

**THE EFFECTIVENESS OF USING QUIZLET MEDIA IN  
TEACHING VOCABULARY AT ENGLISH EDUCATION  
STUDY PROGRAM YEAR 2023 ISLAMIC UNIVERSITY  
OF AHMAD DAHLAN SINJAI**



**A THESIS**

As a Requirement For Compiling a Thesis  
English of Education Study Program

By:  
**Nuraida**  
200110015

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI  
YEAR 2024**



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Supervisor:

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ISLAMIC UNIVERSITY OF AHMAD DAHLAN SINJAI  
YEAR 2024**

## STATEMENT OF AUTHENTICITY

I am student with following identity:

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Truly state that:

1. This thesis is truly my own work, not plagiarism or duplication of other people's writing/work which I acknowledge as the result of my own writing or thoughts.
2. All parts of this Thesis Proposal are my own work apart from quotations indicated by the source. Any errors contained therein are my responsibility.

This statement is made accordingly. If in the future it turns out that this statement is not true, then I am willing to accept sanctions for this action in accordance with the provisions of the applicable laws.

Sinjai, Oktober 09th 2025

The Researcher,



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## PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Using Quizlet Media in Teaching Vocabulary at English Education Study Program Year 2023 Islamic University of Ahmad Dahlan Sinjai*, yang ditulis oleh Nuraida, Nomor Induk Mahasiswa (NIM) 200110015, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 24 Juli 2024 M bertepatan dengan 18 Muharram 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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## ABSTRAK

**Nuraida.** *Efektivitas Penggunaan Media Quizlet Dalam Pembelajaran Vocabulary Pada Mahasiswa Tadris Bahasa Inggris angkatan 2023 Universitas Islam Ahmad Dahlan Sinjai*. Skripsi. Sinjai: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai, sinjai 2024.

Penelitian ini bertujuan untuk mengetahui efektivitas media Quizlet untuk meningkatkan pembelajaran Vocabulary pada mahasiswa tadris bahasa inggris angkatan 2023. Penelitian ini termasuk dalam penelitian eksperimen dengan menggunakan pendekatan kuantitatif. Adapun Sampel dari penelitian ini adalah Mahasiswa Tadris Bahasa Inggris angkatan 2023.

Jenis penelitian ini adalah penelitian eksperimen dengan menggunakan pendekatan deskriptif kuantitatif. Penelitian ini dilaksanakan pada mahasiswa Tadris Bahasa Inggris angkatan 2023 Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai, yang berjumlah 17 mahasiswa sebagai sampel penelitian. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, tes dan dokumentasi. Sedangkan teknik analisis datanya menggunakan Uji Normalitas, Uji Homogenitas, Uji-T dan Uji N-Gain.

Hasil penelitian menunjukkan bahwa Media Quizlet efektif di dalam pengajaran vocabulary kelas Tadris Bahasa Inggris tahun 2023 UIAD Sinjai. Hal ini di simpulkan berdasarkan hasil uji Paired Sample T-Test di peroleh nilai signifikansi sebesar  $0.000 < 0.05$  yang berarti  $H_1$  di terima atau dengan kata lain bahwa aplikasi Quizlet efektif di dalam pengajaran Vocabulary.

**Kata Kunci:** Efektivitas, Media Quizlet, Pembelajaran Vocabulary

## ABSTRACT

**Nuraida.** *The Effectiveness of Using Quizlet Media in Vocabulary Learning for English Education Study Program Students, Class of 2023, Ahmad Dahlan Islamic University, Sinjai.* Thesis. Sinjai: English Language Teaching Study Program, Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University, Sinjai, 2024.

This study aims to examine the effectiveness of Quizlet media in improving vocabulary learning for English Education Study Program students, Class of 2023.

This research employs experimental research with a quantitative approach. The study was conducted on 17 English Education Study Program students at the Faculty of Tarbiyah and Teacher Training, Ahmad Dahlan Islamic University, Sinjai, as research samples.

Data collection techniques include observation, tests, and documentation, while data analysis involves the Normality Test, Homogeneity Test, T-Test, and N-Gain Test.

The findings indicate that the Quizlet application is effective in teaching vocabulary. Based on the Paired Sample T-Test, a significance value of  $0.000 < 0.05$  was obtained, leading to the acceptance of the alternative hypothesis ( $H_1$ ). This confirms that the Quizlet application significantly enhances vocabulary learning among English Education Study Program students.

**Keywords:** Effectiveness, Quizlet Media, Teaching Vocabulary.

## مستخلص البحث

نورعائدة. فعالية استخدام منصة Quizlet في تعلم المفردات لدى طلاب قسم تعليم اللغة الإنجليزية، دفعة ٢٠٢٣، جامعة أحمد دحلان الإسلامية، سنجائي. الرسالة العلمية. سنجائي: قسم تعليم اللغة الإنجليزية، كلية التربية وإعداد المعلمين، جامعة أحمد دحلان الإسلامية، سنجائي، ٢٠٢٤.

تهدف هذه الدراسة إلى دراسة فعالية منصة Quizlet في تحسين تعلم المفردات لدى طلاب قسم تعليم اللغة الإنجليزية، دفعة ٢٠٢٣. يعتمد هذا البحث على البحث التجريبي بمنهج كمي. أُجريت الدراسة على ١٧ طالبًا من طلاب قسم تعليم اللغة الإنجليزية في كلية التربية وإعداد المعلمين، جامعة أحمد دحلان الإسلامية، سنجائي، كعينات بحثية.

تشمل أساليب جمع البيانات الملاحظة والاختبارات والتوثيق، بينما يتضمن تحليل البيانات اختبار التوزيع الطبيعي، واختبار التجانس، واختبار T، واختبار N-Gain.

تشير النتائج إلى فعالية تطبيق Quizlet في تعليم المفردات. بناءً على اختبار "ت" للعينات المقترنة، تم الحصول على قيمة دلالة إحصائية  $0.000 < 0.005$ ، مما أدى إلى قبول الفرضية البديلة ( $H_1$ ). وهذا يؤكد أن تطبيق Quizlet يُحسن بشكل ملحوظ تعلم المفردات لدى طلاب برنامج دراسة تعليم اللغة الإنجليزية.

الكلمات الأساسية: الفعالية، وسائل Quizlet، تدريس المفردات.

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أَمَّا بَعْدُ فَمِنْ صَحْبِهِ هُوَ عَلِيُّ مُحَمَّدٍ

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Sinjai, February 13<sup>th</sup> 2024

**Nuraida**  
**No. Reg. 200110015**

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## CHAPTER I

### INTRODUCTION

#### **A. Background**

Language and education are two closely related aspects. Language serves as the primary tool of education. Conversely, education contributes invaluable assets to the development and cultivation of language. Both are crucial elements that mutually enhance and elevate various aspects of community life. It is necessary to convey education using a language appropriate to the environment or the place where the education is delivered, known as the language of instruction.

Every country has its own language of instruction. In Indonesia, the Indonesian language, as the national language, functions as the official medium of instruction in educational institutions. In other words, the language of education in Indonesia is Indonesian. However, with the development of science and technology (IPTEK), there is a tendency to require other languages beyond Indonesian. Indonesia has three languages (Troulis, 2020).

Indonesian, regional languages, and foreign languages, which often overlap. Particularly, there is an interaction between Indonesian and foreign languages, especially English. In general, Indonesians who have received education, even if only basic education, master two languages, namely regional languages and Indonesian. The possibility of using both languages is as great as families or people from other regions (Troulis, 2020).

In formal situations, for official matters, you must use Indonesian because Indonesian is the official language and the state language. However, it seems that the opportunity to use the first language, a regional language, is much wider than the opportunity to use Indonesian (Troulis, 2020).

In our current era, English has become the second language recognized as an international language. Along with technological advancements and the times, every individual in Indonesia is encouraged to learn English. It can be

said that by learning English, we can compete with others in this increasingly sophisticated era. In this era, mastery of science and technology is required, and there is a competitive atmosphere in various fields (Mailani et al., 2022).

Allah say in the Qur'an Surah Al-Baqarah verse 31 which reads:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ

Translate:

“And he taught adam the names (things) of all of them, then he showed them to the angels, saying tell me the names of all these (Things), if you are truthful”(Kemenag.go.id)

In the Al-Quran Surah Al-Baqarah verse 31 contains several values which are related to learning media. Because by using learning media various kinds of which can make it easier for students to grasp material and students.

Applications and software specifically for English learning have become popular and effective means of improving students' abilities. With the help of Information Technology (IT), the application provides various exercises and features specifically designed to improve grammar, listening and speaking skills in English. The main advantage of this app is its ease of access, allowing students to practice English anytime and anywhere via their smartphone or tablet (Haryadi et al., 2023).

The main advantage of English learning apps is their ease of access and flexibility. By downloading this app on their smartphone or tablet, students can access it anytime and anywhere. For example, they can use their free time while traveling or waiting to practice English through the application. Additionally, the app's ability to track student progress allows students to monitor their progress individually. In some applications, students can view statistics such as the number of exercises completed, their success rate, and their ranking compared to other users. This provides additional motivation for students to continue improving their English skills. The reason why I choose Quizlet application, because Quizlet application for research Quizlet can be easily accessed via a variety of device such as computers , tablets, or smartphones, allowing users to study anywhere and any time. This app offers

various features such as flashcards, Quizlet, and strengthen understanding of the material (Haryadi et al., 2023).

Based on the research result, a researcher found that several students lacked vocabulary in English. A researcher conducted direct interviews with several English students in 2023. In this case, a researcher wanted to conduct an experiment by applying a media called Quizlet. Quizlet is a media or device used as an online learning tool which according to the researcher themselves is very effective for use both in class and outside of class and can be accessed in various places.

Thus, this is the reason a researcher to the Quizlet application to be used as experimental material in research antitled the effectiveness of using Quizlet media in teaching vocabulary at English education study program year 2023 of Islamic University of Ahmad Dahlan Sinjai. To get the quizlet application, simply download it via their respective smartphones for free. Students can learn and practice using English in a fun way wherever and whenever students want access it.

Based on the discussion above, in this study researcher used the "QUIZLET" application for learning English vocabulary for students in English education study program. Therefore, researcher will conduct research with the title "*The Effectiveness Of Using Quizlet Media In Teaching Vocabulary At English Education Study Program Year 2023 Islamic University Of Ahmad Dahlan Sinjai*"

#### **A. Research Problem Formulation**

Based on the background of the problem above, the problem formulation of this research is as follows:

Does the quizlet application effective in Teaching Vocabulary at English Education Study Program year 2023 Islamic University of Ahmad Dahlan Sinjai?

#### **B. Objective of Research**

Based on the problem formulation above, this study aims to determine the effectiveness of the Quizlet application in teaching vocabulary at English

Education Study Program year 2023 Islamic University of Ahmad Dahlan  
Sinjai?

### **C. Significance of the Research**

Based on the research objective achieved, this research is expect to provide benefits;

#### **1.Theoretical Benefits**

The result of the research can provide information and additional knowledge about the effectiveness of using Quizlet media in teaching vocabulary at English Education Study Program years 2023 Islamic University of Ahmad Dahlan Sinjai.

#### **2.Practical Benefits**

##### **a. For University**

It is hoped that this research can be used or applied the results of this research to influence student learning outcomes to make the teaching process more effective, especially in teaching vocabulary.

##### **b. For Teacher**

It is hoped that this research can increase insight and become information material in improving learning media that suits students' needs, especially with Quizlet media.

##### **c. For Students**

It is hope that this research will provide a learning experience in a more interesting or different atmosphere than the previous one, and students will understand the material being taught more easily and will be more enthusiastic and increase their interest and motivation to learn.

##### **d. For Researcher**

This research is expecte to gain new experience and insight for researcher in carrying out the research process.

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. Literature Review**

##### **1. Effectiveness of Learning**

According to Miarso (2004), stated that learning effectiveness is a key quality standard in education and is often assessed by the achievement of goals. It can also be interpreted as the precision in managing a given situation. The effective learning is a combination composed of human, materials, facilities, equipment and procedures directed at changing student behavior in a positive direction and better according to potential and the differences that students have to achieve the learning objectives that have been set (Ahmad, 2021).

Learning effectiveness can be interpreted as a measure of the success of a learning process between students and students, or students and teachers in achieving learning goals. The effectiveness of learning can be seen from student activities during learning, student responses to learning and student mastery of concepts. To achieve an effective and efficient learning concept, there needs to be a reciprocal relationship between students and teachers to achieve a goal together, apart from that it must also be adapted to the conditions of the school environment, facilities and infrastructure, as well as the learning media needed to help (Tuasikal et al., 2021).

Learning effectiveness is a measure of the success of an interaction process between students and teachers in educational situations to achieve learning goals. Learning effectiveness is learning that is useful and purposeful for students which allows students to learn specific skills, knowledge and attitudes easily, pleasantly, and can complete learning objectives according to expectations (Baharun et al., 2021).

Based on the explanation above, researcher conclude that effectiveness is the extent to which a goal or desired result is achieved. It measures how well the resources, time, and effort invested produce

output that meets established expectations or standards. In the context of learning, effectiveness is often related to how successfully the educational process achieves predetermined learning goals.

Learning is said to be effective if the desired target has been achieved based on several indicators. Indicator the effectiveness of learning according to Yusuf, namely:

1) Implementation of Learning

This includes the extent to which the learning plan can be implemented in accordance with the stated objectives. This means that all planned learning activities are carried out according to the schedule and methods that have been planned.

2) Student Response

Positive responses from students to learning show that they are interested and motivated. This can be measured through surveys, interviews, or observations that record how active and enthusiastic students are during the teaching and learning process.

3) Learning Outcomes

This indicator looks at the results achieved by students after the learning process takes place. Learning outcomes can be measured through tests, examinations, or other evaluations that show the level of understanding and skills obtained by students (Sumarno et al., 2023).

## 2. Concept of Media

### a. Definition of Media

Media is one component of learning. The use of media should be a part that must receive students' attention in every learning activity. There are many types of media that can be selected, developed and utilized according to the conditions of time, cost and desired learning objectives. Each type of media has certain characteristics that we need to understand, so that we can choose media that suits the needs and conditions in the field. Through various learning methods and media, students will be able to interact actively by utilizing all the potential that students have, of

course the media used in the process and to achieve educational goals. In essence, educational media is also a communication medium, because the educational process is also a communication process. which are specifically used to achieve certain learning objectives that have been specifically formulated. Not all educational media are learning media, but every learning media is definitely educational media (Ani Daniyati et al., 2023).

It's just that in using learning media, the teacher must be able to choose learning media that suits the material to be delivered and the teacher must also adapt to the character of his students in choosing learning media. Some teachers still do not understand how important it is to use learning media that is appropriate to learning so that learning does not feel monotonous and boring for students. Therefore, in this research the author uses a library research method to examine how important appropriate learning media is for the teaching and learning process in elementary schools. The results of the research state that appropriate learning media is very important in supporting student learning. Choosing the right lesson can help students understand the learning material presented by the teacher. Learning media can provide concrete experiences and also act as intermediaries that help student learning (Wulandari et al., 2023).

## **b. Characteristic of Media**

### **1) Visual media**

Visual media is media that function to convey messages from source to message recipient. The channels used involve the senses vision. The message to be conveyed is expressed in symbols visual communication. These symbols need to be understood for their meaning in order to process conveying messages can be successful and efficient. Visual media can be defined as media that combines fact and ideas clearly, strongly and integratedly, through combination express words and pictures. This medium is very fit for purpose. Convey

information in a condensed summary form. Visual media can facilitate understanding (For example through elaboration of structure and organization) and strengthen memory. In general, the elements contained in visual media consist of lines, shapes, colors and textures (Faujiah et al., 2022).

## 2) Audio Media

Audio media is media whose message content is only received through the sense of hearing. Audio media functions to record and transmit human, animal, etc. voices and for interview purposes. Audio media is used in developing listening skills for spoken messages. The message or information to be conveyed is expressed in auditive symbols in the form of words, music and sound effects. Audio media has various types and forms, including radio, vinyl records, sound cassette tapes, compact discs (CDs) (Junaidi, 2022).

## c. Multimedia

Multimedia is a combination of the two words "multi" and "media". Multi means many while media or its plural form means medium. Multimedia is any combination consisting of text, graphic art, sound, animation and video received by users via computer hardware, Heinich et al (2005) states that multi-media is a combination or integration of two or more formats. combined media such as text, graphics, animation and video to form information rules into a computer system (Silahuddin, 2022).

## d. Advantages of Media in Learning

In general, the benefit of media in the learning process is to facilitate interactions between students and students so that learning activities will be more effective and efficient. But more specifically there are several more detailed media benefits. Kemp and Dayton identify several benefits of media in learning, namely:

1) Delivery of lesson material can be uniform

Each learner may have a different interpretation of a particular subject matter concept. With the help of media, these diverse interpretations can be avoided so that they can be conveyed to students in a uniform manner. Every student who sees or hears a description of subject matter through the same media will receive exactly the same information as that received by other students. In this way, media can also reduce the information gap between students.

2) The learning process becomes clearer and more interesting

With its various potentials, media can display information through sound, images, movement and color, both naturally and manipulated. Lesson material packaged through media programs will be clearer, more complete and attract students' interest. With media, the material presented can arouse students' curiosity and stimulate students to react both physically and emotionally. In short, learning media can help students create a learning atmosphere that is more lively, not monotonous and not boring.

3) The learning process becomes more interactive

If selected and designed well, media can help students and students carry out active two-way communication during the learning process. Without media, a learner may tend to speak in one direction to the learner. However, with media, students can organize the class so that not only the students themselves are active but also the students themselves.

4) Efficiency in time and energy

The complaint that we often hear from students is that they always lack time to achieve curriculum targets. It often happens that students spend a lot of time explaining lesson material. This actually doesn't have to happen if students can make maximum use of the media. For example, without media, a learner will of course

spend a lot of time explaining the human circulatory system or the process of a solar eclipse. However, with the help of visual media, this topic can be quickly and easily explained to children.

5) Improving the quality of student learning outcomes

The use of media not only makes the learning process more efficient, but also helps students absorb lesson material more deeply and completely. If you only listen to verbal information from students, students may not understand the lesson well. But if this is enriched by the activities of seeing, touching, feeling, or experiencing it yourself through media, then students' understanding will definitely be better (Prisanti & Faidah, 2019).

### 3. Quizlet Application

#### a. Definition of Quizlet

Quizlet is an online interactive learning platform operating an electronic bilateral flashcards, that can be used to study any subject, but serves mostly as a system for learning languages. It was created by Andrew Sutherland in 2005 in journal Nikola Fortova 2016 (originally as a tool to learn French vocabulary shared with his friends) and in February 2016 it had more than 100 million sets, with 1 in every 4 high school students in the U.S. Using it daily and 40 million users coming to Quizlet every month (Kalecky, 2016).



Picture 2.1

Quizlet Application Logo

([www.quizlet.com](http://www.quizlet.com))

The interface consists of four tools and two games and it can be used either online in a browser on [www.quizlet.com](http://www.quizlet.com) or with a mobile application (for iOS and Android) on a smartphone or a tablet computer. It is primarily designed for self study but teachers can also sign in and create classes, send invitations to their students, assign them with teachers-made sets and track their progress and activity (Sari, 2019).

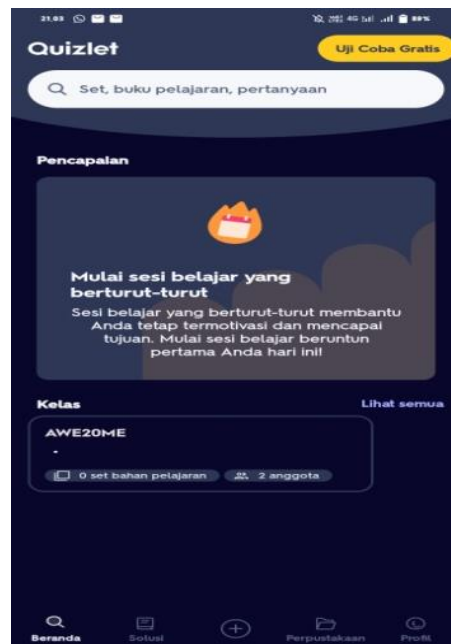
There has been scientific research on the benefits of paper word cards and software operating on flashcards, but Quizlet has not been previously compared to a vocabulary notebook, which is a common method of storing and revising vocabulary in most classes. It was therefore appealing to find out why Quizlet is so popular and what the differences between the two are. There are various types of learning applications that teachers can use in learning English vocabulary including hello English, Duolingo, cake, BBC learning, etc (Okkan & Aydın, 2020). However, among the many applications, the researcher choose to use one of them. But learning application called Quizlet.

One application of educational technology on mobile smartphone involves utilizing the Quizlet app, accessible on both Android and IOS devices, as an online learning tool. Created by high school student Andrew Sutherland from California, Quizlet, initially designed in 2005, transitioned into a public release as a website in January 2007. Subsequently, the mobile application was introduced for IOS in August 2012 and for android in August 2013 (Sari, 2019).

The following is an example of a Quizlet images:

1. The first picture shows the display when opening the Quizlet application.

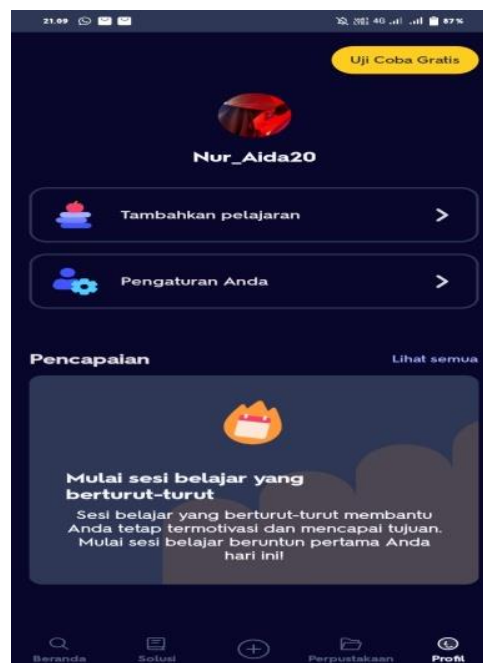
Picture 2.2



(Quislet.Go.id)

2. In this image it shows that you already have an account, a display like this will appear.

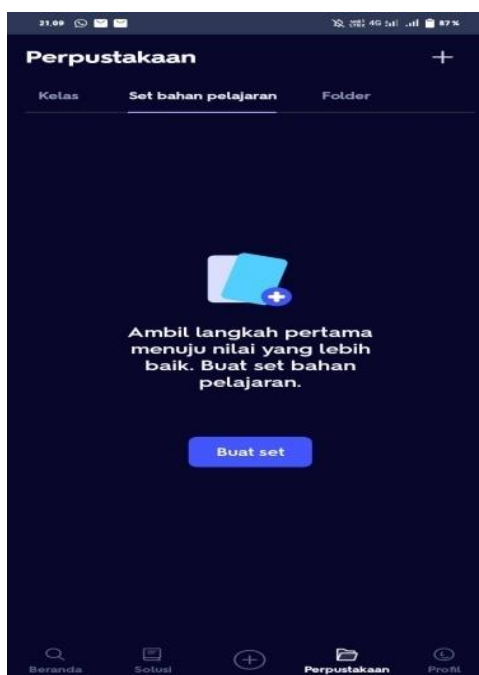
Picture 2.3



(Quizlet Go. Id)

3. Next picture, image show that this application can include the material that we will teach.

**Picture 2.4**



While originally tailored for language learning, Quizlet versatility extends to various subjects, including economics and accounting. Positioned as a valuable resource for online based learning, quizlet caters to the preferences of the smartphone dependent millennial generation. This research aims to elucidate the fuctions and advantges of quizlet as a mobile learning medium, particularly suitable for the millennial era, offering insights for educators and students seeking effective learning tools aligned with their objectives (Fadhilawati et al., 2022).

The hypothesis was that students will learn more using Quizlet with electronic flashcards for several reasons:

- 1) Firstly, the software is more interactive and provides the learners with instant feedback as they go through the activities within a set of words.

- 2) Secondly, teenage students spend lots of time using smartphones and computers, and Quizlet should therefore be more enjoyable to study from because of the employment of technology.
- 3) Thirdly, electronic flashcards can be complemented with pictures that support retrieval and they could help the learners with better retention.
- 4) Furthermore, the software allows students to star the difficult items, which enables them to study these separately with higher frequency without having to revise already mastered words.
- 5) Lastly, bilateral flashcards should lead to better retention as they require the learner to retrieve the content of the other side before flipping the card over, compared to a vocabulary list where the word and its translation are presented next to each other (Nguyen et al., 2021).

As briefly discussed earlier, the present study intends to contribute to the development of research on gamified vocabulary learning at home. It is thought to be an effective way to help low proficiency students with their vocabulary learning at home, yet the empirical evidence is still scarce. The previous section has provided a brief review of Quizlet together with the applications and impacts on gamified vocabulary learning. Hence, this section shall elaborate on the potential of utilizing Quizlet as gamified learning support for students at home (Avisteva & Halimi, 2021).

Before the last decade, implementing focused vocabulary-training programs was difficult since teachers had to create, manage, and disseminate vocabulary sets by themselves. Nonetheless, with the advent of an online app, such as Quizlet, that can support various training approaches in the types of gamified vocabulary exercises, implementing an online vocabulary training program outside the classroom is no longer an issue (Nguyen et al., 2021).

### b. Features of Quizlet

Quizlet is a digital flashcards platform that allows users to construct their flashcards and study them through various learning modes. It is one of the most popular flashcards programs According to Wright (2016), with over fifty million monthly users as well as over four hundred users--generated study sets .Currently, with different types of learning modes, Quizlet gives the student interest in trying out various modes and provides them with 'richer ways' to study (Pham, 2022).

**Table 2.1. Features of Quizlet**

| Features   | Description                                                                                                                                                                                                               | Mobile App    |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Learn      | There are three types of tasks: Flashcard, multiple-choice item, and typing the required answer. Users can personalize this activity by selecting one of the three options.                                               | Available     |
| Flashcards | Users can create their flashcards. It could optionally be added self-explanation, audio,... Digital flashcards can be flipped by mouse clicks or tabs on screens to show definitions or visuals that illustrate the term. | Available     |
| Spell      | After listening to the audio prompts, learners are required to type the words correctly. If the word is spelled                                                                                                           | Not Available |

|         |                                                                                                                                                                                                                                   |               |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
|         | incorrectly, the correct answer will be read letter by letter while appearing on the scene.                                                                                                                                       |               |
| Write   | Users are given some space to write the definition or meaning of a word learned in 'flashcards' functions.                                                                                                                        | Available     |
| Test    | Four types of tests are included: true/false, multiple-choice, matching, and typing the answer. Learners can customize this activity.                                                                                             | Available     |
| Match   | Learners will join in a game that needs to match keywords to their definitions (or accompanying visuals) as rapidly as possible. When learners complete each question, the app will show the score and rank among other learners. | Available     |
| Gravity | Another game in which the terms emerge on approaching asteroids. Before the falling asteroid hits the planet, students must type the                                                                                              | Not Available |

|      |                                                                                                                                                                                                                                                                                                       |               |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
|      | corresponding definition of the term.                                                                                                                                                                                                                                                                 |               |
| Live | This is a feature that needs four or more people. Students will need to connect to <a href="http://quizlet.com/live">http://quizlet.com/live</a> and input the code provided by the teachers. Participating in the teacher's activity, students will have to team up to compete with the other group. | Not Available |

(Pham, 2022)

### c. Steps for Using Quizlet

As for the steps using Quizlet in:

- 1) Create an account, open the quizlet application and create an account by filling in the necessary information.
- 2) Log into your account, after creating an account, log in using the credentials you've created
- 3) Search or create flashcard sets, find flashcard sets that match the material you want to study or create your own sets.
- 4) Add content to cards, add questions and answer to each card to aid in the learning process.
- 5) Select learning mode, choose a learning mode that suits you, such as "Flashcard," "Learn," or "Test" to practice understanding the material.
- 6) Use audio and image (Optimal), if available, leverage audio or image features to enhance how you understand and remember information.

- 7) Participate in class or groups, join classes or groups with friends if possible, to share flashcard sets or collaborate in the learning process.
- 8) Utilize review features, use review features to periodically revisit material for better retention.
- 9) Measure progress, check statistics and progress reports to see how well you have understood the material.
- 10) Engage in the quizlet community (optimal), if interested, follow forums or the quizlet community to share tips, advice, or even beneficial flashcard sets (Skattenborg, 2020).

#### **d. Benefits of Quizlet**

Using the Quizlet application several benefits, including:

- 1) Facilitates learning, quizlet provides various ways to study material, such as flashcard, quizle, and interactive games, which can help understand and retain information more effectively.
- 2) Anytime access, with this app, you can access study material anytime and anywhere through mobile devices, allowing, flexibility in the learning process.
- 3) Diverse types of material, not limited to text, quizlet supports various types of learning material, including images and audio, enhancing the visual and auditory learning experience.
- 4) Material customization, you can create your own flashcard sets and quizzes according to your learning needs, allowing for better personalization based on specific curricula or topics.
- 5) Collaboration and sharing, quizlet allows users to share study material with friend or classmates, supporting collaborative learning and information exchange.
- 6) Progress tracking, the app provides tools to track your learning progress, enabling monitoring of how well material has been understood and memorized (Sari, 2019).

It's important to note that the effectiveness of this app can vary depending on individual preferences and learning styles.

**e. Advantages and disadvantages of Quizlet**

**Advantages of Quizlet:**

- 1) Accessibility, quizlet can be easily accessed across various devices, including smartphones and computers, allowing users to study anytime, anywhere.
- 2) Variety of learning formats, it provides various learning formats, such as flashcards, quizzes, and games, catering to different learning styles and preferences.
- 3) User community, user can share their flashcard sets, fostering collaboration and the exchange of learning materials among users (Skattenborg, 2020).

**Disadvantages of Quizlet:**

- 1) Content control, since users can create and share their own content, the quality and accuracy of learning materials may vary. Some content may not be verified or suitable.
- 2) Overemphasis on memorization, quizlet tends to promote memorization-based learning, which may not always be effective for developing a deep understanding of concepts.
- 3) Limitation for complex material. For subject that require a deeper and more complex understanding of concepts, quizlet may not always be the optimal choice as it primarily focuses on memorizing information (Skattenborg, 2020).

**4. Vocabulary**

**a. Definition of Vocabulary**

In the era of globalization, teachers need to prepare their students to become international citizens. One way that must be prepared for them is to make English an international language. Students can use English as an effective communication tool. Communication includes listening, speaking, reading and writing. Mastering these 4 skills cannot be

separated from mastering the vocabulary they have. The more vocabulary they have. The more vocabulary they learn/master, the greater their chances of being able to play a role in the international arena (Muhayyang et al., 2023).

According to Xiqin (2008), the meaning is defined as a whole collection of words belongs to a branch of science or is known to someone. In a broader understanding. Vocabulary is not only limited to the meaning of words, but also includes vocabulary in a language structured: how people use and store words and how they learn words and the relationships between them words, phrases, categories of words and phrases (Amalia, 2018). Another opinion says that vocabulary is one of the main factors in a language, because it is needed in speaking, listening, reading and writing (Ulumudin et al., 2023).

Vocabulary is considered to be the main focus of learning a foreign language since there is a belief that learning a foreign language is similar to learning it's vocabulary, in order to comprehend more about why vocabulary has an important role in learning the language, it is better to look at the definition of the vocabulary first. Webster's dictionary defined vocabulary as follows: A list or collection of words and phrases usually alphabetically arranged and explained or defined, a sum or stock of words employed by a language group individual work or in relation to a subject: scope of language, and a list of a foreign language text book of the words and phrases taught or used (Iqbalullah, 2018).

#### **b. Types of Vocabulary**

Harmer distinguishes two types of vocabulary, there are active vocabulary and passive vocabulary

1. *Active vocabulary* is also called as the productive vocabulary. Learner more commonly use it appropriately in speaking and writing. Although when in practice, it seems more difficult to be carried out, but at least learner must know how to pronounce it

appropriately, able use the words with good structure in target language. Vocabulary can be called as an *Active Vocabulary* when students have already learned it and they are expected to be able to use it properly.

2. *Passive vocabulary* is called as receptive vocabulary as well. It is words that commonly are uneasy to be recognized and understood in the context of listening and reading either by learners. The *passive vocabulary* refers to items that learners will probably find it difficult or even not able to produce it and they only recognize it when they meet them (Rahayu & Roza, 2018).

Other types of vocabulary are oral vocabulary, print vocabulary, and productive vocabulary.

1. Oral vocabulary means the set of words for which we know the meaning when we speak or read only.
2. Print vocabulary, it consists of those words for which the meaning is known when we write or read only.
3. Then productive vocabulary is the set of words that individual can use when writing or speaking (Rumaisyah et al., 2023).

### **c. The Function of Vocabulary**

1. Communication : Vocabulary is the foundation of language, enabling people to convey their thoughts and ideas clearly and accurately. Without a sufficient vocabulary, communication becomes difficult, and the ability to express oneself is severely limited.
2. Reading Comprehension : Vocabulary is critical for reading comprehension. Understanding the meanings of words and phrases is essential to grasp the overall meaning of a text, paragraph, or sentence.
3. Writing and Speaking : Vocabulary is also essential for writing and speaking. It provides the tools to express oneself effectively,

conveying thoughts and ideas through written and spoken language.

4. Learning and Knowledge : Vocabulary acquisition is critical for learning and knowledge. It enables individuals to expand their understanding of the world, access new information, and develop their critical thinking skills (Rudianto & Aldriani, 2018).

**d. Vocabulary Assessment Indicator**

Here is a table, That Shows vocabulary assessment indicators, serving as a guide at every step in the assessment of student's vocabulary abilities.

**Table 2.2**

**Vocabulary Assesment Indicator**

| No | Aspect                  | Indicator                                                            | Score |
|----|-------------------------|----------------------------------------------------------------------|-------|
| 1. | Interpreting Vocabulary | Students can interpret English Vocabulary well                       | 20    |
|    |                         | Students can't interpret English Vocabulary well                     | 10    |
| 2. | Reading Vocabulary      | Students can read English Vocabulary well                            | 20    |
|    |                         | Students can't read English Vocabulary wel                           | 10    |
| 3. | Pronouncing Vocabulary  | Students can pronounce English Vocabulary Fluently                   | 20    |
|    |                         | Students can't pronounce English Vocabulary Fluently                 | 10    |
| 4. | Writing Vocabulary      | Students can write English Vocabulary well and quickly in a notebook | 20    |
|    |                         | Students can't write English Vocabulary well and quickly in a        | 10    |

|    |                               |                                                             |     |
|----|-------------------------------|-------------------------------------------------------------|-----|
|    |                               | notebook                                                    |     |
| 5. | Using Vocabulary and Learning | Students can use English Vocabulary in classroom learning   | 20  |
|    |                               | Students can't use English Vocabulary in classroom learning | 10  |
|    | <b>Maximum score</b>          |                                                             | 100 |

(Rahmatunnisa et al,2023)

Notes:

A=If the student gets a score of 90-100

B=If the student gets a score of 80-89

C=If the student gets a score of 65-79

D=If the student gets a score < 64

## B. Relevant Research

In this research the author refers to previous research that is relevant to the research to be conducted. The following are some research results that are relevant to this research, namely;

- 1) Thi Thu Huong Ho and Satomi Kawaguchi in the titel research The Effectiveness of Quizlet in Improving EFL Learners' Receptive Vocabulary Acquisition year June 2021 in Many digital tools have become available in recent years, and educators try to incorporate such tools in their teaching. Adopting a specific digital tool tends to depend on the tool's availability and innovativeness rather than educational effectiveness. It is, however, essential to evaluate the educational values of the tool. Quizlet has become popular for vocabulary learning, but is Quizlet truly better than the traditional PFs in all three viewpoints above? In order to investigate the effectiveness of Quizlet, the following research questions will guide this research.
- 2) Indriani and Sugiono "The student's ability to understand and use academic and research vocabulary was lacking". Therefore, this research tries to enhance the students' vocabulary achievement by applying Memrise and Quizlet Applications. This research applies Classroom

Action Research using four procedures: Planning, Action, Observation, and Reflection. Researchers obtained data from tests and questionnaires. The results showed that vocabulary planting through the Memrise and Quizlet applications increased student achievement. In addition, students also showed a positive attitude towards the application of Memrise and Quizlet for vocabulary learning. Fakhruddin et al., 2021; Indriyani & Sugirin, 2019).

- 3) Nation, 2001 L2 vocabulary learning seems to be one of the biggest challenges for many language major students as lexical knowledge involves productive understanding of its many components, including the form, meaning, and application of the terms. It is, therefore, necessary to find appropriate language education tactics and instruments for the successful and efficient acquisition of this aspect of the L2. Among advancements in the field of educational technology, Quizlet was invented with the hope that learners could effectively acquire L2 vocabulary in the absence of the teacher. In this study, the researchers want to figure out if Quizlet is helpful in assisting students in learning English vocabulary. Van et al. (2021).
- 4) There is quite a lot of research on the use of Quizlet media in vocabulary learning. One relevant study is "The Impact of Quizlet, a Vocabulary-Learning Web Tool, on English-Language Vocabulary Achievement among Saudi High-School Students" by Al-Husaini & Al-Mahrooqi (2019). This research shows that the use of Quizlet significantly increases English vocabulary attainment among high school students in Saudi Arabia
- 5) Additionally, another study conducted by McBride and Tumlin (2020) highlighted the effectiveness of using Quizlet in improving English vocabulary skills among university students in the United States. Their findings suggest that regular use of Quizlet can help students improve their understanding and retention of English vocabulary.

The similarity of the last research and current research is using the Quizlet application. The different this research with apply and teaching vocabulary and various research in teaching speaking.

### **C. Hypothesis**

Hypothesis is a temporary statement or logical conclusion about a population that is temporary. In statistics, a hypothesis refers to a statement about the characteristics of a population, which reflects the variables in the population and is estimated based on statistical data from the sample.(Heryana, 2020).The research hypothesis are formulate as follows:

1. H0 : The use of Quizlet Application is not effective in teaching vocabulary of class English Education Study Program year 2023 Islamic University of Ahmad Dahlan Sinjai
2. H1 : The use of Quizlet Application is effective in teaching vocabulary of grade English Education Study Program year 2023 Islamic University of Ahmad Dahlan Sinjai

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Types & Approach of The Research**

##### **1. Types of The Research**

The type of research that used in this study is experimental research. Experimental research is the only type of research that is more accurate / thorough than other studies, in determining the relationship of causal relationships. In this study researcher will use Quasi Experiments. According to Cook in (Abraham & Supriyati, 2022) Quasi Experiments are defined as experiments that have treatment, measurement of impact, experimental units but do not use random assignment to create comparisons in order to conclude changes caused by treatment.

The design of the quasi-experimental approach that will be used by researcher is a one group pretest-posttest design. Research conducted in one group only (experimental group) without a control class. This research design is measured using a pre-test before treatment and a post-test after treatment so that the results can be known more accurately.

##### **2. Approach of The Research**

The research approach that used in this study is a quantitative approach. The quantitative approach is an approach that analyzes numerical data processed using statistical methods (Ahyar et al., 2020). The reason researcher chose a quantitative approach was to find out objective measurements of the effectiveness of the Quizlet application. The resulting numerical data can be used to analyze the extent to which the application improves students' vocabulary skills. The main objective in this research is to test the hypothesis that busuu application is effective in students' vocabulary learning. The quantitative approach in this study will focus on the effectiveness of using the Quizlet application in learning vocabulary of class English Education Study Program 2023 of Ahmad Dahlan Islamic University Sinjai. The following is an experimental research design can be seen in the table below :

**Tabel 3.1**  
**One Group Pretest–Posttest Design**

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| $O_1$    | X         | $O_2$     |

(Sugiyono, 2017)

**Note :**

$O_1$  : Pre-test score (before treatment)

X : Treatment

$O_2$  : Post-test (after treatment)

The further explanation of the research design above is:

1. Introduction

Researcher provide introductions to students. Introduce yourself and introduce the Quizlet application which will be used as a medium for teaching vocabulary to them.

2. Pre-test

The pre-test was conducted to determine the initial ability of the student group before being given treatment in the form of a learning model. Learners are given a vocabulary test as an initial test to assess and determine students' mastery of vocabulary in English language learning.

3. Treatment

After giving the pre-test, the student group will be given treatment using the learning model that will be used. The learning model is to use the quizlet application to teach vocabulary to students the treatment time is 60 minutes.

4. Post-test

Post-test is conducted after giving treatment to students. The post-test is conducted to determine the difference in results before and after treatment to students.

**Table 3.2**

| No. | Research Design | Explain                                                                                                                                                                    | Meeting |
|-----|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1.  | Introduction    | Introducing the Quizlet application as a teaching medium.                                                                                                                  | 1x      |
| 2.  | Pre-test        | Providing a pretest before using the Quizlet application that has been introduced.                                                                                         | 1x      |
| 3.  | Treatment       | Providing treatment to students through the use of Quizlet application in teaching vocabulary                                                                              | 4x      |
| 4.  | Post-test       | After being taught vocabulary using the Quizlet application, students were given a posttest to determine whether there was an increase in results from pretest to posttest | 1x      |

### **B. Variable Definition**

Variable comes from the English variable with the meaning: "change", "non-fixed factors", or "symptoms that can be changed". According to (Sugiyono, 2017), a variable is something in the form of anything that researchers set to study and then draw conclusions from it. In this study, there are two variables, namely the Independent Variable and the Dependent Variable.

### **1. Independent Variable**

Independent variables or independent variables are variables that affect or cause changes or the emergence of dependent variables (Agustian et al., 2019). So in this study, the independent variable (independent variable) is the use of the Quizlet media.

### **2. Dependent Variable**

The dependent variable or dependent variable is the variable that is observed to determine the presence or absence of the influence of the independent variable (Christalisana, 2018). In this study, the dependent variable is teaching English.

## **C. Place and Time of Research**

### **a. Place**

This research was conducted on class English Education Study Program 2023. Islamic University of Ahmad Dahlan Sinjai is located on Sultan Hasanuddin Street, Kec. North Sinjai, Kab. Sinjai, South Sulawesi Province. The researcher took the research in this place because the researcher already conduct research in this school as a college assignment and the researcher see that students had a vocabulary that was still lacking so the researcher was interested in doing research again in this place by using a media in learning student vocabulary.

### **b. Time**

Research carried out starting on Mei 2024 until Juli 20024 all data is collect completely.

## **D. Population and Sample Research**

### **1. Population**

Population can be interpreted as all elements in research including objects and subjects with certain characteristics and characteristics (Amin et al., 2023). For the population in this study, it is devoted to class English Education Study Program 2023 of Ahmad Dahlan Islamic University Sinjai with a total of 17 students. It can be seen in the table

below the number of class English Education Study Program 2023 Islamic University of Ahmad Dahlan Sinjai.

**Table 3.3**  
**Class English Education Study Program year 2023 Islamic University of**  
**Ahmad Dahlan Sinjai**

| Class    | Total |
|----------|-------|
| TBI 21   | 17    |
| TBI 2022 | 15    |
| TBI 2023 | 17    |

*(Administration UIAD 2024)*

## **2. Sample**

The sample is part of the number and characteristics of the population (Sugiyono, 2017). The sample in this research was students of class English Education Study Program year 2023 Islamic University of Ahmad Dahlan Sinjai who were selected using the purposive sampling method. Purposive sampling is a non-random sampling method where the researcher determines his own sample which is suitable for research purposes (Lenaini, 2021). The sample in this study was determined by considering that the class had almost the same level of knowledge in learning English and many students in that class had difficulty understanding some English vocabulary a total of 17 at class of English education study program year 2023.

## **E. Data Collection Techniques**

This study uses a quantitative approach. Therefore, data collection techniques in this research are in the form of observation, questionnaires, tests and documentation.

### **1) Observation**

Observation is a process of direct observation of participants with a specific aim (Adhandayani, 2020). Observations in this research were carried out as an initial stage of research to find out how students master vocabulary in English lessons. Observations were also to see

the implementation of the Busuu application in vocabulary learning for students in class English Education Study Program year 2023 Islamic University of Ahmad Dahlan Sinjai.

## 2) Test

Data collection techniques using tests was carried out to find out the comparison of student results before and after using the Quizlet application in vocabulary learning. The steps in giving the test consist of :

### a. Pre-test

Before applying the use of Quizlet, researchers gave a pre-test to students to determine the students' initial knowledge. In giving the pre-test, researcher give students a written test. The form of the written test is in the form of essay questions. The number of questions in the pre-test consists of 20 numbers.

### b. Treatment

After giving the pre-test, the researcher will provide treatment to the students. Researchers carried out treatment using the Quizlet application. Treatment will be carried out in 3 meetings. The treatment steps that researchers carried out are:

- 1) Researcher conduct learning with vocabulary material
- 2) Researcher introduce the Quizlet application to students
- 3) Researcher explain how to use the Quizlet application to students
- 4) Researcher study with students using the Quizlet application

### c. Post-test

Researcher give a post-test after treatment using the Quizlet application had been carried out. The post-test is given with the aim of knowing student learning outcomes before and after using the Quizlet application. The questions given in the post-test are the same as the questions given in the pre-test.

### 3) Documentation

Documentation is one of the techniques for collecting data. Data is collected in the form of documents, which can be images or written documents. The documentation that collected by researchers includes student attendance lists, observation filling sheets, questionnaire filling sheets, student questions or tests during the pre-test and post-test, and documentation in the form of photographs during the research.

## F. Validity dan Reliability

### 1. Validity

Before being use as a data collection tool, questionnaires and tests must be tested to see whether they are valid or not. The validity of a study is relate to the extent to which a researcher measures what should be measured (Budiastuti & Bandur, 2018). The instrument is said to be valid if the correlation coefficient between items is greater than 0.30 with an alpha error rate of 0.05. Validity testing was carried out using SPSS (Statistical Product and Service Solution). Valid testing criteria can be seen as follows.

- a) Instrument items are said to be valid if the p-value  $< \alpha$  0.05.
- b) An instrument item is said to be invalid if p-value  $> \alpha$  0.05

### 2. Reliability

Reliability testing in research is carried out to determine the consistency of the measuring instruments used (questionnaires and tests), whether the measuring instruments used are reliable and remain consistent if the measurements are repeated (Ayunita, 2018). So a research instrument said to be reliable when students' answers from questionnaires and tests are consistent and stable over time. The research instrument test said to be reliable if the reliability coefficient ( $r_i$ ) is  $> 0.60$ . Reliability can also be tested using SPSS.

## **G. Research Instruments**

In research measuring instruments are usually called research instruments. So a research instrument is a tool used to measure the phenomenon being studied (Sugiyono, 2017). The instruments that used in this research include observation sheets, question sheets (tests), and documentation lists.

### **1. Observation sheet**

Based on observation data collection techniques, of course the research instrument is in the form of an observation sheet. Observation sheets are carried out in order to obtain direct observation results in the field, not through respondents. The observation sheet in this study will used a Likert scale.

### **2. Question Sheet or Test**

The next research instrument is a question sheet or test. If the data collection technique is through tests, of course the research instrument a question sheet or test. Question sheets or tests later be distributed during the pre-test and post-test. The question sheet or test consists of 20 numbers in the form of short descriptions.

### **3. Documentation List**

The final research instrument is a documentation list. The documentation list here is in the form of lists collected as part of the documentation. The documentation list consists of student attendance lists, observation sheets, questionnaire sheets, pre-test and post-test sheets, and photos of research implementation.

## **H. Data Analysis Techniques**

Data analysis techniques are one of the research processes carried out to solve the problems studied that have been completely obtained. To determine the effectiveness of the Quizlet application in students' vocabulary learning, this research carried out using a paired difference test (paired sample t-test) with data from the pre-test and post-test. To determine the average score and frequency of student scores, descriptive statistics were also carried out. Before

applying the t-test, normality and homogeneity tests are first carried out to find out whether the data obtained is normally distributed or not.

### **1. Normality Testing**

The normality test is carried out to find out whether the variables are normal or not. In measuring the normality test in this research, researcher used SPSS One Sample Kolmogrov - Smirnov with a significance value ( $\alpha$ ) = 0.05. The results of the normality test are as follows:

- a. If the significance value is  $> 0.05$  then the data is said to be normally distributed
- b. If the significance value is  $< 0.05$  then the data is said to be not normally distributed

### **2. Homogeneity Testing**

The homogeneity test is used to determine whether several variants of conditions or populations are the same or not. The homogeneity test is carried out to find out whether the data obtained is homogeneous or not. The significance value ( $\alpha$ ) is 0.05. The decision making in the homogeneity test is:

- a. If the significance value is  $> 0.05$  then the data is said to have the same variance distribution (homogeneous)
- b. If the significance value is  $< 0.05$  then the data variance is uneven (not homogeneous)

### **3. Paired Sample T-test**

The t-test that used in this research is the Paired Sample t-test. The Paired t-test is carried out as a difference test if the scale of the two interval variables or the ratio of the Paired t-test is a difference test on two paired data. In this case, what is meant by pairing is that the data uses the same subject, but the treatment given is different. So the reason the researcher used this type of test is because in this study two paired samples were used with the same subjects but given two different treatments or measurements, namely before and after using the Quizlet application in learning student vocabulary.

#### 4. Hypothesis Testing

After carrying out the paired sample t-test, the final step in data analysis is testing the hypothesis, whether the hypothesis rejects or accepts the null hypothesis. To find out whether the null hypothesis is rejected or not, it can be seen as follows

- a. If the P-value (denoted by Sig ( $\alpha$ ))  $> 0.05$ , then  $H_0$  is accepted so  $H_1$  is rejected.
- b. If the P-Value (denoted by Sig ( $\alpha$ ))  $< 0.05$ , then  $H_0$  is rejected so  $H_1$  is accepted.

After getting the pretest and posttest scores, the researcher analysis the scores obtained. The analysis used is the gain normality test. This test is used to determine the effectiveness of the treatment given.

$$\text{N-Gain} = \frac{S_{\text{Post}} - S_{\text{pre}}}{S_{\text{maks}} - S_{\text{Pre}}}$$

Notes :

N Gain states the gain normality test value

*Spost* represents the pretest score

*Spre* represents the posttest score

*Smaks* represents the maximum score

The effectiveness criteria interpreted from the normality gain values can be seen in the following table :

**Table 3.4**  
**Classification of Gain Normality Values**

| Nilai normalitas gain   | Kriteria |
|-------------------------|----------|
| $0,70 \leq n \leq 1,00$ | High     |
| $0,30 \leq n < 0,70$    | Medium   |
| $0,00 \leq n < 0,30$    | Low      |

(Source : Karianingsih in (Oktavia et al., 2019))

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. General Description of Research Location**

##### **1. History of Islamic University of Ahmad Dahlan Sinjai**

One of the universities in the city Sinjai is the Muhammadiyah Islamic Institute Sinjai, which is located on Jalan Sultan Hasanuddin No. 20, Balangnipa, North Sinjai, Sinjai. This campus accredited “Good” with SK BAN PT No. 1088/SK/BANPT/Akred/PT/XX/2020.

Before 1974, Religious College Islamic Muhammadiyah Sinjai is known as a Faculty Tarbiyah Unismuh Makassar Sinjai branch. As one of several private Islamic Universities in Indonesia, STAI Muhammadiyah Sinjai is located under the auspices of the Ministry of Religion of the Republic of Indonesia and under the auspices of the Regional Kopertais VIII Directorate General of Islamic Education. Until in 1986, the Chancellor of Unismuh provided the opportunity to the Tarbiyah Science College (STIT) Muhammadiyah Sinjai to stand alone with changed his name. Then in 1995 government requirements and laws, in terms of this is the Ministry of Religion.

UIAD is based under the auspices Muhammadiyah and has operating since June 16 1995 with Decree No. PT 266/1995. UIAD is often mentioned as a blue campus because of its walls blue. UIAD is currently known by its tagline “Islamic, Quality and Credible.” (Admin, 2024).

##### **2. Profile of the Faculty of Tarbiyah and Teacher Treaning**

Following the Decree of the Institute Chancellor Muhammadiyah Sinjai Islamic religion Number: 216/1.3.AU/D/KEP/2016 concerning the establishment of the Faculty Tarbiyah and Teacher Training, Director General Islamic Education issued decree Number 6722 of 2016 concerning Permits for Changes in From Muhammadiyah Sinjai Islamic College became the Muhammadiyah Sinjai Islamic Institute.

The Faculty of Tarbiyah and Teacher training consist of from three study programs : Arabic Language Education (PBA), Madrasah Ibtidaiyah Teacher Education (PGMI), and the Islamic Religion Education Study Program (PAI), Based on this, the Islamic Innstitute Muhammadiyah Sinjai opens the Tadris Study Program English based on Director's Decree Grneral of Islamic Education No. 1081 of 2017 February 21 2017. Tadris Language Study Program English and Tadris Mathematics are currently available via Faculty of Tarbiyah and Teacher Training. (Admin 2023)

### **Vision**

To become a quality and credible Islamic University of Ahmad Dahlan Sinjai based on value.

### **Mission**

Internal knowledge in improving human resources, student achievement, quality of accreditation and application of technology, as well as fulfillment of governance elements.

### **Objective**

- a) Improving that quality of the academic community at Islamic University of Ahmad Dahlan Sinjai.
- b) Increasing graduate competency through strategic and comprehensive academic programs.
- c) Improving higher education menegement with produces graduates with Ilamic personalities, quality, noble character, and academic, professionals, skilled and innovative abilities and able to develop and apply science and technology.
- d) Increasing research and service programs to improve community welfare throught the application of science and technology.
- e) Improving academic life based on national culture values and the identity of muhammadiyah organization in and effort to created a progressive society.

### **3. Tadris Profile English Education Study Program**

Chancellor of the Islamic University Ahmad Dahlan Sinjai issue Decree Number: 1164/1.3.AU/B/KEP/2016 about the opening English Tadris Study Program Strata Program One (S1) in order to advance the study program which currently exists at Ahmad Dahlan Islamic University Dahlan Sinjai.

Responding to this proposal, Director General of Islamic Education issued a latter Decree Number 541 of 2017 concerning permits Implementation of Study Programs at Universities Private Islamic Religions College for Programs Bachelor's degrees, including study programs tadris English. On this basis, Tadris English study program is welcomed by the University's Faculty of Tarbiyah and Teacher Training Islam Ahmad Dahlan Sinjai.

After the issuance of the SK Director General, officially in 2017 Campus Ahmad Dahlan Sinjai Islamic University opens first and screened the first 36 students who pass the entrance test. They were the first to be accepted for studied at the English Tadris study Program then followed by 38 second generation students in 2018. Until the fifth year of operation, there are 95 students registered as part from the Tadris English study program.

### **Vision**

Creating an Islamic, innovative and competitive English Education Study Program education graduates.

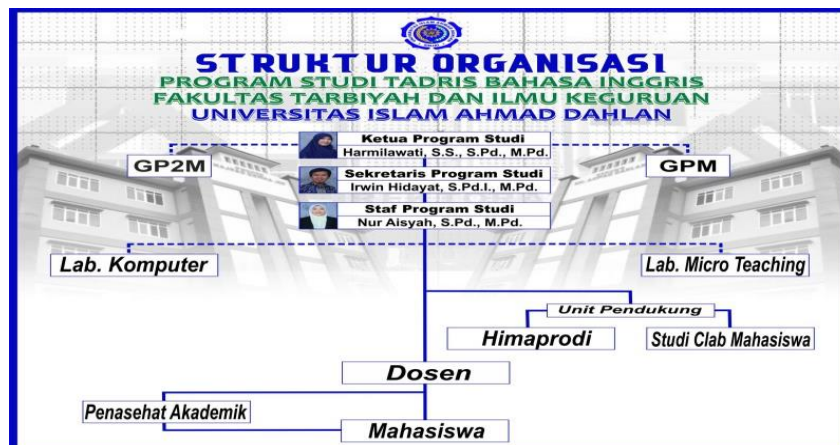
### **Mission**

- a) Organizing education and English language learning that is Islamic-based, innovative and competitive.
- b) Organizing innovative educational research and English language education
- c) Organizing community service that is Islamic-based, innovative and competitive.
- d) Organizing Al-Islam Muhamadiyah (AIK) guidance to the academic community for the English Education Study Program.

1. Implementation of Islamic-based, innovative and competitive English language education and learning.
2. Carrying out innovative English language education research.
3. Implementation of innovative and competitive Islamic-based community service.
4. Implementation of Al-Islam Muhammadiyah (AIK) training for the academic community for the English Education Study Program.

4. Structure Organization

**Table 4.2**  
**Organization Structure of English Education Study Program**



(Administration UIAD 2024)

#### 5.Staf and Student English Education Study Program

**Table 4.1**  
**Staf English Education Study Program**

| No    | Name                                      | Gender |   |
|-------|-------------------------------------------|--------|---|
|       |                                           | P      | L |
| 1.    | Harmilawati, S.S.,<br>S.Pd., M.Pd         | √      |   |
| 2.    | Sitti Aminah, S, Hum.,<br>M. Hum.         | √      |   |
| 3.    | Dr. Atmarani Dewi<br>Purnama, S.Pd., M.Pd | √      |   |
| 4.    | St. Rahmania Bahrin,<br>S.Pd., M.Pd       | √      |   |
| 5     | Irmayani , S.S., M.Pd                     | √      |   |
| 6.    | Sabarudding, S.Pd.,<br>M.Tesol            |        | √ |
| Total |                                           | 5      | 1 |

(Administration UIAD 2024)

**Table 4.2**  
**Student English Education Study Program**

| <b>No</b> | <b>Angkatan</b> | <b>Jumlah</b> |
|-----------|-----------------|---------------|
| 1,        | 2020            | 21            |
| 2.        | 2021            | 13            |
| 3.        | 2022            | 15            |
| 4.        | 2023            | 17            |

(Administration UIAD 2024)

## **B. Resultst and Discussion**

### **1. Result of the Research**

#### **a. Validity and Reability Test**

##### **1) Validity Test**

Before using the instrument to conduct research, instrumens must be tested first against a large number of respondents were identified to test its effectiveness. If device validate, it can be used for study. To test the validity of the instrument research using product moment with the help of the SPSS 20.0 for program windows with terms compare calculated value with r-table value. If the r-value calculate  $>$  r- table the questionnaires declared invalid.

Validity test was conducted with 17 respondents on 20 test questions. The following is a description of the test question in this research.

**Table 4.1**  
**Validity Test for Pre-test**

| <b>No.<br/>Question<br/>Items</b> | <b>Person<br/>Correlation</b> | <b>R-table<br/>(Sig, 0,05)</b> | <b>Criteria</b> |
|-----------------------------------|-------------------------------|--------------------------------|-----------------|
| P1                                | 0,484                         | 0,482                          | Valid           |

|     |       |       |       |
|-----|-------|-------|-------|
| P2  | 0,562 | 0,482 | Valid |
| P3  | 0,570 | 0,482 | Valid |
| P4  | 0,484 | 0,482 | Valid |
| P5  | 0,553 | 0,482 | Valid |
| P6  | 0,576 | 0,482 | Valid |
| P7  | 0,498 | 0,482 | Valid |
| P8  | 0,523 | 0,482 | Valid |
| P9  | 0,523 | 0,482 | Valid |
| P10 | 0,546 | 0,482 | Valid |
| P11 | 0,553 | 0,482 | Valid |
| P12 | 0,568 | 0,482 | Valid |
| P13 | 0,484 | 0,482 | Valid |
| P14 | 0,530 | 0,482 | Valid |
| P15 | 0,523 | 0,482 | Valid |
| P16 | 0,594 | 0,482 | Valid |
| P17 | 0,553 | 0,482 | Valid |
| P18 | 0,498 | 0,482 | Valid |
| P19 | 0,522 | 0,482 | Valid |
| P20 | 0,523 | 0,482 | Valid |

(Source: Results of data analysis with SPSS 20)

From table 4.1 it can be seen that a the them is declared valid if the calculation results person correlation  $>$  r-table (Sig. 0,05). For determine the r-table product value (Sig. 0,05).Can be Seen in the r-table product moment with number of data (N) = 17 in the attachment. Based on the r product moment table in the significance of 5% is know to be r table of 0,482. Thus, the pretest questions consist of the 20 items declared valid.

**Table 4.2**  
**Validity Test for Post-test**

| <b>No.<br/>Question<br/>Items</b> | <b>Person<br/>Correlation</b> | <b>R-table<br/>(Sig. 0,0,5)</b> | <b>Criteria</b> |
|-----------------------------------|-------------------------------|---------------------------------|-----------------|
| P1                                | 0,557                         | 0,482                           | Valid           |
| P2                                | 0,557                         | 0,482                           | Valid           |
| P3                                | 0,532                         | 0,482                           | Valid           |
| P4                                | 0,606                         | 0,482                           | Valid           |
| P5                                | 0,566                         | 0,482                           | Valid           |
| P6                                | 0,566                         | 0,482                           | Valid           |
| P7                                | 0,612                         | 0,482                           | Valid           |
| P8                                | 0,557                         | 0,482                           | Valid           |
| P9                                | 0,570                         | 0,482                           | Valid           |
| P10                               | 0,6                           | 0,482                           | Valid           |
| P11                               | 0,568                         | 0,482                           | Valid           |
| P12                               | 0,541                         | 0,482                           | Valid           |
| P13                               | 0,541                         | 0,482                           | Valid           |
| P14                               | 0,629                         | 0,482                           | Valid           |
| P15                               | 0,606                         | 0,482                           | Valid           |
| P16                               | 0,681                         | 0,482                           | Valid           |
| P17                               | 0,674                         | 0,482                           | Valid           |
| P18                               | 0,581                         | 0,482                           | Valid           |
| P19                               | 0,701                         | 0,482                           | Valid           |
| P20                               | 0,534                         | 0,482                           | Valid           |

(Source: Results of data analysis with SPSS 20)

## 2) Reliability Test

Reliability is defined as something trustworthy. Reliability trustworthy. Reliability test serves to determine the level consistency of the items and

questionnaires to be carried out used in research so that the questions can be used.

In this study, reliability was tested using Cronbach moment alpha with the help of SPSS 20 for Windows. Basis for decisions making in testing reliability is if the Cronbach alpha value  $> 0,60$  then the research instrument is stated reliable or consistent. Mean while, if the value Cronbach alpha  $> 0,60$  then the instrument research is declared reliable or not consistent. Reliability test result from 20 items question are as follows:

**Table 4.3**  
**Reliability Test**

| Reliability Statistics |            |
|------------------------|------------|
| Cronbach's Alpha       | N of Items |
| .868                   | 20         |

(Source :Result of data analysis with SPSS 20)

Based on The table 4.3 test results the reliability above can be seen from the cronbach's value alpha is 0.868 or  $0.868 > 0.60$ . This means that the items have level of reliability tall one

### 3) Normality Test

To confirm wheater the data normal distribution or not, than is done normality test. The purpose of the normality test this research is to fine out wheater English learning vocabulary data student are normally distributet or not. The SPSS 20 program was use in the normality test using the Shapiro-Wilk test with significance level requirement  $> 0.05$ . As for the test result's normality in this research is as follow :

**Table 4.4**  
**Normality Test Results**

|          | Tests of Normality |    |      |
|----------|--------------------|----|------|
|          | Shapiro-Wilk       |    |      |
|          | Statistic          | df | Sig. |
| PREETEST | .911               | 17 | .104 |
| POSTTEST | .894               | 17 | .055 |

(Source: Result of descriptive statistical data analysis with SPSS 20)

Based on the table above shows that the pre-test score obtained is amounting to 0.104 in the sig table. Matter this means the significance value obtained  $0.104 > 0.05$  and the post-test significance value is  $0.055 > 0.05$ . So it can be conclude that the value in teaching vocabulary test result by using Quizlet application in the pre and post tests is normally distributed.

#### 4) Homogeneity Test

To find out whether to or more group of data is homogeneous or has variance that are the same as each other, a test is used homogeneity. Test homogeneity using the test Anova using the SPSS 20 program . There are conditions for testing homogeneity in the test Anova is a sig Value  $> 0.5$ . Test results homogeneity in this study is as follows following:

**Table 4.5**  
**Homogeneity Test Results**

| Test of Homogeneity of Variance |                                         |                     |     |        |      |
|---------------------------------|-----------------------------------------|---------------------|-----|--------|------|
|                                 |                                         | Levene<br>Statistic | df1 | df2    | Sig. |
| Test<br>Resut                   | Based on Mean                           | .616                | 1   | 32     | .438 |
|                                 | Based on Median                         | .194                | 1   | 32     | .663 |
|                                 | Based on Median and<br>with adjusted df | .194                | 1   | 31.998 | .663 |
|                                 | Based on trimmed<br>mean                | .577                | 1   | 32     | .453 |

(Source: Result of descriptive statistical data analysis with SPSS 20)

Based on the the above, the results from the homogeneity test, the value is obtained significance  $0.438 > 0.05$ . So that it can it was concluded that the data came from the population which is homogeneous.

#### 5) T Test (Paired Sample T-Test)

After conducting normality and homogeneity test to determined wheter the data is normal or not and homogeneous or not, the next step is to conducted hypothesis testing. That matter aims to answer the research hypothesis contained in this research hypothesis contained in this research. As for the test sample t-test. Testing is carried out for knowing that the Quizlet

media is effective implemented to increase teaching vocabulary. Below is the result of the paired sample t-test with using SPSS version 20.

**Table 4.6**  
**Test Result (Paired sample test)**

| Paired Samples Test |                    |                    |                       |                       |                                                    |           |        |    |                    |
|---------------------|--------------------|--------------------|-----------------------|-----------------------|----------------------------------------------------|-----------|--------|----|--------------------|
|                     |                    | Paired Differences |                       |                       |                                                    |           | T      | Df | Sig.<br>(2-tailed) |
|                     |                    | Mean               | Std.<br>Devia<br>tion | Std.<br>Error<br>Mean | 95%<br>Confidence<br>Interval of the<br>Difference |           |        |    |                    |
|                     |                    |                    |                       |                       | Lower                                              | Upper     |        |    |                    |
| Pair 1              | PRETEST – POSTTEST | -30.00000          | 20.07797              | 4.86962               | -40.32314                                          | -19.67686 | -6.161 | 16 | .000               |

(Source: Result of descriptive statistical data analysis with SPSS 20)

Based on the table above, Sig value obtained. (2-tailed) of 0.000. Mark is smaller than 0.05 or  $0.000 < 0.05$ . The  $H_0$  is rejected and  $H_1$  is accepted, which means the : The use of Quizlet Application is effective in teaching vocabulary of grade English Education Study Program year 2023 Islamic University of Ahmad Dahlan Sinjai.

#### 6) N Gain Test

The N-Gain test was conducted on the result of student's vocabulary tests with the of determining the effectiveness of using Quizlet application in teaching Vocabulary. The N-Gain score test was conducted by calculating the difference between the pretest and posttest score to determined whether the use of the Quizlet application can be said to be effective or not.

**Table 4.7**  
**N-Gain Test Result**

| Descriptive Statistics |    |         |         |         |                |
|------------------------|----|---------|---------|---------|----------------|
|                        | N  | Minimum | Maximum | Mean    | Std. Deviation |
| NGAIN SCORE            | 17 | .00     | 1.00    | .5835   | .34467         |
| NGAIN PERSEN           | 17 | .00     | 100.00  | 58.3486 | 34.46749       |
| Valid N (listwise)     | 17 |         |         |         |                |

(Source: Result of descriptive statistical data analysis with SPSS 20)

Based on the table of the result of the N-Gain test above, the mean score value was obtained at 0.58. This can be seen based on the improvement criteria from the following pretest and posttest result.

**Table 4.8**  
**N-Gain Level Criteria**

| Nilai normalitas gain   | Kriteria |
|-------------------------|----------|
| $0,70 \leq n \leq 1,00$ | High     |
| $0,30 \leq n < 0,70$    | Medium   |
| $0,00 \leq n < 0,30$    | Low      |

Source : Karianingsih in (Oktavia et al., 2019)

Based on the N-Gain score value obtained of 0.58, the criteria for teaching Vocabulary after implementing the Quizlet media are at the second gain normality value, namely  $0,30 \leq n < 0,70$ . This value is categorized as a medium gain or moderate category. Therefore, it can be concluded that the Quizlet application for teaching vocabulary to students has a medium or moderate increase between the pre-test and posttest value.

**Table 4.9**  
**N-Gain Effectiveness interpreting Category**

| Percentage (%) | Interpretation   |
|----------------|------------------|
| < 40           | Not Effective    |
| 40 – 50        | Less Effective   |
| 56 – 75        | Fairly Effective |
| >76            | Effective        |

(Source : Nasir in (Nawir, et. At 2019)

Based on the N-Gain value, the percentage obtained is 57% so that the interpretation of the N-Gain value is in the third place, namely 56-70. The interpretation of this percentage means that the use of the Quizlet application

for teaching students vocabulary has increased on a scale of 56-75 which is included in the fairly effective category.

## **2. Discussion of the Research**

Research that has been conducted show that there is effectiveness in using quizlet media in teaching vocabulary to students. Judging from the result of students vocabulary test data before and after being given treatment or treatment in the from of using quizlet media, it shows and increase, which is indicated by the average test result increasing after students use the application to learn vocabulary.

Based on previous research related to this research, there have been several studies that discuss effectiveness and influence an application or learning media for teaching vocabulary. Such as research written by Risky and pagesti (2020) which assensses the effectiveness of implementing quizlet media on student motivation in learning vocabulary, research written by imroatul and Munirul (2023) regarding the effectiveness of using quizlet media in increasing student's mastery of Arabic vocabulary as well as research conducted by Dwinanda and Ratna (2023) which discusses the influence of using Wordwall media on student's learning effectiveness in learning Indonesian. This shows that research shows that research using learning media on mathematics learning has been researched using variables, methods and other results. However, there is still little specific research discussion the effectiveness of using quizlet media in teaching vocabulary to student's as in this study.

Based on a hypothetical test, the N-Gain score test results on the research instrument, namely 0.58 on the test result which were considered to have moderate effectiveness. There was a moderate increase between the pre-test and posttest scores. The value in N-Gain percentage on the test is 57%. Therefore, the scores on the N-Gain test on the research instrument are in the interval.

Second, namely  $0.3 \leq g \leq 0.7$  where the use of Quizlet media in teaching student vocabulary is quite effectiveness to implement. Apart from

that, based on the hypothesis test, it shows that the significance value is less than 0.05, which means that  $H_0$  is rejected and  $H_1$  is accepted. The significance value is  $0.000 < 0.05$ , so  $H_1$  is accepted which states that the use of quiz application media is effective in teaching vocabulary for English students of the class of 2023.

## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion of The Research**

Based on the research result, in hypothesis testing, a sig (2- tailed) value of 0.00 was obtained. Because sig 0.005, Ho (The use of Quizlet media is not effective in teaching vocabulary of grade English education study program year 2023 Islami University of Ahmad Dahlan Sinjai) rejected and accepted H1 (The use of Quizlet media is effective in teaching vocabulary of grade English education study program year 2023 Islamic University of Ahmad Dahlan Sinjai). It can be seen that the students vocabulary test results after the treatment (Quizlet media) was applied were higher than the initial test result before the treatment was applied. Based on the result of the N-Gain score test instrument, the N-Gain test on the research instrument is in the second interval, namely  $0.3 \leq g \leq 0.7$ .

Therefore, The result of the N-Gain percentage were tested on the research instrument classified as quite effective. Based on the problem formulation in this research, namely is the quizlet media effective in teaching vocabulary at English education study program year 2023 Islamic University of Ahmad Dahlan Sinjai It was concluded that the use of Quizlet media in teaching student vocabulary was quite effective.

#### **B. Suggestions**

Based on the result of research on the effectiveness of using Quizlet media in teaching vocabulary to Tadris English students class of 2023, researcher will provide the following suggestions:

##### **1. English Education Lecture**

English Education lecture are expected to be able to apply various things more interesting methods teaching well and improve students. And in this research, it is suggested that this media should be adopted in Quizlet media in teaching vocabulary.

## 2. English Education Students

At least they have to get used to using various applications both online and offline, especially using the quizlet media, which is good for learning vocabulary at universities, especially English students.

## 3. Next Researchers

Of course, in this research the researcher realized that there were several limitations of the researcher. For example, the limitations of only focusing on vocabulary material could be that this Quizlet can be developed for other learning areas. And this application can be applied not only in universities but can also be adopted for high school students and this research could later be developed into research. High is not just an experiment but has been developed.

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## **APPENDICES**

## Appendix 1

### Observation Sheet

#### A. Respondent Identity

Name :

Class :

Number

#### B. Filling Instructions

1. Read carefully each question in this observation sheet before answering it
2. Give your answer by ticking (√) on the answer choices provided
3. This answer is purely scientific
4. Thank yo for your help dan participation
5. Description :  
 Yes : Iya  
 No : Tidak

| N<br>O | Indicators                    | Statement                                                                              | Answer |    |
|--------|-------------------------------|----------------------------------------------------------------------------------------|--------|----|
|        |                               |                                                                                        | Yes    | No |
| 1.     | Implementation<br>of Learning | a. The teacher uses the Quizlet application according to the lesson plan.              |        |    |
|        |                               | b. The procedures for using the Quizlet application are clearly explained to students. |        |    |
|        |                               | c. All students can access the Quizlet application without feeling difficult           |        |    |

|   |                  |                                                                                                            |  |  |
|---|------------------|------------------------------------------------------------------------------------------------------------|--|--|
|   |                  | d. Teacher monitor and provide guidance while students use the Quizlet application.                        |  |  |
|   |                  | e. Teaching regarding vocabulary material in the Quizlet application is in accordance with what is taught. |  |  |
|   |                  | f. The interactive exercises in the Quizlet application are used effectively while studying.               |  |  |
| 2 | Student Response | a. Students are motivated when using the Quizlet application to learn vocabulary.                          |  |  |
|   |                  | b. Students actively participate in the exercises provided by the Quizlet application.                     |  |  |
|   |                  | c. Students provide positive feedback regarding their experience using the Quizlet app.                    |  |  |
|   |                  | d. Students are more confident in using the vocabulary learned after learning using Quizlet.               |  |  |
|   |                  | e. Students actively access Quizlet outside class hours to learn vocabulary                                |  |  |
|   |                  | f. Students often use the Quizlet application to increase interest in learning.                            |  |  |

|    |                          |                                                                                                                                        |  |  |
|----|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 3. | Student Learning Results | a. Students show a significant increase in vocabulary mastery after using the Quizlet application                                      |  |  |
|    |                          | b. Students' vocabulary test results increased after a period of using the Quizlet application.                                        |  |  |
|    |                          | c. Students are able to use new vocabulary in appropriate contexts during class discussions.                                           |  |  |
|    |                          | d. Students demonstrate the ability to recognize and understand the vocabulary learned when encountered in reading or real situations. |  |  |
|    |                          | e. Students show better ability to remember vocabulary than before using the Quizlet application.                                      |  |  |
|    |                          | f. Students are more accurate in doing vocabulary exercises after regularly using the Quizlet application.                             |  |  |

**Appendix 2****Pre –Test and Post-Test Sheet****VOCABULARY TEST****(Pretest and Posttest)**

**Choose A, B, C or D as the best answer**

1. Rina is \_\_\_\_\_ television with her brother.
  - a. playing
  - b. flying
  - c. watching
  - d. reading
2. Rio : Hi Rina, what are you doing? Rina : I am \_\_\_\_\_ milk.
  - a. eating
  - b. playing
  - c. writing
  - d. drinking
3. Now my mother is \_\_\_\_\_ food in the kitchen.
  - a. working
  - b. cooking
  - c. studying
  - d. playing
4. Tina is \_\_\_\_\_ a book now.
  - a. reading
  - b. cooking
  - c. drinking
  - d. eating
5. I have a ball. I want to \_\_\_\_\_.
  - a. play guitar
  - b. play football
  - c. play piano
  - d. play see-saw

6. My father is not \_\_\_\_\_ at the office right now.
- a. playing football
  - b. cooking
  - c. sleeping
  - d. working
7. Anna is \_\_\_\_\_ in the swimming pool now.
- a. drinking
  - b. reading
  - c. swimming
  - d. watching
8. Father : It is 11 p.m now. Where is Hanna? Mother : Hanna is \_\_\_\_\_ in her bedroom.
- a. cooking
  - b. sleeping
  - c. swimming
  - d. washing
9. Arnold is \_\_\_\_\_ his kite with his friends.
- a. reading
  - b. drinking
  - c. listening
  - d. flying
10. I am \_\_\_\_\_ a letter for my uncle in the village.
- a. writing
  - b. studying
  - c. swimming
  - d. watching
11. I feel cold, I want to wear \_\_\_\_\_.
- a. shorts
  - b. a jacket

c. high heels

d. a cap

12. When I go to school, I must wear \_\_\_\_\_.

a. black shoes

b. a blouse

c. boots

d. a t-shirt

13. What is it?



a. a skirt

b. a t-shirt

c. a cap

d. a blouse

14. What are they?



a. socks

b. boots

c. high heels

d. sandals

15. What is it?



- a. a jacket
- b. a cap
- c. a t-shirt
- d. a skirt

16. What are they?



- a. sandals
- b. shoes
- c. high heels
- d. boots

17. What is it?



- a. a blouse

- b. a cap
- c. a skirt
- d. a jacket

18. I wear white \_\_\_\_\_ and black shoes to go to school.

- a. jeans
- b. t-shirt
- c. a cap
- d. socks

19. I want to wear \_\_\_\_\_ in my head.

- a. boots
- b. jeans
- c. a cap
- d. sandals

20. My sister looks taller when she wears \_\_\_\_\_.

- a. skirt
- b. high heels
- c. a cap
- d. socks

### Answer Key

- |                        |                    |
|------------------------|--------------------|
| 1. c. Watching         | 11. b. A Jacket    |
| 2. d. drinking         | 12. a. Black Shoes |
| 3. b. Cooking          | 13. b. A T-Shirt   |
| 4. a. Reading          | 14. b. Boots       |
| 5. b. Playing Football | 15. d. A Skirt     |
| 6. d. Working          | 16. a. Sandals     |
| 7. c. Swimming         | 17. b. A Cap       |
| 8. b. Sleeping         | 18. d. Socks       |
| 9. d. Flying           | 19. c. A Cap       |
| 10. a. Writing         | 20. b. High Heels  |

### Appendix 3

#### RESEARCH INSTRUMENT GRID

The Effectiveness of Using Quizlet Media in Teaching Vocabulary at English Education Study Program Year 2023 Islamic University of Ahmad Dahlan Sinjai

| <b>Indicator</b>                                          | <b>No Item</b> | <b>Ket</b>  |
|-----------------------------------------------------------|----------------|-------------|
| Student activity in learning                              | 1-18           | Observation |
| Students learning outcomes, students response to learning | 1-20           | Test        |

Sinjai, 27 Juni 2022

Supervisor I

Supervisor II,

**Dr. Indirwan, SPd,M.Pd.**

NIDN. 2101078902

**Irmayani, S.S., M.Pd.**

NIDN. 2125018503

**Approved by,  
Head of English Education**

**Harmilawati, S.S.,S.Pd.,M.Pd**

NBM: 12800037

## Appendix 4

### Respondents

| No  | Respondent                 | Class    |
|-----|----------------------------|----------|
| 1.  | A. Anna Fauziah            | TBI 2023 |
| 2.  | Rifqatussadiyah            | TBI 2023 |
| 3.  | Al. Farisa                 | TBI 2023 |
| 4.  | Nurul Hidayah              | TBI 2023 |
| 5.  | Husaini Amaliyah Majid     | TBI 2023 |
| 6.  | Izza As Sahra              | TBI 2023 |
| 7.  | Putri Amalia               | TBI 2023 |
| 8.  | Almutazam                  | TBI 2023 |
| 9.  | Ibnu Hajar                 | TBI 2023 |
| 10. | Khusnul Khatimah Salsabila | TBI 2023 |
| 11. | Andi Syahul Ramadhan       | TBI 2023 |
| 12. | Rahmat Nur Hidayah         | TBI 2023 |
| 13. | Jusmiati Samir             | TBI 2023 |
| 14. | Fauziah                    | TBI 2023 |
| 15. | Nurulfadillah              | TBI 2023 |
| 16. | Muh.Adam Rabbani           | TBI 2023 |
| 17. | Dien Faikah Nabilah        | TBI 2023 |

## Appendix 5

### Student Test Result

| No  | Respondent | Pre-test | Post-test |
|-----|------------|----------|-----------|
| 1.  | R1         | 60       | 70        |
| 2.  | R2         | 35       | 90        |
| 3.  | R3         | 15       | 45        |
| 4.  | R4         | 60       | 95        |
| 5.  | R5         | 80       | 85        |
| 6.  | R6         | 65       | 65        |
| 7.  | R7         | 40       | 45        |
| 8.  | R8         | 30       | 60        |
| 9.  | R9         | 75       | 100       |
| 10. | R10        | 15       | 40        |
| 11. | R11        | 35       | 95        |
| 12. | R12        | 20       | 90        |
| 13. | R13        | 85       | 100       |
| 14. | R14        | 40       | 85        |
| 15. | R15        | 20       | 65        |
| 16. | R16        | 30       | 60        |
| 17. | R17        | 75       | 100       |

## Appendix 6

### The Output of SPSS

#### a. Normality Test

| Tests of Normality |                                 |    |      |              |    |      |
|--------------------|---------------------------------|----|------|--------------|----|------|
|                    | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                    | Statistic                       | Df | Sig. | Statistic    | Df | Sig. |
| PRETEST            | .185                            | 17 | .125 | .911         | 17 | .104 |
| POSTTEST           | .198                            | 17 | .076 | .894         | 17 | .055 |

#### b. Homogeneity Test

| Test of Homogeneity of Variance |                                      |                  |     |        |      |
|---------------------------------|--------------------------------------|------------------|-----|--------|------|
|                                 |                                      | Levene Statistic | df1 | df2    | Sig. |
| HASILTEST                       | Based on Mean                        | .616             | 1   | 32     | .438 |
|                                 | Based on Median                      | .194             | 1   | 32     | .663 |
|                                 | Based on Median and with adjusted df | .194             | 1   | 31.998 | .663 |
|                                 | Based on trimmed mean                | .577             | 1   | 32     | .453 |

#### c. Paired Sample T-Test

| Paired Samples Statistics |         |    |                |                 |
|---------------------------|---------|----|----------------|-----------------|
|                           | Mean    | N  | Std. Deviation | Std. Error Mean |
| Pair 1 PRETEST            | 45.8824 | 17 | 23.99448       | 5.81952         |
| POSTTEST                  | 75.8824 | 17 | 20.93407       | 5.07726         |

| Paired Samples Correlations |    |             |      |
|-----------------------------|----|-------------|------|
|                             | N  | Correlation | Sig. |
| Pair 1 PRETEST & POSTTEST   | 17 | .608        | .010 |

**Paired Samples Test**

|        |                    | Paired Differences |                |                 |                                           |           | T      | Df | Sig. (2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|-------------------------------------------|-----------|--------|----|-----------------|
|        |                    | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |           |        |    |                 |
|        |                    |                    |                |                 | Lower                                     | Upper     |        |    |                 |
| Pair 1 | PRETEST – POSTTEST | -30.00000          | 20.07797       | 4.86962         | -40.32314                                 | -19.67686 | -6.161 | 16 | .000            |

## Appendix 7

### Documentation

#### 1.Introduction



## 2.Pre-Test



## 3.Treatment





#### 4.Post-Test






**UIAD**
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DAN ILMU KEGURUAN**

**SURAT KEPUTUSAN  
NOMOR: 600.D1/III.3.AU/F/KEP/2023**

**TENTANG  
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024**

**DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
UNIVERSITAS ISLAM AHMAD DAHLAN**

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
  2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
  - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
  - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
  - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
  - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
  - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.
  2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

**MEMUTUSKAN**

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

| <b>Pembimbing I</b>        | <b>Pembimbing II</b>  |
|----------------------------|-----------------------|
| Dr. Indirwan, S.Pd., M.Pd. | Irmayani, S.S., M.Pd. |

untuk penulisan skripsi mahasiswa:

Nama : Nuraida  
 NIM : 200110015  
 Program Studi : Tadris Bahasa Inggris  
 Judul Skripsi : The Effectiveness of Using Quizlet Media in Teaching English at TBI Class 2023 of UIAD Sinjai

- Kedua** : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat** : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



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**FAKULTAS TARBIYAH  
DAN ILMU KEGURUAN**

Ditetapkan di : Sinjai

Pada Tanggal : 20 Jumadil Awal 1445 H  
04 Desember 2023 M

Dekan,

Dr. H. Akdir, M.Pd.I.  
NBM. 1213495

Tembusan Disampaikan Kepada Yang Terhormat:

1. Ketua BPH Universitas Islam Ahmad Dahlan
2. Rektor Universitas Islam Ahmad Dahlan
3. Ketua Program Studi PAI, PGMI, PBA, TBI & TM



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**UNIVERSITAS ISLAM  
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**FAKULTAS TARBIYAH  
DAN ILMU KEGURUAN**

Nomor : 372.D1/III.3.AU/F/2024  
Lamp : -  
Hal : Permohonan Izin Penelitian

Sinjai, 17 Dzulhijjah 1445 H  
24 Juni 2024 M

Kepada Yang Terhormat  
Ketua Prodi Tadris Bahasa Inggris  
Di -

Sinjai

*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Nuraida  
NIM : 200110015  
Program Studi : Tadris Bahasa Inggris (TBI)  
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

***" The Effectiveness Of Using Quizlet Media In Teaching Vocabulary At English Education Study Program Year 2023 Islamic University Of Ahmad Dahlan Sinjai "***

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian Di Kampus UIAD Sinjai.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*



Tembusan disampaikan Kepada Yth :  
1. Rektor UIAD Sinjai



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AHMAD DAHLAN**

**PROGRAM STUDI  
TADRIS BAHASA INGGRIS**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN PENELITIAN**

No: 054.P10.1/III.3.AU/KET/2024

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Sinjai:

Nama : Harmilawati, S.S., S.Pd., M.Pd.  
Jabatan : Ketua Program Studi TBI  
Alamat : Jl. Sultan Hasanuddin No. 20 Kab. Sinjai

Dengan ini menerangkan bahwa:

Nama : Nuraida  
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Program Studi : Tadris Bahasa Inggris (TBI)  
Semester : VIII (Delapan)

Adalah benar Mahasiswa Program Studi Tadris Bahasa Inggris Universitas Islam Ahmad Dahlan Sinjai dan melakukan penelitian dengan judul "The Effectiveness Of Using Quizlet Media In Teaching Vocabulary At English Education Study Program Year 2023 Islamic University Of Ahmad Dahlan Sinjai".

Demikian surat keterangan ini dibuat dengan benar dan untuk dipergunakan sebagaimana mestinya.

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Ketua Prodi,



Harmilawati, S.S., S.Pd., M.Pd.  
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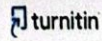
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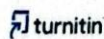
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