengamati teks terkait dengan penggunaan ungkapan sapaan, berpamitan, meminta maaf, dan berterimakasih yang ditampilkan pada Aplikasi Quizlet.
      2) Siswa diminta untuk memahami maksud dari teks tersebut.
   b. Menanya
      1) Siswa diberi kesempatan untuk bertanya tentang apa yang belum diketahui dan ingin diketahui terkait dengan teks pada Aplikasi Quizlet.
      2) Siswa dibimbing dan diberi bantuan dalam bertanya.
   c. Mengeksplorasi
      1) Siswa diminta mencoba fitur-fitur pada Aplikasi Quizlet (Flashcards, Learn, Write, Spell, Test, Match, Live) yang berkaitan dengan ungkapan sapaan, berpamitan, meminta maaf, dan berterimakasih secara individual.
      2) Siswa diminta untuk membuat konten tentang kosakata Bahasa Inggris pada Aplikasi Quizlet sesuai dengan situasi yang telah
diberikan oleh guru berkaitan dengan ungkapan sapaan, berpamitan, meminta maaf, dan berterimakasih. Siswa mengerjakan aktivitas tersebut secara berkelompok 2-3 siswa.

d. Mengasosiasi
1) Siswa menyimulukan bentuk ungkapan sapaan, berpamitan, meminta maaf, dan berterimakasih sesuai dengan situasi.
2) Siswa dibantu oleh guru dalam menggambarkan kesimpulan.

e. Mengkomunikasikan
1) Siswa diminta untuk mengumpulkan hasil pekerjaannya melalui email atau whatshapps.
2) Siswa diminta untuk saling membagikan konten kosakata yang telah dibuat kepada temannya.
3) Siswa diberi tindak lanjut atau koreksi dari guru.

3. Kegiatan Penutup (10 Menit)
a. Guru menyimulukan materi yang telah dipelajari hari tersebut.
b. Guru menanyakan kesulitan siswa.
c. Guru memberikan motivasi kepada siswa.
d. Guru mengakhiri pelajaran dengan berdoa.

J. Instrument Penilaian

Jenis soal tes : Tes tertulis
Bentuk penilaian: Individu
Instrumen penilaian:
a. Pre-test : Terlampir
b. Post-test : Terlampir
c. Skor Penilaian:

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<td>D</td>
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Salatiga, 29 Juli 2019

Mengetahui,
Guru Bahasa Inggris

[Signature]
Sas Sulistyorini Pratiwi, S.Pd.
NIP: 196412041988032009

Mahasiswa Peneliti

[Signature]
Atmasari
NIM: 23030150094

Kepala Sekolah

[DINAS PENDIDIKAN]

[SMP NEGERI 7]

[Lamot]
Dwitjahja, Rosharjanto, S.Pd., M. Si.
NIP: 196608261988111003
3. Lesson Plan for Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
CONTROL GROUP

Satuan Pendidikan : SMP Negeri 7 Salatiga
Kelas/ Semester : VII B (Control Group)/ Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : Greeting, leave taking, apologizing, thanking
Alokasi Waktu : 2 x 40 menit
Tahun : 2019/2020

A. Kompetensi Inti

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, menguraikan, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Tujuan Pembelajaran

1. Siswa dapat memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan minta maaf.

2. Siswa dapat menyusun teks tulis tentang sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dengan responnya.

3. Siswa dapat menggunakan kosa kata yang tepat dalam menyusun teks tulis tentang sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.
C. Kompetensi Dasar

3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsure kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya.

4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks

D. Indikator Pencapaian Kompetensi

3.1.1 Mengidentifikasi fungsi sosial terkait tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf.

3.1.2 Mengidentifikasi struktur sosial terkait tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf.

3.1.3 Mengidentifikasi unsur kebahasaan terkait tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf.

4.1.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana terkait tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf.

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F. Pendekatan/Metode Pembelajaran
1. Pendekatan: Scientific
2. Metode: Diskusi

G. Media Pembelajaran
Buku Paket Bahasa Inggris kelas VII dengan judul “When English Rings the Bell”.
II. Sumber Belajar
Buku Paket Bahasa Inggris kelas VII dengan judul “When English Rings the Bell”.

I. Langkah-Langkah Pembelajaran
1. Pendahuluan (10 menit)
   a. Guru menyapa siswa dan mengawali kegiatan belajar dengan berdoa
   b. Guru menanyakan keadaan siswa
   c. Guru melakukan presensi siswa
   d. Guru memperiapkan teks terkait dengan materi yang akan dipelajari
2. Kegiatan Inti (60 menit)
   a. Mengamati
      1) Siswa mengamati teks terkait dengan penggunaan ungkapan sapaan, berpamitan, meminta maaf, dan berterimakasih yang ditampilkan oleh guru.
      2) Siswa diminta untuk memahami maksud dari teks tersebut
   b. Menanya
      1) Siswa diberi kesempatan untuk bertanya tentang apa yang belum diketahui dan ingin diketahui terkait dengan teks yang sedang ditampilkan.
      2) Siswa dibimbing dan diberi bantuan dalam bertanya.
   c. Mengeksplorasi
      1) Siswa diminta untuk melengkapi teks rumpang yang berkaitan dengan ungkapan sapaan, berpamitan, meminta maaf, dan berterimakasih secara individual.
      2) Siswa diminta untuk membuat dialog singkat sesuai dengan situasi yang telah diberikan oleh guru berkaitan dengan ungkapan sapaan, berpamitan, meminta maaf, dan
berterimakasih. Siswa mengerjakan aktivitas tersebut berpasangan.

d. Mengasosiasi
   1) Siswa menyiapkan bentuk ungkapan sapaan, berpamitan, meminta maaf, dan berterimakasih sesuai dengan situasi.
   2) Siswa dibantu oleh guru dalam menggambarkan kesimpulan.

e. Mengkomunikasikan
   1) Siswa diminta untuk menuliskan hasil pekerjaannya di buku tulis.
   2) Siswa diminta untuk membacakan hasil pekerjaannya di buku tulis.
   3) Siswa diberi tindak lanjut atau koreksi dari guru.

3. Kegiatan Penutup (10 Menit)
   a. Guru menyisipkan materi yang telah dipelajari hari tersebut.
   b. Guru menanyakan kesulitan siswa.
   c. Guru memberikan motivasi kepada siswa.
   d. Guru mengakhiri pelajaran dengan berdoa.

J. Instrument Penilaian

Jenis soal tes : Tes tertulis

Bentuk penilaian: Individu

Instrumen penilaian:
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Mengetahui,
Guru Bahasa Inggris

Sas Sulistyorni Pratiwi, S.Pd.
NIP: 196412041988032009

Mahasiswa Peneliti
Atmasari
NIM: 23030150094

Dinas Pendidikan
Dinas Pendidikan
Kota Salatiga

Dwitjahjo Koesharjanto, S.Pd., M. Si.
NIP: 196608261988111003
4. Students’ Pre-test Results for Experiment Group
PRE-TEST

Name: Nanda Yoga Praktya
Class: VII E

A. Match them to the true meaning!

1. sakit kepala   A. Good Evening
2. selamat siang  B. Welcome
3. selamat pagi   C. Good day
4. selamat datang D. Headache
5. selamat malam  E. Good morning

B. Complete sentences in the dialogue with appropriate answer!

Ari: Good afternoon, mom.
Mother: Good afternoon, Ari. How's your day?
Ari: Of course, you are mom, I feel tired and hungry.
Mother: Of course you are. Wash your hands, and then have your lunch!
Ari: Wash your hands mom, I have to take a bath first.
Mother: It's okay
Ari: Thank you mom.
Mother: You're welcome dear.

C. Write the translation of these words below!

1. Apologize = ________
2. Problem = ________
3. Greeting = ________
4. Name = ________
5. Leave = ________

D. Make a dialogue about greeting/leave taking/apologizing/thanking!

Ari: Good afternoon mom.
Mother: Good afternoon, class.
Teacher: Good afternoon, class.
Ari: How are you?
Teacher: I'm fine, thanks and you?
Ari: I'm fine too. How about you?

\[ \frac{37}{96} = 39 \]
POST-TEST

Name: Ria Febria
Class: 7E

A. Match them to the true meaning!
1. D sakit kepala A. Good Evening
2. C selamat siang B. Welcome
3. E selamat pagi C. Good day
4. B selamat datang D. Headache
5. A selamat malam E. Good morning

B. Complete sentences in the dialogue with appropriate answer:
   Ari: _Good morning._ mom.
   Mother: Good afternoon, Ari. How’s your day?
   Ari: _I feel tired and hungry._
   Mother: Of course you are. Wash your hands, and then have your lunch!
   Ari: _Okay._ mom, I have to take a bath first.
   Mother: It’s okay
   Ari: _Yes, I go to take a bath._
   Mother: You’re welcome dear.

C. Write the translation of these words below!
1. Apologize = _maafkan_
2. Problem = _masalah_
3. Greeting = _Salam_
4. Name = _Nama_
5. Leave = _menghujungkan_

D. Make a dialogue about greeting/leave taking/apologizing/thanking!
   _Lisa_ : _Good morning._ mom! _
   Mother: _Good morning._ Lisa, How are you? _
   Lisa: _Thank you mom._
   Mother: Lisa, go to school? _
   Lisa: _Yes, mom._
POST-TEST

Name: Nenel Yogo P.
Class: VII F

A. Match them to the true meaning!
1. B sakit kepala
2. C selamat siang
3. F selamat pagi
4. B selamat datang
5. A selamat malam
A. Good Evening
B. Welcome
C. Good day
D. Headache
E. Good morning

B. Complete sentences in the dialogue with appropriate answer!
Ari: Good after your mom.
Mother: Good afternoon, Ari. How's your day?
Ari: I'm feel tired and hungry.
Mother: Of course you are. Wash your hands, and then have your lunch!
Ari: Thank you mom, I have to take a bath first.
Mother: It's okay
Ari: Good night mom.
Mother: You're welcome dear.

C. Write the translation of these words below!
1. Apologize = minta maaf
2. Problem = masalah
3. Greeting = selamat
4. Name = nama
5. Leave = meninggalkan

D. Make a dialogue about greeting/leave taking/apologizing/thanking!
A-Greeting
The class teacher: Attention.
Ari: Let's play together.
Mother: Close to the teacher.
Students: Good morning, teacher.
The teacher: Good morning, class.
Ari: How about you?
Students: I'm fine, thanks, and you?
Ari: The teacher: I'm fine too, thanks, you...
6. Students' Pre-test Results for Control Group

PRE-TEST

Name : Arifah
Class : 7B

A. Match them to the true meaning!
   1. sakit kepala   A. Good Evening
   2. selamat siang  B. Welcome
   3. selamat pagi   C. Good day
   4. selamat datang D. Headache
   5. selamat malam  E. Good morning

B. Complete sentences in the dialogue with appropriate answer!
   Ari : Good Afternoon, mom.
   Mother : Good afternoon, Ari. How's your day?
   Ari : Good Afternoon.
   Mother : Of course you are. Wash your hands, and then have your lunch!
   Ari : How are you mom, I have to take a bath first.
   Mother : It's okay.
   Ari : Welcome mom
   Mother : You're welcome dear.

C. Write the translation of these words below!

   - Apologize = ucapan kata terima kasih
   - Problem = tidak perlu
   - Greeting = menyapa
   - Name = nama
   - Leave = tinggii

D. Make a dialogue about greeting/leaving taking/apologizing/thanking!

   Arifah : Good morning, mi?!
   Sasa : Good morning, Afah!
   Arifah : How are you?
   Sasa : I am fine.
   Arifah : How's your day?
   Sasa : I feel tired and hungry.
   Arifah : Welcome Sasa.
   Sasa : You're welcome dear.

\[ \frac{39}{76} \times 100 = 51 \]
PRE-TEST

NAME: Agnia Parnah Audya P.
CLASS: 7B (VI B)

A. Match them to the true meaning!
1. D. sakit kepala
2. A. selamat siang
3. B. selamat pagi
4. C. selamat datang
5. E. selamat malam

A. Good evening
B. Welcome
C. Good day
D. Headache
E. Good morning

B. Complete sentences in the dialogue with appropriate answer!
Ari: Good afternoon, mom.
Mother: Good afternoon, Ari. How's your day?
Ari: I feel tired and hungry, mom. I have to take a bath first.
Mother: Of course you are. Wash your hands, and then have your lunch!
Ari: Yes, mom.
Mother: It's okay.
Ari: Yes, mom.
Mother: You're welcome dear.

C. Write the translation of these words below!
1. Apologize = maaf.
2. Problem = masalah.
4. Name = nama.
5. Leave = terima kasih.

D. Make a dialogue about greeting/leave taking/apologizing/thanking!

Agnia: Good morning, dear.
Nama: Good morning, Agnia.
Agnia: How are you today?
Nama: I feel tired and you?
Agnia: I feel tired too.
Nama: It's okay.

POST-TEST

Name: Afitah
Class: 7B

A. Match them to the true meaning!
1. sakit kepala    A. Good Evening
2. selamat siang   B. Welcome
3. selamat pagi    C. Good day
4. selamat datang  D. Headache
5. selamat malam   E. Good morning

B. Complete sentences in the dialogue with appropriate answer!
Ari: Good Afternoon, mom.
Mother: Good afternoon, Ari. How's your day?
Ari: I'm fine, mom, I feel tired and hungry.
Mother: Of course you are. Wash your hands, and then have your lunch!
Ari: How are you mom, I have to take a bath first.
Mother: It's okay.
Ari: I'm fine, mom.
Mother: You're welcome dear.

C. Write the translation of these words below!
1. Apologize = Menyampaikan
2. Problem = Masalah
3. Greeting = Selamat
4. Name = Nama
5. Leave = Pergi

D. Make a dialogue about greeting/leave-taking/apologizing/thanking!
Afitah: Good morning, Vina.  
Vina: "Morning, Afitah."
Afitah: "How are you?"
Vina: "I'm fine. How are you?"
Afitah: "I'm fine, thank you."

(Blank lines for additional dialogue)
POST-TEST

Name: Agnia Rohmah Auleya P.
Class: 7B

A. Match them to the true meaning!
1. D sakit kepala  A. Good Evening
2. C selamat siang  B. Welcome
3. H selamat pagi  C. Good day
4. B selamat datang  D. Headache
5. A selamat malam  E. Good morning

B. Complete sentences in the dialogue with appropriate answer!
Ari: ________, mom.
Mother: Good afternoon, Ari. How’s your day?
Ari: Yo ur day hopf, mom, I feel tired and hungry.
Mother: Of course you are. Wash your hands, and then have your lunch!
Ari: then have your luchm, I have to take a bath first.
Mother: It’s okay
Ari: Okay
Mother: You’re welcome dear.

C. Write the translation of these words below!
1. Apologize = ________
2. Problem = ________
3. Greeting = ________
4. Name = ________
5. Leave = ________

D. Make a dialogue about greeting/leave taking/apologizing/thanking!
Yada: Hai, good morning.
Ari + Pals: Hello
Sasa: Is what is you f name?
Ari + Pals: Honyme ari.
Sasa: You areyboy?
Ari + Pals: Yo, you areyboy?
Sasa: I fine 2o thanks.
8. Keyword for The Pre-test and Post-test

PRE-TEST

A. Match them to the true meaning!
1. D sakit kepala  A. Good Evening
2. C selamat siang  B. Welcome
3. E selamat pagi  C. Good day
4. B selamat datang  D. Headache
5. A selamat malam  E. Good morning

B. Complete sentences in the dialogue with appropriate answer!
Ari: Good afternoon, mom.
Mother: Good afternoon, Ari. How’s your day?
Ari: I’m not feeling well, mom. I feel tired and hungry.
Mother: Of course you are. Wash your hands, and then have your lunch!
Ari: I’m sorry mom, I have to take a bath first.
Mother: It’s okay
Ari: Thank you, mom.
Mother: You’re welcome dear.

C. Write the translation of these words below!
1. Apologize = Meminta maaf
2. Problem = Masalah
3. Greeting = Salam/ Sapaan
4. Name =Nama
5. Leave = Mendengarkan

D. Make a dialogue about greeting/leave taking/apologizing/thanking!

The answer depends on the students’ essay
POST-TEST

Name:
Class:

A. Match them to the true meaning!
1. __D__ sakit kepala  A. Good Evening
2. __C__ selamat siang   B. Welcome
3. __E__ selamat pagi    C. Good day
4. __B__ selamat datang  D. Headache
5. __A__ selamat malam   E. Good morning

B. Complete sentences in the dialogue with appropriate answer:
Ari: Good afternoon, mom.
Mother: Good afternoon, Ari. How's your day?
Ari: I'm not feeling well, mom, I feel tired and hungry.
Mother: Of course you are. Wash your hands, and then have your lunch!
Ari: I'm sorry, mom, I have to take a bath first.
Mother: It's okay
Ari: Thank you, mom.
Mother: You're welcome dear.

C. Write the translation of these words below!
1. Apologize = Meminta maaf
2. Problem = Masalah
3. Greeting = Salam/Sapaan
4. Name = Nama
5. Leave = Meninggalkan

D. Make a dialogue about greeting/leave taking/apologizing/thanking!

The answer depends on the students' essay.
9. Learning Material on the Quizlet Application

a. Home page
b. Flashcards Feature

c. Learn Feature
d. Write Feature

e. Spell Feature
f. Test Feature

![Test Feature Image]

- 2 Written questions
  1. **greeting**
  2. **good afternoon**

- 2 Matching questions
  - Slám
    - **greeting**
    - **good morning**
  - **name**
    - **salam**
    - **name**

---

g. Match Feature

![Match Feature Image]

- 2 Matching questions
  - **slám**
    - **greeting**
    - **good morning**
  - **name**
    - **salam**
    - **name**
10. Students’ Content Creation about English Vocabulary on the Quizlet App
11. Certification for Graduating Paper Counselor

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM.2 Telepon (0258) 8001364 Kode Poc 50716 Salatiga
Website: http://tarbiyah.unsalatiga.ac.id e-mail: tarbiyah@unsalatiga.ac.id

Nomor: B/65/In.21/01/D.1/PP.07.3/01 /2019 Salatiga, 02 Januari 2019
Lamp. : Proposal Skripsi
Hal. : Pembimbing Skripsi

Kepada
Yth. Dr. Mashlihatul Umami, S.Pd., M.A.
Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Atmasari
NIM : 23030150094
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE EFFECT OF ONLINE COURSE THROUGH QUIZLET APPLICATION TOWARD THE STUDENTS’ MOTIVATION IN ENGLISH LEARNING

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk dietahul dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]
12. Letter for Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Lingkar Salatiga KM. 2 Telepon (0298) 6031364 Kode Pos 50716 Salatiga
Website: http://tarbiyah.iainsalatiga.ac.id e-mail: tarbiyah@iainsalatiga.ac.id

Nomor: B-122/Ln.21/D1.1/PN.03.1/07/2019
Tanggal: Salatiga, 22 Juli 2019
Lamp: Proposal Penelitian
Hal: Permohonan Izin Penelitian

Kepada
Yth. Kepala SMP Negeri 7 Salatiga
Di Salatiga

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
Nama : Atmasari
NIM : 23030150094
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripannya adalah :

THE EFFECT OF QUIZLET APPLICATION TO IMPROVE STUDENTS’ VOCABULARY MASTERY

Dosen Pembimbing : Dr. Mashlahatul Umami, S.Pd.I., M.A.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMP Negeri 7 Salatiga, mulai tanggal 22 Juli sampai dengan selesai.
Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Tembusan: 1. Mahasiswa yang bersangkutan
13. Consultation Sheet of Graduating Paper

![Image of consultation sheet]

**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Atmasari  
NIM : 23030150094  
Dosen Pembimbing : Dr. Mashlihatul Ummi, S.Pd.I., M.A.  
Judul Skripsi : THE EFFECT OF ONLINE COURSE THROUGH QUIZLET APPLICATION TOWARD THE STUDENTS’ MOTIVATION IN ENGLISH LEARNING

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Dosen Pembimbing  
Dr. Mashlihatul Ummi, S.Pd.I., M.A.  
NIP. 198005132003122003

*Catatan:* Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dan Keluas Program Studi lenter.  
Penggantian Dosen Pembimbing Skripsi.
14. Proof of Conducted Research

PEMERINTAH KOTA SALATIGA
DINAS PENDIDIKAN
SMP NEGERI 7 SALATIGA
Alamat : Jalan Setiadi 15 Telepon (0298) 322272 Salatiga 50722
E-mail : netusa.siap@gmail.com

SURAT KETERANGAN
Nomor : 070/385

Yang bertanda tangan di bawah ini Kepala SMP Negeri 7 Salatiga menerangkan bahwa :

Nama : Atmasari
NIM : 23030150094
Universitas : Institut Agama Islam Negeri Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Progdi : Tadris Bahasa Inggris


Demikian Surat Keterangan ini di buat untuk dapat dipergunakan seperlunya.

Salatiga, 7 Agustus 2019

[Signature]

Dinascipto Koesharjanto, S.Pd., M.Si
Kepala Sekolah,
15. Satuan Kredit Kegiatan (SKK)

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Jumlah 216

Salatiga, 8 April 2019

Mengetahui,

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17. Interview Report

Tanggal : 2\textsuperscript{nd} of May 2019
Narasumber : Sas Sulistyorini Pratiwi, S. Pd.
Kedudukan : Guru Bahasa Inggris kelas VII SMP Negeri 7 Salatiga

Q : Kurikulum apakah yang digunakan untuk kelas VII pada mata pelajaran Bahasa Inggris di SMP Negeri 7 Salatiga?
A : Kurikulum 2013

Q : Berapakah KKM Mata Pelajaran Bahasa Inggris di SMP Negeri 7 Salatiga?
A : 70

Q : Kendala apa saja yang anda hadapi disaat mengajar Bahasa Inggris?
A : Sebenarnya banyak sekali kendala yang saya hadapi, namun yang paling umum sebagian besar para murid memiliki kesusahan dalam memahami arti kata dalam Bahasa Inggris. Jadi jika saya berbicara menggunakan Bahasa Inggris terkadang siswa tidak mengetahui maksud kata-kata yang saya sampaikan. Seperti yang kita ketahui kalau vocabulary dalam Bahasa Inggris itu merupakan modal awal dalam menyampaikan bahasa.

Q : Media apa yang biasanya anda gunakan saat mengajar?
A : Saya biasanya menggunakan LKS atau buku paket yang judulnya “When English Rings the Bell” yang sudah disediakan dari sekolah dan siswa juga saya suruh untuk membawa kamus pribadi.

Q : Apakah anda pernah mencoba menggunakan smartphone saat mengajar?
A : Belum pernah mbak.

Q : Bagaimana pendapat anda apabila saya menggunakan aplikasi Quizlet pada smartphone saat mengajar?
A : Ya menurut saya menarik mbak. Saat ini siswa banyak yang sudah memiliki smartphone dan apabila siswa diajarkan aplikasi tentang belajar, pasti siswa lebih tertarik dan tidak bosan dalam belajar Bahasa Inggris.
Tanggal : 2nd of May 2019
Narasumber : AR
Kedudukan : Siswi kelas VII SMP N 7 Salatiga

Q : Apakah kamu suka pelajaran Bahasa Inggris? Kenapa?
A : Tidak terlalu suka karena Bahasa Inggris bikin bingung.

Q : Menurutmu bagian apa yang paling susah kamu pelajari dalam Bahasa Inggris?
A : Saya tidak tahu arti kata-kata dalam Bahasa Inggris.

Q : Menurutmu hal yang susah dari kecakapan kosa kata itu apa?
A : Kalau guru menyuruh saya mengartikan kata berbahasa Inggris ke dalam Bahasa Indonesia, saya sering bingung. Banyak kata-kata aneh yang belum pernah saya dengar.

Q : Menurutmu, pembelajaran Bahasa Inggris di kelasmu seperti apa?
A : Biasa saja.

Q : Kalau sepulang sekolah kamu lebih memilih mainan HP atau mengulas pelajaran yang sudah dipelajari di sekolah?
A : Mainan HP, hehe…

Q : Apakah gurumu pernah menggunakan aplikasi di smartphone saat pembelajaran?
A : Belum pernah.

Tanggal : 2nd of May 2019
Narasumber : MNK
Kedudukan : Siswi kelas IX SMP N 7 Salatiga

Q : Apakah kamu suka pelajaran Bahasa Inggris? Kenapa?
A : Tidak suka karena tidak mudeng.

Q : Menurutmu bagian apa yang paling susah kamu pelajari dalam Bahasa Inggris?
A : Kalau pelajaran di laboratorium pas ada mendengarkan percakapan saya sering tidak tahu artinya dan kalau ada yang ngobrol pakai Bahasa Inggris saya juga bingung harus maksudnya apa gitu.

Q : Menurutmu, pembelajaran Bahasa Inggris di kelasmu seperti apa?
A : Pembelajarannya ya seperti pelajaran lainya, tapi lebih susah.

Q : Kalau sepiulang sekolah kamu lebih memilih mainan HP atau mengulas pelajaran yang sudah dipelajari di sekolah?
A : Mainan HP dulu terus malamnya baru belajar sama ibu.

Q : Apakah gurumu pernah menggunakan aplikasi di smartphone saat pembelajaran?
A : Belum.

Tanggal : 2nd of May 2019
Narasumber : NJ
Kedudukan : Siswi kelas VII SMP N 7 Salatiga

Q : Apakah kamu suka pelajaran Bahasa Inggris? Kenapa?
A : Tidak, karena susah.

Q : Menurutmu bagian apa yang paling susah kamu pelajari dalam Bahasa Inggris?

Q : Menurutmu hal yang susah dari kecakapan kosa kata itu apa?
A : Semua yang ada dalam Bahasa Inggris susah kak. Kadang ada soal disuruh melengkapi kalimat rumpang gitu, saya tidak tahu arti kata dari soalnya, jadi saya juga tidak bisa menjawabnya.

Q : Kalau sepiulang sekolah kamu lebih memilih mainan HP atau mengulas pelajaran yang sudah dipelajari di sekolah?
A : Ya kadang mainan HP kadang nonton tv kak.

Q : Pembelajaran Bahasa Inggris di kelasmu seperti apa?
A : Bingung kak, ya biasa aja.
Q : Apakah gurumu pernah menggunakan aplikasi di smartphone saat pembelajaran?
A : Belum.

Tanggal : 2nd of May 2019
Narasumber : FM
Kedudukan : Siswa kelas IX SMP N 7 Salatiga

Q : Apakah kamu suka pelajaran Bahasa Inggris? Kenapa?
A : Biasa kak karena kadang asyik kadang bosen.
Q : Menurutmu bagian apa yang paling susah kamu pelajari dalam Bahasa Inggris?
A : Ya, arti kata-katanya susah kak, apalagi jika harus ngomong pakai Bahasa Inggris.
Q : Menurutmu hal yang susah dari kecakapan kosa kata itu apa?
A : Ya kan kadang ada soal disuruh mengartikan, lha saya susahnya disitu, sama kalau disuruh membuat kalimat Bahasa Inggris juga susah.
Q : Kalau sepulang sekolah kamu lebih memilih mainan HP atau mengulas pelajaran yang sudah dipelajari di sekolah?
A : HPnya dibawa ibu kak, ya kadang mainan HP kak.
Q : Pembelajaran Bahasa Inggris di kelasmu seperti apa?
A : Sama saja seperti pelajaran yang lain.
Q : Apakah gurumu pernah menggunakan aplikasi di smartphone saat pembelajaran?
A : Belum.
Tanggal : 2nd of May 2019
Narasumber : RR
Kedudukan : Siswi kelas IX SMP N 7 Salatiga

Q : Apakah kamu suka pelajaran Bahasa Inggris? Kenapa?
A : Tidak karena Bahasa Inggris itu aneh.

Q : Menurutmu bagian apa yang paling susah kamu pelajari dalam Bahasa Inggris?
A : Bagian kata-katanya kak.

Q : Menurutmu hal yang susah dari kecakapan kosa kata itu apa?
A : Seperti pas mengerjakan soal melengkapi kata itu sasah sama waktu nyesuaikan besar huruf kalimatnya kan harus betul juga, kadang saya salah waktu njawab kaya gitu.

Q : Pembelajaran Bahasa Inggris di kelasmu seperti apa?
A : Ya seperti pelajaran biasa.

Q : Kalau sepulang sekolah kamu lebih memilih mainan HP atau mengulas pelajaran yang sudah dipelajari di sekolah?
A : HP kak.

Q : Apakah gurumu pernah menggunakan aplikasi di smartphone saat pembelajaran?
A : Belum kak.
Q : Menurutmu bagian apa yang paling susah kamu pelajari dalam Bahasa Inggris?
A : Mengartikan dan memahami arti Bahasa Inggris susah.

Q : Menurutmu hal yang susah dari kecakapan kosa kata itu apa?
A : Waktu menjawab soal rumpang itu susah dan kalau membuat percakapan juga paling susah.

Q : Kalau sepulang sekolah kamu lebih memilih mainan HP atau mengulas pelajaran yang sudah dipelajari di sekolah?
A : HP.

Q : Pembelajaran Bahasa Inggris di kelasmu seperti apa?
A : Cukup paham.

Q : Apakah guru kamu pernah menggunakan aplikasi di smartphone saat pembelajaran?
A : Belum kak.
18. Research Documentation

a. PRE-TEST

1) The experiment class was doing pre-test

2) The control class was doing post-test
b. TREATMENT

1) The treatment in Experiment Class
2) The treatment in Control Class
c. POST-TEST

1) The experiment class was doing post-test

2) The control class was doing post-test
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Mengetahui,
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NIP: 196412041988032009

Salatiga, 2019
DAFTAR HADIR SISWA SEMESTER GASAL
SMP NEGERI 7 SALATIGA TAHUN 2019-2020

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