

The Use of Quizlet to Improve The Students' Vocabulary Mastery of The 10th Grade of UPT SMA Negeri 2 Parepare

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ABSTRACT

The objectives of this research are to find out whether or not the use of Quizlet can improve the students' vocabulary mastery in the 10th grade of SMA Negeri 2 Parepare and to see the students' response to the use of Quizlet. The mixed method was used in this research. The researcher collected both qualitative and quantitative data. The quantitative was taken through pretest and post-test while the qualitative data was taken through interviews. The result of quantitative data showed that there were only 9 students who reached the minimum criteria of KKM score before the implementation of Quizlet, with an average score of 56.46, while the percentage was 37.5% in the pre-test. After the treatment and the implementation, there were 12 students who reached the minimum criteria of KKM score, with an average score of 73.63, while the percentage was 50%. It shows that the use of Quizlet during the learning process can improve students' vocabulary mastery. Meanwhile, qualitative data revealed that the students' responses were positive; they enjoyed and felt interested in learning vocabulary using Quizlet because it is simple to use, has some interesting features, and helps them memorize the new words.

Keywords : Vocabulary Mastery, Response, Quizlet Application

Introduction

Learning a new language cannot be separated from vocabulary, it is a basic in language learning. It plays important role in language learning, it is impossible for someone to master in English without mastering in vocabulary first. This point of view is reliable with

Susanto, A. (2017)'s assertion that vocabulary is an important component of foreign language learning.

According to Okkan (2020) vocabulary is essential in the context of English as a foreign language, but it is also viewed as one of the most problematic areas of the learning process. Furthermore, Tambunan (2018) states vocabulary is one aspect that connects the skills of speaking, listening, reading, and writing. Learning to read, speak, write, and listen all require a strong vocabulary. People cannot properly communicate and convey their feelings or ideas without a sufficient vocabulary, both orally and in writing. People who master vocabulary will be able to effectively speak, write, read, and listen, as well as communicate and express their feelings or ideas. It means that learning vocabulary is critical in language learning, particularly for students in senior high school who are preparing to continue their education to a higher level or to enter the workforce directly.

However, there are still learning issues in students' vocabulary, which include word mastery and pronunciation. Most students struggle to translate every word in the text, and they frequently do not know what the word means. This indicates that students' vocabulary mastery is still lacking (Sitorus, 2021).

TILL (Technology Integration in Language Learning) is the use of technology to aid in the language learning process. Technology integration, according to Gilakjani (2017), is the effective use of technology to perform and reshape activities. One method of incorporating technology into vocabulary instruction is to use an application based on Mobile Assisted Language Learning (MALL).

Fithriani (2017) defines MALL as "a method of enhancing language learning through the use of handheld mobile devices." MALL can also be an excellent solution for language learning because students do not need to sit in a classroom or in front of a computer to participate in language teaching and learning activities.

MALL is also used in Indonesia as a method of language teaching and learning. In recent years, an increasing number of studies on the use of MALL in an EFL context have been conducted in Indonesia (e.g. Darmawati, 2018; Rionaldi, 2016; Yudhiantara & Nasir, 2017). According to the findings of those studies, MALL has the potential to support students' language learning processes. Many MALL applications, such as Hello English,

Cake English, Hangman, Kahoot, Quiziz, Quizlet, and others, are commonly used in teaching and learning processes. The Quizlet Application is used as MALL-based online learning media in this study.

Literature Review

1. The Concept of Vocabulary

1.1 Definition of Vocabulary

Santosa (2017) defines that vocabulary is the total number of words in a language, as well as the ability to use words that a person knows and uses in speaking and writing. The vocabulary of a language is a collection of words that have meaning, always changing and developing because life is becoming increasingly complex.

According to Lubis (2017), the most important aspect of language is vocabulary because it affects four language skills: listening, speaking, reading, and writing. Because vocabulary carries meaning, which is used in communication, it supports speakers in expressing their opinions, ideas, and feelings in communication.

Furthermore, according to Karlina (2019), vocabulary is a set of words in a language that provide meaning when people use language and communicate. It is impossible to overestimate the importance of vocabulary in language teaching and learning. It means that by learning new words, you can improve your vocabulary, students will be able to produce a large number of sentences with ease. They can also communicate effectively with others and express their opinions or ideas.

Similar with the other researchers above, Simanullang (2019) defines vocabulary as a basic components of learning English, as well as one of the most important components, along with grammar and pronunciation, because it is the first step towards learning a foreign language. Students who only study grammar and do not learn vocabulary may find it difficult to express themselves. As a result, students who lack vocabulary typically struggle to write their own ideas, speak English fluently, and comprehend the text.

1.2 The Kinds of Vocabulary

In language learning, vocabulary is an essential component that connects the four skills of listening, speaking, reading, and writing.

In general, we know various kinds of vocabulary such as:

1. A verb is an action word that refers to a person's actions, events, or states. Example: take, throw, run, go and so on.
2. A noun is frequently a person's or thing's name. For example: Marry (name), Indonesia(place) and so on.
3. Adjectives are used to describe people, things, events, and so on. Adjectives are used to describe nouns and pronouns. Example: handsome, childish, naughty, and so on.
4. An adverb is a word that expresses something, such as "tomorrow," "once," or "badly." It expresses when, where, or how something occurs.
5. A pronoun is a word such as it, yourself, or their that is used in place of a more specific noun or noun phrase (such as the cat, Peter's self, or the family's). When the meaning of the following noun, which has been omitted, is included, the word pronoun can also be used as a determiner. As an example, I'll take these.
6. Prepositions are words such as "on," "off," "of," and "into," which are usually followed by a noun or pronoun.

However, there are some types of vocabulary used by experts. There are two types of vocabulary, according to Scrivener (1994): productive vocabulary and receptive vocabulary. Productive vocabulary is also known as active vocabulary. It is the set of words that students recognize and understand, as well as the words that they can correctly and constructively pronounce when speaking and writing. Receptive vocabulary, also known as passive vocabulary, refers to words that students recognize and understand in context but are unable to produce correctly when reading or listening.

Similar with Scrivener (1994), Maskor & Baharudin (2016) distinguishes between two types of vocabulary: productive and passive vocabulary. Students' productive vocabulary includes words they understand and can speak, as well as words they can use in speaking and writing. While receptive vocabulary refers to words that students know and understand when reading or listening to texts, expressive vocabulary refers to words that students know and recognize the meaning of because they understand the text they have read but are not accustomed to speaking or writing.

According to Hiebert and Kamil (2005), words have two forms. First, oral vocabulary refers to the set of words whose meanings we know when we speak or read aloud. Second,

print vocabulary consists of words whose meanings are known when we write or read silently.

Word knowledge is also defined as having at least two forms, which are as follows:

1. A productive vocabulary is a set of words that a person can use when writing or speaking. They are words that are well-known, familiar, and frequently used.
2. The set of words for which an individual can assign meanings when listening or reading is known as receptive or recognition vocabulary. These are words that are often unfamiliar to students and are used infrequently. Individuals may be able to assign meaning to them even if they are not fully aware of the distinction's nuances. These are words that most people do not use on their own. However, when these words are encountered, people recognize them, albeit imperfectly.

In addition, Heriyawati (2010) distinguishes two types of vocabulary: high-frequency vocabulary and low-frequency vocabulary. Words with a high frequency of occurrence are those that are frequently used by speakers, such as books, apples, and chairs. Meanwhile, low-frequency vocabulary is that which is rarely used by speakers and is often referred to as difficult vocabulary because the vocabulary is unfamiliar to the listener, such as *aardvark*, which is an animal's name.

1.3 The Importance of Vocabulary

Vocabulary plays important role in language learning. It is very important in someone's language mastery because without a sufficient amount of vocabulary mastery, it is impossible to achieve the goal of learning a language (Prayogi & Wulandari, 2021).

According to Moeller et al. (2009), vocabulary is the most important aspect of learning and teaching a second language in order to comprehend all forms of oral and written communication, including literature, music, and content knowledge.

Furthermore, Sudirman (2020) defines vocabulary as "the list of words that make up a sentence in a language." It is the primary tool for comprehending forms, phrases, sentences, and texts in a paragraph or more. It means that students will be unable to master English if they lack vocabulary. It is the primary language in which everything in English begins with vocabulary learning.

1.4 Teaching Vocabulary

Vocabulary is an essential component of language learning and teaching. In order to improve students' vocabulary mastery, the teaching process becomes an important activity.

According to Susanto (2017), teachers should plan ahead of time and conduct research on the techniques to be used in teaching student's vocabulary. A good teacher must be well-prepared and up to date on various techniques. Teachers must be innovative and master the material in order for students to be interested in and comprehend it. In order to achieve the goal of vocabulary teaching, they must also prepare good techniques and appropriate material.

According to Octaberlina & Anggarini (2020) To increase students' interest and ability in learning English, teachers must be creative and innovative. It means that teachers can use specific techniques when presenting vocabulary. Instead of using a single technique, the teacher would usually combine several. There are several methods for teaching vocabulary that are commonly used as follows:

- a. utilizing objects to teach vocabulary;
- b. teaching vocabulary through drills, spelling, and active participation;
- c. utilizing images and images to teach vocabulary;
- d. teaching vocabulary through pantomime, expressions, and gestures;
- e. teach vocabulary through enumeration and contrast;
- f. introducing vocabulary through educated guesses based on context;

All of the methods listed above are common practices that have been widely used and researched in the past. Along with the widespread use of technology to support teaching and learning activities, the term "Mobile Assisted Language Learning" (MALL) is becoming increasingly popular as a learning medium in this day and age. This time, the researcher wishes to provide students with an engaging and enjoyable vocabulary learning experience by incorporating technology into the classroom, a practice known as Mobile Assisted Language Learning (MALL).

Fithriani et al (2019) Mobile-Assisted Language Learning (MALL) is the use of mobile devices to support and enhance language learning. MALL, according to Segav (2014), enables language learners to study anywhere and at any time by using a mobile device.

2. The Concept of Quizlet

Andrew Sutherland, a California high school student, created Quizlet in October 2005. Quizlet originated as a French vocabulary learning application that was solely used and shared among friends. Quizlet was first made available to the public in January 2007. When

it was released, the app was still in web page form. This application will evolve as time passes and technology advances. It was first released in 2012 as a mobile app for iOS users only. This program was made available to Android users a year later, in August 2013.

2.1 Definition of Quizlet

Web-based flashcard programs, such as Quizlet, have recently become a popular tool used by second or foreign language teachers to help students learn vocabulary.

Foster (2009) defines Quizlet as a mobile and web-based learning application that enables students to learn information through learning tools and games. Furthermore, Wright (2016) defined Quizlet as a digital flashcard that can be used on both computers and smartphones. According to Blackwell and Kane (2014), Quizlet is a free application or website that helps students learn a concept or vocabulary.

Quizlet one of the world's most popular educational applications, is free and available both online and offline. This application's affordability should not be questioned. Despite the fact that it is free to use, this application is well-organized. Quizlet has an appealing interface and a variety of features that provide learners with a new learning experience when using the application. Quizlet is available on both computers and mobile devices. Teachers and students need to do is download or register the app. They simply log in with their Google or Facebook accounts. After registering, they can begin looking for any type of material they want to study. To avoid serial learning, Quizlet will automatically rearrange items in the set, and users can interact with various features (Barr, 2016).

Based on some above definition, the definition of Quizlet in this study is a free vocabulary learning application that can be used both through mobile devices and through computers that can be accessed online and offline. Quizlet allows users to use it anywhere and anytime.

2.2 The Features of Quizlet

Quizlet has a number of features that can help students learn vocabulary more effectively and with greater enjoyment. There are two types of categories: Study and Play. There are five modes in Study: Learn, Flashcards, Write, Spell, and Test. While there are three options in Play, they are Match, Gravity, and Live.

1. Learn allows users to take control of their learning in order to become familiar with the sets. This feature contains a number of questions related to the teaching material. This feature is in the form of multiple choice, where students can choose the most appropriate answer from the options provided and their score will be calculated automatically.
2. Flashcards provides people digital flashcards that they can flip over by simply clicking on the card.
3. Write refers to the act of writing the correct term from the given description.
4. Spell gives users spelling practice by encouraging them to listen to the spelling and write the correct answer.
5. The test is indeed designed for testing purposes, where the user is asked a random question from a predefined set, and the results are displayed once all of the questions have been answered.
6. Matching terms and definitions scattered around the screen allows users to match terms and definitions
7. Gravity shows a meteor with words on it, and the user must type the answer before the meteor hits the ground.
8. Live is a collaborative online activity in which each group competes to meet certain criteria by answering correctly, with one incorrect answer causing the group to restart from the beginning.

2.3 Advantages and Disadvantages of Quizlet

2.3.1. The Advantages of Quizlet

- a. The app is free, easy to use, and informative.
- b. Learning is organized around topics.
- c. It is accessible via a variety of electronic devices such as PCs and mobile phones. Students can access detailed progress records.
- d. Be able to set daily goals for motivation.
- e. A virtual store with incremental rewards.
- f. Courses are offered and taught in a variety of languages.
- g. Quizlet provides a number of learning modes.

- h. It enables students to share their work with friends and groups.
- i. Implications for teachers' education:
 - Quizlet is an alternative tool for collecting facts and information in the form of flashcards, such as vocabulary, historical dates, formulas, or any subject matter.
 - Quizlet can also be used as a teaching tool to assist students in honing their mental processes.
 - Quizlet, from the perspective of the teacher as a learner, provides a variety of learning materials from various fields of study.
 - When used in collaboration with students, Quizlet can be used as an assessment tool to track student progress.
- j. Educational consequences for students
 - It can be used to help students remember terms or definitions in an enjoyable manner.
 - It encourages collaborative learning situations, such as when students collaborate to create flashcards.
 - Students can start creating their own flashcards and provide feedback on the flashcards of other students.
 - Quizlet allows students to self-assess their understanding of concepts in a specific field.
 - According to current learning styles, have visual, audio-visual, and kinesthetic learning styles. This can assist students in making learning more enjoyable.
 - Can instill confidence in students and provide them with a method of self-study through the use of computers and smart phones.

2.3.2. The Disadvantages of Quizlet

- a. It is necessary to have access to the internet.
- b. Quizlet's class as a teacher is only accessible through a web address that is not accessible through the Quizlet application's menus.
- c. The Quizlet Live feature is not available through the app; instead, the teacher must access it through the website.
- d. The majority of Quizlet's content is created by individual students and teachers for personal or classroom use. This means that when we browse collections created by

other users on the Quizlet website or mobile app, we may come across typos or other errors. Because the set was created by users, it may contain inaccurate information.

3. The Concept of Students Response

3.1 Definition of Response

According to Misliani and Ruqiah (2013), response is a behavior that is influenced by environmental responses and stimuli. Aisyah and Marlina (2016) defined student response as "the behavior or reaction of students during learning activities." According to Hidayati and Muhammad (2016), response can occur when the five senses are used to observe and pay attention to an object of observation. Experience, the learning process, and personality values are all factors that influence the existence of a response. Some of these statements indicate that the response is an impression or response formed after we observe and pay attention to an object through sensing activities, resulting in a response, which can be positive or negative.

3.2 Kinds of Response

According to Amir and Rafikayuni (2017), the response consists of 3 dimensions, namely the cognitive, affective, and conative dimensions. A cognitive response is a related response or perception of an attitude object. Verbally, a person's thoughts can be identified from the expression of beliefs (beliefs) or something good, which tends to be negative or positive. An affective response is a response that shows a person's attitude from one's evaluation or feelings towards the object of his attitude. Conative response is related to real behavior, which includes actions for actions.

Paranita (2014) says that the cognitive component is also called the perceptual component, which contains beliefs related to individual perceptions of the attitude object with what is seen and known, views, beliefs, thoughts, personal experiences, emotional needs, and information from others. On the other hand, Darmawati (2016) suggests that cognitive responses reflect the level of students' knowledge after using the media. Furthermore, Paranita (2014) states that the affective component, commonly referred to as the emotional component, namely the component that shows the emotional, subjective dimension of the individual towards the object of attitude is either positive (feeling happy) or negative (feeling disappointed). Research by Darmawati (2016) said that affective responses include research and student attitudes towards the media used. Hakim (2016) said that the

conative component or behavioral component is a predisposition to a person's position or tendency to act or behave towards an object.

Based on Rasyid (2016), students' interest in the media can be used as a teacher as a benchmark for success in the learning process. Nugraha, et al, (2013) said that most of the attention of students will be focused on the learning process if students are interested so that students will play an active role and give a positive response.

Research Method

In this research, researchers used a mixed method to collect and analyze quantitative and qualitative data. This research used mixed method approach. Bowers et al. (2013) state that a research strategy in which researchers collect and analyze quantitative and qualitative data in the same study is referred to as "mixed methods". Mixed methods research capitalizes on the strengths of both qualitative and quantitative methods, allowing researchers to investigate multiple points of view and uncover the relationships that exist between complex layers of research questions.

Using Quizlet, researchers conducted pre-experimental research to determine students' vocabulary mastery as a medium in teaching vocabulary and conducted the explanatory research method to test the proposed hypothesis and an interview to know students' responses about Quizlet and whether this application improves their vocabulary mastery and whether this application suitable to applied in learning vocabulary.

Finding And Discussion

The research applied Quizlet as a medium for teaching English to students in order to improve students' vocabulary mastery to 10th grade students at UPT SMA Negeri 2 Parepare. This research was carried out in class X MIPA 1 from December 16, 2021 to January 7, 2022, with a total of 24 students participating.

1. The improvement of students' vocabulary mastery through the use of Quizlet Application

The researcher used a sample of 24 students to answer the first research question, "How does Quizlet improve students' vocabulary mastery" The researcher then distributed the pre-

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test that she had created. There are fill-in, matchmaking, and multiple choice questions in the pre-test. There are 60 questions in total, all of which are related to the material.

o.	Score	Classificat ion	Frequenc y	Percen tage
.	86 - 100	Excellent	0	0%
.	71 - 85	Very Good	0	0%
.	56 - 70	Good	9	37,5 %
.	< 50	Poor	15	62,5 %

The Frequency and Percentage Score of the Pre-test Result

The results of the pre-test revealed that they received a very low score; they even had difficulty selecting the correct answer. This is due to a deficiency in vocabulary mastery. This is evident from the table of pre-test results. According to the data, 15 students (62.5%) are at a poor level, 9 students (37.5%) are at a good level, and none are at a very good or very good level. The results revealed that the student's score was still lower than the standard or lower than the middle of the questions presented.

The researcher then conducted the treatment, but first asked the students to download the Quizlet application on their mobile phones and join the class group that the researcher had created. The procedure was conducted four times. The researcher explained the Quizlet application and how to use it at the start of the treatment session. Following that, the researcher instructed the students to work on the Quizlet sets. From the second to the last treatment session, the students only worked on the existing sets, as instructed by the researcher.

o.	Score	Classificat ion	Frequenc y	Percen tage
.	86 - 100	Excellent	12	50%

.	85	71 –	Very	6	25%
			Good		
.	70	56 –	Good	1	4,17%
.		< 50	Poor	5	20,83%
<i>The Frequency and Percentage Score of the Post-test Result</i>					

Finally, the researchers conducted a post-test that had been created during the treatment process. The researcher gave the same number of questions as before, which is 60. According to the post-test results, 12 students (50 percent) of the 24 students were excellent, 6 students (25 percent) were very good, 1 student (4.17 percent) was good, and 5 students (20.83 percent) were poor. The vocabulary of the students increased from 37.5% to 79.17%. The class mean score increased from 56.46 to 73.63 on the post-test, and 19 students passed the KKM 65. This means to 41.67 percent increase in the mean score. The post-test results show that the students' vocabulary mastery had greatly improved.

This research supports the findings of Karlina (2019), who found that using Quizlet for vocabulary learning is very helpful for increasing students' vocabulary mastery. This is demonstrated by the two cycle tests he conducted, in which the mean score of the students in the first pre-test of the first cycle was 31.85. The mean score of the post-test I in cycle I after the implementation of Quizlet was 48.51. The mean score of the pre-test II in the second cycle was 49.62, and the mean score of the post-test II was 61.11. Quizlet is used to help students improve their vocabulary mastery.

On the other hand, this research is support by Setiawan & Putro (2021) in their research found that students who use Quizlet effectively can increase students' vocabulary more than students who do not use it. Not only that, the students' vocabulary mastery ability also increased much higher after using Quizlet. In contrast to students who did not use Quizlet and only used conventional media, their vocabulary mastery was much lower.

2. The students' response toward the implementation of Quizlet Application

To answer the last research question, "How students' responses to the use of Quizlet in learning vocabulary" the researcher interviewed students about their experiences with this medium. After doing the treatment, the researcher conducted interviews with the students to

find out their point of view and their responses about using the Quizlet application. The students who were interviewed were selected randomly. Interviews were conducted via WhatsApp. The researcher gave several questions to students about their opinions and feelings after using the Quizlet application, including the benefits they felt after using it, and others.

The findings revealed that students recognized the benefits of using Quizlet for vocabulary learning. Students believe that Quizlet is a fun way to learn and that it is extremely useful for learning vocabulary.

Some students said that for the first time they had a little difficulty using this application because they were using it for the first time, but after several uses, they were able to use it smoothly. They also said that by using this application, it is very helpful in learning vocabulary because they can learn something new every day and it helps them with memorization the new vocabulary. It can be seen in this statement:

"...Very helpful because it can be learned every day can also make us strong in memorizing"
(Student 2).

This statement is consistent with previous research conducted by Christianti, E. (2018), the findings of which show that students believe and believe that Quizlet as an online flashcard is useful, makes it easier for them to understand English material, and helps students memorize vocabulary.

Other student responses were by using Quizlet, all interviewed students said that they were happy to learn vocabulary using this application because of several features in this application, which can be seen in student responses:

"...because there are features like we learned first, the meaning and writing after that we are given a test, there is a writing test with a test for the meaning of the word. So it's not wrong to write and we don't get the meaning wrong again."

This research is in line with Prayogi & Wulandari (2021) in their research found that through various modes or features on Quizlet, students' learning becomes more interesting and fun. Through the results of interviews with students, students gave a positive view. They say that using Quizlet makes learning vocabulary fun and rewarding. In addition, the students also said they can study anywhere and anytime they want because of the practicality of Quizlet. Furthermore, Ravipati (2017) says Quizlet emphasizes that different types of

features can provide students with "richer ways" to engage with Quizlet. It also proves that Quizlet is a fun way to learn new vocabulary (Lander, 2016; Beyer & Lynch, n.d.);

The last finding from the interviewed is students' perception about whether this application is suitable to use in English language learning, especially in the use of vocabulary, all the interviewed students agreed that if this application is suitable for use in learning English, particularly in the use of vocabulary. This application also was appropriate to be applied because in the set there is an explanation so that we could understand the new vocabulary better. Furthermore, it was very suitable because students learned a lot from the application and they did not mispronounce and rewrite because of the spell and writing features.

"...because in the class there is an explanation so we can understand it better."

Based on the statements of the students, the researcher concluded that this application is well-suited for use in learning English, especially vocabulary, because the features of Quizlet can make them easier to learn, understand, memorize, and make them feel as if they are enjoying learning. In short, all the features in Quizlet make students feel its usefulness in improving students' vocabulary mastery.

Furthermore, according to the interviews, the researchers discovered that Quizlet application is very good for improves students' vocabulary mastery because they can use Quizlet whenever and wherever they want. Furthermore, this application has many interesting features that can help them learn vocabulary, such as the Learn feature, which allows them to learn the meaning of a word and how to write it before taking the test, the Spell feature, which teaches them how to pronounce a word correctly, and so on.

Conclusion

Based on the previous chapter's discussion, the following conclusions can be drawn: using Quizlet improves students' vocabulary mastery and students' responses to the use of Quizlet. This is proved by the results of the test and interviewed. The findings of this research shows 62.5% of students were in poor classification, and 37.5% of students were in good classification, and no one was in very good classification or excellent classification in the pre-test.

Meanwhile, in the post-test, the increase in students was shown after receiving treatment with the Quizlet Application. The dominant score of the students in the post-test was in excellent classification with a percentage of 50%. There were 12 students who scored quite well, getting an excellent classification, and 5 others who got a poor classification. The result of the mean score showed an improvement between before and after treatment. There was an improvement in the students' mean scores; the mean score increased from 56,46 to 73.63. This proves that the use of Quizlet during the learning process can improve students' vocabulary mastery.

According to the findings of the interviews student's response to the use the Quizlet application is very effective at increasing students' vocabulary mastery because they can use it whenever and wherever they want. Furthermore, this application has many interesting features that can help them learn vocabulary. From the results of the analysis of student responses of UPT SMA Negeri 2 Parepare Class 10 to the use of the Quizlet application in vocabulary learning, students received a positive response. The positive response given to this digital flashcard-based learning medium is because it can help students understand the material easily. This is evidenced by the results of student interviews who said that by using this application they felt helped because of several features such as meaning and writing. They also say using this app helps in memorizing new vocabulary.

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