Quizlet's Power to Boost Seventh - Grade Students' Vocabulary of Descriptive Text in Junior High School

Yuana Indah Sriati[1], Dian Fadhilawati[2], Miza Rahmatika Aini[3]
[1,2,3] **Islamic University of Balitar, Indonesia**
E-mail: yuanaindah196@gmail.com; dianfadhilawati@yahoo.com; jumintenlarasati@gmail.com

Abstract
In this study, the researchers intended to seek how effective the Quizlet application was at boosting the 29 seventh-grade students' vocabulary proficiency, especially in defining the words, finding synonyms and antonyms of the words, and using the vocabulary in the context of the descriptive text. The pre-experimental study utilized a one-group pretest-post-test design conducted by the researchers. The research procedures covered three pivotal steps: 1) pre-test, 2) treatment, and 3) post-test. For gaining the desired data objective test was implemented in this study. Before administering the test to the participants, it was tried out at the same level to determine the test's reliability and validity. The data analysis of this study by utilizing Paired sample t-test with SPSS 22. The results revealed that the student's learning outcome in learning the vocabulary of descriptive text increased from the pre-test score of 66.20 to 85.58. Additionally, it was discovered that the 2- tailed sig value is less than 0.05. It showed that the learning results in the pre-test and post-test data change significantly. Therefore, it might be inferred that Quizlet application is useful for improving the learning outcomes of seventh-grade students, in terms of acquiring the vocabulary of descriptive text. From the result, it is suggested that educators apply Quizlet application to introduce difficult terms in fun and interesting ways.

Keywords: Quizlet Application; Vocabulary Achievement; Descriptive Text

1. INTRODUCTION

English instructions in Indonesia require 4 skills acquisition; Reading, Listening, Speaking, and Writing (Fadhilawati & Ulum, 2020). The aforementioned skills above could be categorized into receptive and productive skills (Masduqi, 2016). In learning English, Listening, and reading are receptive, however writing and speaking are productive ones (Harmer, 2007). In addition to the four skills, there are other matters that greatly benefit the process of learning English called sub-skills. Susanto (2017) argues that pronunciation, vocabulary, and grammar are the three sub-skills that are most directly responsible for facilitating the four skills. However, from those language components,

Sriati, Indah, Yuana, Fadhilawati, Dian, Aini, Rahmatika, Miza. (2023). Quizlet's Power to Boost Seventh - Grade Students' Vocabulary of Descriptive Text in Junior High School. *Cendekia* (2023), 17(1): 1-15. DOI 10.30957/cendekia.v17i1.814.

vocabulary is the most pivotal one that the students must master in order to be able to master English well, (Solikhah, 2015). Susanto (2017) affirms that learning a foreign language's vocabulary is essential for creating meaningful communication in English instructions. In this case, the students who put in the effort to learn many vocabularies find it much simpler to read, write, listen to, and use English in all four skills.

Despite the essential of vocabulary for assisting the students to master English, there are many junior high school students who have a limited vocabulary; in this case, many students struggled with defining words, using terms appropriately, and comprehending idiomatic expressions (Hardianto & Baharuddin, 2019). Moreover, Masgajalba (2014) added students struggling with learning vocabulary covered various aspects, including pronouncing the words, reading the words, translating the words, memorizing the words, writing the words, and application of the words in the context. Consistent with these claims, Alqahtani and Rohmatillah in Fadhilawati et al., (2022) claimed that virtually all EFL learners encounter difficulties with pronunciation, spelling, word choice, idiomatic expressions, and inflectional grammar. In light of the foregoing, the researchers have drawn the following conclusions about the student's vocabulary learning difficulties: the student has trouble with all aspects of vocabulary learning, including definition, memorization, pronunciation, writing, and vocabulary use. In addition, students are suffering from vocabulary because of a variety of reasons. Christanti (2018) reports three primary causes for students' vocabulary difficulties in middle schools (1) The English curriculum doesn't devote enough time to vocabulary instruction, (2) The students' learning needs aren't met by their teachers, and (3) students aren't happy with the medium through which their teachers present the vocabulary materials.

Additionally, the seventh-grade students in SMPN I Sanankulon Blitar, also had trouble learning vocabulary, particularly the vocabulary of descriptive texts. According to an interview conducted with a high school English teacher on April 4, 2022, it was reported that many students, especially in VII D, had not yet mastered the concepts of defining words, finding synonyms and antonyms, and applying the terms in specific situations. Moreover, the student's vocabulary achievement in learning the descriptive text was still low, with a mean score of 56.48, as evidenced by documentation of scores related to vocabulary of descriptive text obtained by the researchers on April 4, 202,2 from the teacher. The learning outcomes of the course were not enough to achieve the school's minimal score requirement (75.00). Therefore, the vocabulary instruction in SMPN Sanankulon Blitar especially at VII D could be said to need improvement.

The teachers' vocabulary lessons should engage the learners to actively participate in their learning and enjoy the process while doing so. In order to boost vocabulary knowledge, it is essential to use media as a learning aid for new words or vocabulary. A variety of media, including games, songs, images, cards, cassettes, tapes, radio, television, videos, movies, and overhead projector slides, might be used to teach vocabulary (Zriba & Chalbi, 2014). In addition to the aforementioned resources, a teacher can also employ flashcards when instructing students on new words (Christanti, 2018). In today's high-

tech world, a flashcard can exist in two forms: paper and digital. Quizlet is one example of a digital flashcard app that can be used to study new words. Christanti (2018) argues that flashcards are a good tool for teaching and learning vocabulary because they facilitate memorization. Andrew Sutherland, a California high school student, developed the online study tool Quizlet. While the development of this instrument began in 2005, it wasn't made available to the general public until January 2007. The iOS version of this app first made its debut in August 2012, and the Android version made its debut in August 2013 (Aribowo, 2017). In addition, as Sanosi, (2018) points out, students can use the game-like features of Quizlet, a web and mobile app designed to help them study, to better retain the information being presented. From what has been stated above, it is clear that Quizlet is a digital tool based on flashcards that can aid students in the acquisition of a language and specifically a lexicon.

Quizlet apps are helpful for several reasons, including that it's free, that it combines learning with fun social activities, and that it makes communication between students with different learning preferences, such as those who prefer visual, audio-visual, and kinesthetic learning (Sari, 2019). Furthermore, Fadhilawati & Ulum (2020) stated that Quizlet gave benefits in vocabulary instruction because it helps students in various ways, from reviewing the material for a course to helping the teacher in the development of student interaction and being an application that can help students study for the test. In addition, Sari (2019) claims that Quizlet can be used to teach not only a language but also any other subject because it is entertaining, user-friendly, and novel. Similarly, Price in Fadhilawati & Sari (2018) stated that students can learn the term and its definition aloud using the Quizlet application because it is simple to use and can be accessed anywhere, at any time, via smartphone or laptop.

Several studies have shown that using Quizlet to teach vocabulary is effective; for example, (1) Christanti (2018) found that using Quizlet helped students in SMAN 4 Yogyakarta improve their vocabulary, and (2) Fadhilawati & Ulum (2020) found that using the Quizlet application helped students in the English improve their research vocabulary in higher education. (3) Dizon (2016) found that utilizing Quizlet to learn new words in English was effective. In this case, there is a limited study on the utilization of Quizlet to teach vocabulary, especially vocabulary in descriptive texts. Therefore, it may be an opportunity for new research on Quizlet's use to be conducted and thus enrich the existing body of literature. There are holes in the literature, such as the lack of a study on the use of Quizlet applications for seventh-grade students and the lack of study on Quizlet usage to learn vocabulary, particularly in descriptive text. Based on the foregoing, the researchers wanted to conduct a study with the working title, "The Effectiveness of Using Quizlet Application to Increase the Seventh Grade Students' Vocabulary Achievement of Descriptive Text in Junior High School," with the specific goal of discovering how effective Quizlet is at helping students to increase their vocabulary for descriptive texts.

2. LITERATURE REVIEW

The researchers discuss the related literature to the research which covers Vocabulary and Quizlet application and previous studies as elaborated as follows:

2.1 Vocabulary

Rohmatillah (2014) pointed out that vocabulary is an important part of language competency, is a foundation for how learners communicate, listen, read, and write. Moreover, Rohmatillah (2014) said that vocabulary is a set of words that serves as a basic foundation of language ability and encompasses elements like interpretation, word utilization, and structure. In line with those statements, Alqahtani (2015) argued that vocabulary is the whole collection of words required to communicate concepts and the speaker's intention.

In addition, vocabulary is essential in language learning, Wilkins in Christanti (2018) said that nothing can be spoken without vocabulary but very little can be said without grammar. The development of vocabulary is crucial for learning to read, talk, write, and listen (Rohmatillah, 2014). According to Ur in Rohmatillah (2014) Being able to speak in a foreign language requires a wide variety of words, therefore acquiring vocabulary is an essential skill. These claims emphasize the importance of vocabulary instruction when learning a foreign language. Moreover, Alqahtani (2015) stated that limited vocabulary makes the students difficult to communicate effectively in a second/foreign language, and vocabulary knowledge is seen as a crucial skill for language learners. to underline the importance of word learning. Also stated as complementary is the link between vocabulary knowledge and linguistic usage: Increasing vocabulary knowledge results from increased language use, which in turn increases vocabulary knowledge Nation in (Alqahtani, 2015). Bromley in Christanti (2018) stated that in the teaching-learning process, vocabulary plays a crucial role. They are as follows: improving fluency, boosting comprehension, improving achievement, and critical thinking and communication. In this research, vocabulary refers to words or phrases that the learners must master in order they can write descriptive text easily or describe specific things, places, or people orally.

2.2 Quizlet Application

Quizlet is a web and mobile study app that allows students to study material through games and learning tools. It makes use of user-created learning modules that are made up of terms and their explanations or descriptions (Sanosi, 2018). According to Wright in Fadhilawati & Ulum (2020) Quizlet is an online vocabulary-study application that allows users to create or use other learners' flashcards. This application is an innovative online learning tool created by Andrew Sutherland, a California high school student. This device concept was inspired by his personal experience of being challenged by a language teacher in France to recall the names of 111 animals. Quizlet was not a new device; it was first designed in 2005 and then offered to the public in January 2007 as a website. Quizlet was also published as a mobile application for iOS in August 2012, which was followed

a year later by Android applications in August 2013. According to Sanosi (2018) since its official release in 2007, Quizlet has completed more than 3 billion study sessions through its website and mobile apps in 130 countries. During those sessions, students used around 200 million sets.

There are various advantages to using this application. Barr (2016) stated that Quizlet allows the students to easily build flashcards with graphics and audio, utilize the app on a computer or smartphone, automatically rotate flashcards to avoid serial learning or forgetting the order, and interact with the cards in a variety of study and game formats. According to Fadhilawati & Ulum (2020), there are some advantages of using Quizlet as a media in the teaching-learning process, are follows: (1) The Quizlet application can help students review material in a variety of ways; (2) The Quizlet application helps the teacher in the development of student teamwork; (3) The Quizlet application can help students prepare for tests. Furthermore, Price in Fadhilawati & Sari (2018) mentioned some of the advantages of using Quizlet in the teaching-learning process include: (1) Quizlet allows students to read the term and its definition aloud, which improves pronunciation comprehension; (2) Quizlet provides pronunciation help; (3) Quizlet provides adaptive education to help students focus on the most difficult topics; (4) Quizlet provides learners with customized unplanned exams to help them improve their recall; (5) Quizlet provides interactive games to assist students in researching course information; (6) Quizlet allows students to learn at home or on the go; (7) Quizlet allows students to create a paper handout, flashcards, and games; (8) Students can combine or switch out different card sets to create a unique ornament; (9)Teachers can create a Quizlet "class" to their students and track their progress; (10) If students are familiar with Quizlet.com, they will notice that there are millions of additional user-created flashcards; (11) Quizlet card sets could be distributed and used on other apps or websites by students.

2.3 Previous Studies

In this study, the researchers cited a number of previous studies, such as (1) Christanti (2018) researchers reported that Quizlet could boost learners' vocabulary in SMAN 4 Yogyakarta, which is proved by the increase of the result of the pretest from 80,90 to the posttest 97,69. (2) Sanosi (2018) revealed that the implementation of Quizlet enhance the students' learning results, (3) Fadhilawati & Ulum (2020) revealed that Quizlet was successful in improving students' research vocabulary of the English Education Department of the Islamic University of Balitar from a mean score of 55,62 to 89,54. (4) Dizon (2016) reported that Quizlet was significant to boost the L2 vocabulary of nine Japanese learners. (5) Prayogi & Wulandari (2021) stated that after utilizing Quizlet in the class for two phases, it was clear that the kids were participating in this activity. It was more practical for the learners to study freely using their own devices than utilizing books or handouts. Additionally, the learners' ability to practice in many ways promoted studying even more engaging and enjoyable. (6) Puspitasari (2019) concluded that using the Quizlet media strategy might improve MTs Ma'Arif AlIshlah Bungkal's seventh grade after completing Classroom Action Research (CAR). It also helped children improve their

language mastery on their own. It was also effective in encouraging children to learn English vocabulary. From the previous studies above there is no research has been conducted on the usage of the Quizlet application to acquire vocabulary for descriptive text. Whereas one of the materials used in the second semester of seventh-grade junior high school is descriptive text. In this research, researchers intended to focus on using the Quizlet application to improve vocabulary achievement in class VII-D students at SMPN 1 Sanankulon Blitar.

3. METHODS

In this section, the researcher presents the research design, research subject, research instruments, data collection method, and data analysis.

3.1 Research Design

One-group pretest-posttest designs, a subset of pre-experimental research, were employed in this study. An experiment with just one group and no control group is known as a one-group pre-test post-test design. In this method, a pre-test is conducted before treatment to compare the pre-treatment facts, allowing for a more accurate prediction of the treatment's outcomes (Hardianto & Baharuddin, 2019). In this case, the researchers did experimental research using Class VII-D of SMPN-1 Sanankulon Blitar. Because they had some problems, such as still having difficulty defining vocabulary, mentioning synonyms or antonyms of a word, and also having difficulty using vocabulary in certain contexts.

Pretest	Treatment	Posttest
O1	X	O2

Gambar 1 Desain Penelitian *Pre-ekperimental One Group Pretest-Posttest*

Keterangan :

O1 = Nilai sebelum diberi perlakuan (*Pretest*)
X = Pemberian treatmen
O2 = Nilai sesudah diberi perlakuan (*Posttest*)

3.2 Research Subject

Students of Class VII D at SMPN 1 Sanankulon served as the study's subjects. There were 29 students that participated in this study as research subjects. This class was selected as the study's subject based on the advice of the school's subject teacher. While class VII D'S average English score is lower than that of other classes, Because of this, it is believed that using Quizlet in this lesson will aid students in understanding the information presented, especially the descriptive text.

3.3 Research Instrument

Researchers used tests in the form objective test, with covers 50 items of the vocabulary of Descriptive Text (25 multiple choices, 15 true false, 10 fill-the-blank) to

obtain the research data. The researchers developed the test using the teacher teaching materials book as a guide and basic competency 3.7 from the curriculum 2013 as a guide. Before the test is given to students, it must be tried out to find out that the test is valid and reliable. Two minimum characteristics must be possessed for research data obtained using the instrument to be accounted for, that is valid and reliable.

Fifty questions make up the tool of validity and reliability of the test, which had been administered to students in SMPN 1 Sanankulon Blitar class VII I. There are twenty-five multiple-choice items, fifteen true/false concerns, and ten fill-in-the-blank issues. If the t- count exceeds the t-table at a significance level of 5%, the instrument item was deemed valid according to the item validity test requirements. On the other hand, the item is deemed invalid if the t-count is less than the t-table at a significance level of 5%. The collected data would be used to evaluate the instrument's reliability. With the aid of the Windows SPSS 22 application, the Product Moment of Karl Pearson formula is utilized to assess the applicability of this instrument. While this was going on, the reliability test was conducted using the SPSS 22.0 for Windows application and the Cronbach Alpha Formula method. According to Arikunto in Waryati (2019) alpha or t-count could be used to calculate the reliability has indicators as follows:

1. Reliability of 0.8 to 1.0 is good.
2. Accepted reliability range: 0.6 to 0.799
3. less than 0.6 means low reliability.

3.4 Data Collection Method

In this research, data collection was taken from the test. There were two types of tests, such as pre-test and post-test. The researchers administered the preliminary test on July 12, 2022, to gather baseline data "pre-test," as defined by Anas Sudijono in Effendy (2016) is a test given to students before they begin studying a topic to their knowledge level in order to gauge their level of knowledge before beginning the course. The exam was a multiple-choice, true-false, and fill-in-the-blank test of 50 questions, and a follow-up exam with the same number of questions will be given on July 27, 2022 (25 multiple multiple-choice items, 15 true false items, and 10 fill-in-the-blank items). A post-test, as defined by Anas Sudijono in Effendy (2016) is an assessment of students' ability to apply what they've learned. To ensure its reliability and validity, the survey was piloted on students at the same academic level as the respondent. The trial run was conducted by the researchers on July 11, 2022. The tests were used to collect data for the study. The study used a standardized test with 50 vocabulary items related to descriptive writing as its measure of success (25 multiple-choice items, 15 true or false items, and 10 fill-in-the-blank items).

3.5 Data Analysis

The efficacy of the data was examined in this study using a paired sample t-test. One of the testing techniques utilized to evaluate the efficacy of the treatment was the paired sample t-test, which measured the difference between the average before and the

average after receiving treatment (Widiyanto, 2013). Additionally, the researchers compared the data using SPSS 22.0

4. RESULT AND DISCUSSION

In this section, the researchers discuss the findings and discussion of this research.

4.1 Results

The researchers expand on the validity and reliability test results, pre-and post-test results, paired sample t-test results, and hypothesis test results in findings as follows:

4.1.1 The Result of the Validity and Reliability Test

According to Ridho & Si (2013), validity is an evaluative summary in the form of evidence or the consequences of test score interpretation and use. In this study, students in seventh grade at SMPN 1 Sanankulon Blitar will be given a test of the instrument's validity that includes a total of 50 questions (25 multiple-choice, 15 true/false, and 10 fill-in-the-blank). Specifically, if the t-count is higher than the t-table at the 5% significance level, then the item in question is considered valid in the instrument. However, if the t-count is lower than the t-table at the 5% level of significance, the instrument is ruled out. Examining the results of the validity test revealed the data presented in the table below:

Table 1. Validity Test

Question	R count	R table	Description	Question	R count	R table	Description
Q1	0,703144	0,3673	Valid	Q26	0,449407	0,3673	Valid
Q2	0,591952	0,3673	Valid	Q27	0,406475	0,3673	Valid
Q3	0,439906	0,3673	Valid	Q28	0,583355	0,3673	Valid
Q4	0,434591	0,3673	Valid	Q29	0,453317	0,3673	Valid
Q5	0,427604	0,3673	Valid	Q30	0,520184	0,3673	Valid
Q6	0,494915	0,3673	Valid	Q31	0,444378	0,3673	Valid
Q7	0,491485	0,3673	Valid	Q32	0,387397	0,3673	Valid
Q8	0,477508	0,3673	Valid	Q33	0,472474	0,3673	Valid
Q9	0,391675	0,3673	Valid	Q34	0,482281	0,3673	Valid
Q10	0,406475	0,3673	Valid	Q35	0,591952	0,3673	Valid
Q11	0,405519	0,3673	Valid	Q36	0,420286	0,3673	Valid
Q12	0,57745	0,3673	Valid	Q37	0,470624	0,3673	Valid
Q13	0,424838	0,3673	Valid	Q38	0,406475	0,3673	Valid
Q14	0,437874	0,3673	Valid	Q39	0,382314	0,3673	Valid
Q15	0,636952	0,3673	Valid	Q40	0,4434	0,3673	Valid
Q16	0,510234	0,3673	Valid	Q41	0,439906	0,3673	Valid
Q17	0,403274	0,3673	Valid	Q42	0,434591	0,3673	Valid
Q18	0,491485	0,3673	Valid	Q43	0,40598	0,3673	Valid
Q19	0,591952	0,3673	Valid	Q44	0,391675	0,3673	Valid
Q20	0,532818	0,3673	Valid	Q45	0,424838	0,3673	Valid
Q21	0,535154	0,3673	Valid	Q46	0,525871	0,3673	Valid
Q22	0,405519	0,3673	Valid	Q47	0,424838	0,3673	Valid
Q23	0,470624	0,3673	Valid	Q48	0,406094	0,3673	Valid
Q24	0,616477	0,3673	Valid	Q49	0,391675	0,3673	Valid
Q25	0,474292	0,3673	Valid	Q50	0,396814	0,3673	Valid

If the Cronbach's Alpha Coefficient of a test is at least 0.6, we can say that it has a high degree of reliability. For each part of the questionnaire, the results are positive (r count > r table = 0.3673). As a result, we can confirm the test's question items are valid.

Furthermore, the reliability of a measuring device is defined as its ability to produce consistent results when used repeatedly (Watson, 2015). Cronbach's alpha was utilized in this study's reliability analysis, which was calculated with the assistance of the SPSS 22.0 for the Windows program. The table below shows the outcomes of the reliability tests done by the researchers;

Table 2. Reliability Test

			N	%
Cases		Valid	29	100,0
		Excluded[a]	0	0,0
		Total	29	100,0

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,924	,929	50

The data shown above indicated that the Cronbach's Alpha Coefficient is greater than 0.6. As a result, it may be concluded that the test is trustworthy. It implies that the test can be utilized as an evaluation tool before the treatment.

4.1.2 The Result of Pre-test

A pre-test is a test given to experimental subjects before they are given the experimental intervention of interest. Each student has 90 minutes to complete the 50 questions on the pre-test. This table displays the outcomes of the preliminary examination.

Table 3. Pre-test Score

No	Respondent	Score	No	Respondent	Score
1	AM	78	16	KE	72
2	AD	68	17	MF	58
3	AF	68	18	MA	64
4	AS	60	19	NR	70
5	AK	60	20	PY	62
6	AH	70	21	PR	56
7	AMH	64	22	RE	62

8	AR	72	23	RA	60
9	CA	72	24	RAE	72
10	CA	64	25	SO	68
11	DD	68	26	SL	60
12	DA	64	27	SZ	70
13	FA	70	28	SM	70
14	GD	68	29	YP	68
15	ID	62			

Mean score:

$$M = \frac{\sum X}{N} = \frac{1920}{29} = 66,20$$

The result of pre-test is below the minimum criterion mastery of English subject is 75.00.

4.1.3 The Result of the Post-test

The purpose of the post-test in this research was to assess the effectiveness of the Quizlet application as a means of expanding students' vocabulary and improving their understanding of descriptive texts after they had been exposed to it through the treatment. All 50 post-test questions must be answered within 90 minutes. Test outcomes are summarized in the table below:

Table 4. Post-test

No	Respondent	Score	No	Respondent	Score
1	AM	92	16	KE	88
2	AD	80	17	MF	80
3	AF	80	18	MA	82
4	AS	86	19	NR	90
5	AK	88	20	PY	88
6	AH	90	21	PR	80
7	AMH	82	22	RE	86
8	AR	86	23	RA	84
9	CA	90	24	RAE	90
10	CA	82	25	SO	88
11	DD	92	26	SL	86
12	DA	86	27	SZ	88
13	FA	88	28	SM	88
14	GD	80	29	YP	82
15	ID	80			

Mean score:

$$M = \frac{\sum X}{N} = \frac{2482}{29} = 85,5$$

From the post-test above, it is reported that the achievement of students' descriptive text vocabulary.

4.1.4 The Result of Paired Sample t-test

To determine whether or not using Quizlet increased students' vocabulary achievement with descriptive text, the researchers conducted a paired sample t-test on data from the pre-and post-tests. One of the tests used to evaluate the treatment's efficacy is the paired sample t-test. It is measured by comparing the mean values before and after treatment has been administered. The findings of the paired sample t-test are presented below.

Table 5. The Result of Paired Sample t-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	66,2069	29	5,21933	,96920
	POST TEST	85,5862	29	3,97777	,73865

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST & POST TEST	29	,534	,003

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre-test Post-test	-19,37931	4,57020	,84866	-21,11772	-17,64090	-22,835	28	,000

Based on the results presented in the table above, it was found that the value of Sig. (2-tailed) < 0.05. It means there is a significant difference between learning outcomes in pre-test and post-test data.

4.1.5 The Result of the Hypothesis Test

The research's hypothesis testing is judged using the following standards:
(1) Ho is accepted and Ha is rejected if the p-value is higher than 0.05, respectively (the performance difference is not significant).

(2)   In the event that the p-value is less than 0.05, Ho is disregarded and Ha is accepted. (Notable performance variation) Based on the aforementioned information, it was determined that this result's 2-tailed significance value is 0.000. If and only if there is a noticeable difference between the student's performance on the pre-test and the post-test, Ho is rejected and Ha is approved. It indicates that the Quizlet application is beneficial in raising students' vocabulary success when reading descriptive texts at SMPN 1, Sanankulon Blitar, notably in VII-D class.

4.2 Discussion

One group pre-test and post-test design were used to improve students' vocabulary performance on descriptive text. According to the data, the students went from a pre-test score of 66.20 to an after-test score of 85.58 when it came to acquiring the vocabulary needed to comprehend descriptive text. Further, the value of Sig. (2-tailed) is below 0.05 based on the outcome of the paired sample t-test. It indicates a statistically significant change in learning outcomes between the pre-and post-test data. As a result, we can conclude that the Quizlet app has the potential to increase students' achievement in class VII-D at SMPN 1 Sanankulon Blitar when it comes to learning the vocabulary of descriptive texts.

This study's findings are in the same vein as Christanti (2018) who found that after having the quizlet app. for media learning, students' vocabulary achievement was increased. Incorporating Quizlet's interactive games into the vocabulary-learning process has been shown to improve student's performance (Fadhilawati & Sari, 2018). Setiawan & Wiedarti (2020) argued that by using Quizlet applications, students' ability to memorize language increases. After learning through the Quizlet application, students can easily learn and memorize the vocabulary, particularly in defining the word, finding synonyms and antonyms of the word, and using appropriate vocabulary based on the context of descriptive text, all of which impact the final learning outcomes.

Furthermore, the finding was in the same vein as Fadhilawati & Ulum (2020) who found that students' vocabulary growth was positively correlated with their use of the Quizlet application. The students' enthusiasm, engagement, and enjoyment during vocabulary learning for descriptive texts during each meeting are reflected in their achievement and the learning process as a whole, and it is also consistent with the findings of (Sari, 2019) who found Quizlet usage was significance to reduce students' boredom with Quizlet vocabulary learning. It also supports the findings of Dizon (2016) who found that using the app helped them improve their English vocabulary.

In addition, the findings are consistent with those of Sari (2019) who argues that the Quizlet app is useful as a teaching tool because it is engaging, user-friendly, and innovative, and can be applied to the instruction of a wide variety of topics beyond just language. By listening to the vocabulary that can be repeated as long as they want, students will have strong memories of the words that they learn, which can have a significant impact on their achievement (Fadhilawati et al., 2022).

Since all of the seventh graders in VII-D have smartphones, the students can use this app to study the vocabulary of descriptive text wherever and whenever it is most convenient for them (at school, at home, or anywhere in between). Gain knowledge of the vocabulary of descriptive texts with flashcards, discover customized study modes based on whether or not students comprehend the material in a study set, compose assignments that require students to respond in written form, spell assignments that require them to input the terms and definitions exactly as they started hearing them, and take tests to determine how well they comprehend the material in a study set. As a consequence, they showed improvement on the second evaluation. These claims are consistent with those made by Sari (2019) who argues that students can benefit from using the Quizlet app because it is free, combines learning with enjoyable social activities, and caters to their preferred learning style, whether that be visually, auditorily, or physically.

The findings also corroborate those of Fadhilawati & Ulum (2020), who argue that incorporating Quizlet into the classroom can help both teachers and students succeed. In addition, this is in agreement with the results of Anjaniputra & Salsabila (2018) who discovered that utilizing Quizlet enables children to acquire a new language while still having a lot of fun. Through a variety of game-based techniques, the application Quizlet makes it easier to acquire vocabulary for flashcard sets.

5. COCLUSION AND IMPLICATION

According to the previous explanation, the mean result of the class before the vocabulary treatments with the Quizlet application was 66.20, whereas the mean result of the class after the vocabulary treatments with the Quizlet application was 85.58. The data revealed that students' language proficiency increased. Moreover, it was discovered that sig. (2-tailed) = 0.000. As a result, the alternative hypothesis (Ha) of the study is approved while Ho is refused because it is less than 0.05. It is, therefore, reasonable to draw the conclusion that the Quizlet app is successful in raising the vocabulary accomplishment of the VII-D class in acquiring descriptive text vocabulary at SMPN 1 Sanankulon Blitar. From the result, it is suggested for the teacher apply Quzlet application as an alternative digital tool for boosting the students' vocabulary.

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