

**THE IMPLEMENTATION OF QUIZLET APPLICATION FOR
VOCABULARY ACQUISITION AT IAN GILLIES COURSE MADIUN**

THESIS



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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2023

**THE IMPLEMENTATION OF QUIZLET APPLICATION FOR VOCABULARY
ACQUISITION AT IAN GILLIES COURSE MADIUN**

THESIS

**Presented to State Islamic Institute of Ponorogo in Partial Fulfilment of the Requirement
for the Degree of *Sarjana* in
English Language Teaching Department**



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2023**

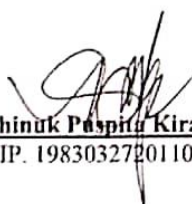
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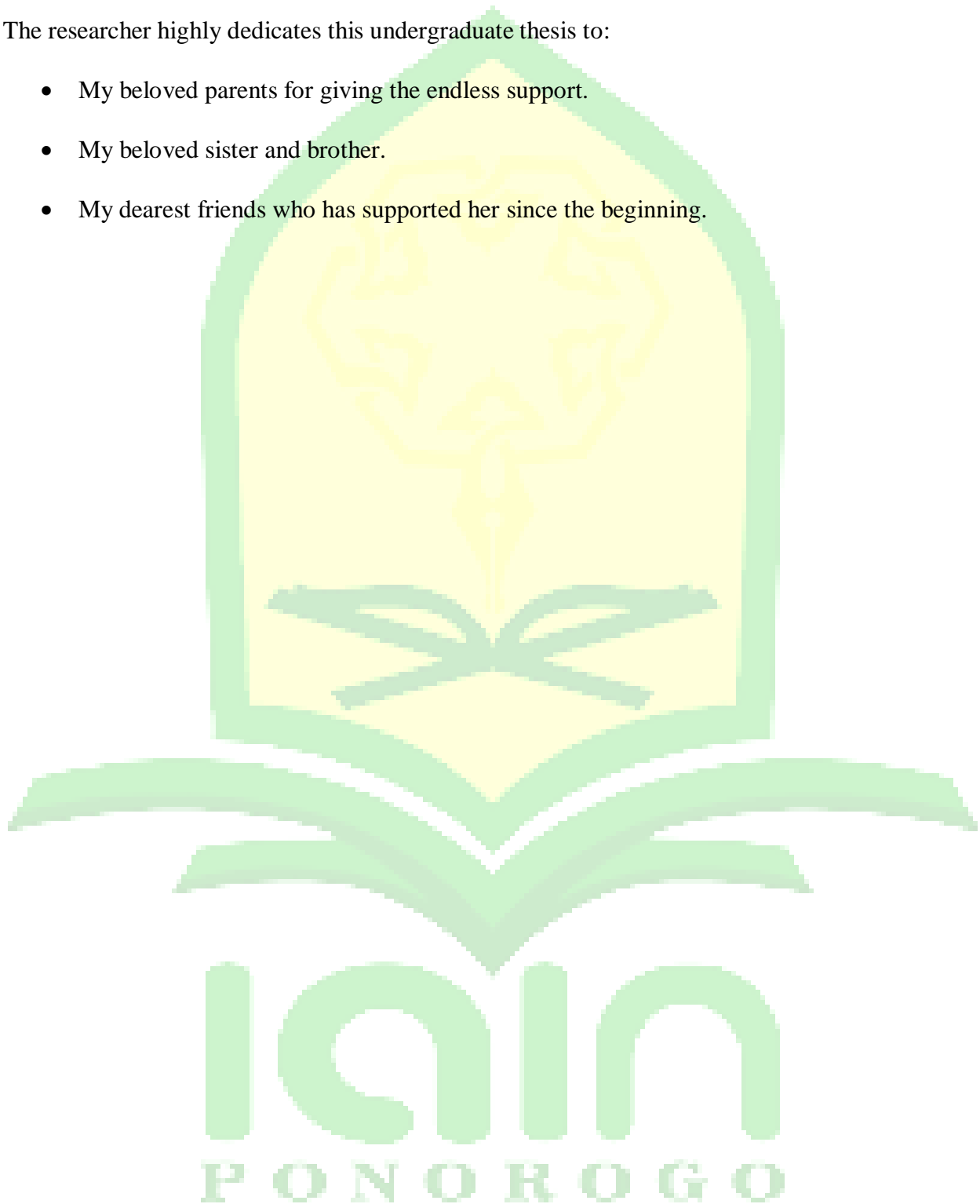


DEDICATION

All praises be Allah SWT, who has given all the graces and the blesses, strength and convenience.

The researcher highly dedicates this undergraduate thesis to:

- My beloved parents for giving the endless support.
- My beloved sister and brother.
- My dearest friends who has supported her since the beginning.



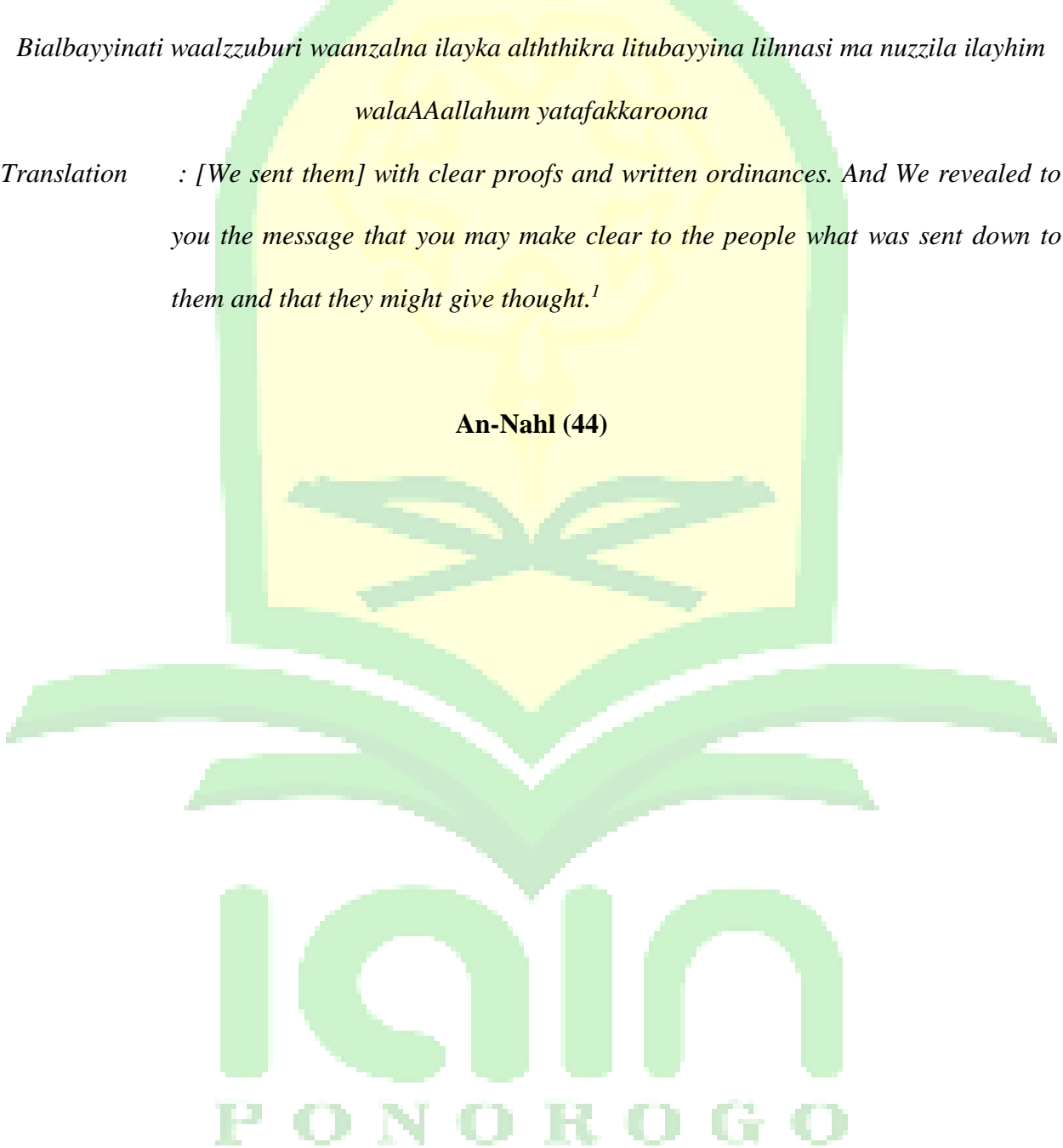
MOTTO

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ
وَلَعَلَّهُمْ يَتَفَكَّرُونَ ﴿٤٤﴾

*Bialbayyinati waalzzuburi waanzalna ilayka alththikra litubayyina lilnnasi ma nuzzila ilayhim
walaAAallahum yatafakkaroon*

*Translation : [We sent them] with clear proofs and written ordinances. And We revealed to
you the message that you may make clear to the people what was sent down to
them and that they might give thought.¹*

An-Nahl (44)



¹ An-Nahl 44

ABSTRACT

LUTFIAH ANGGRAINI ARIFIN, 2023. *The Implementation of Quizlet for Vocabulary Acquisition at Ian Gillies Course Madiun.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

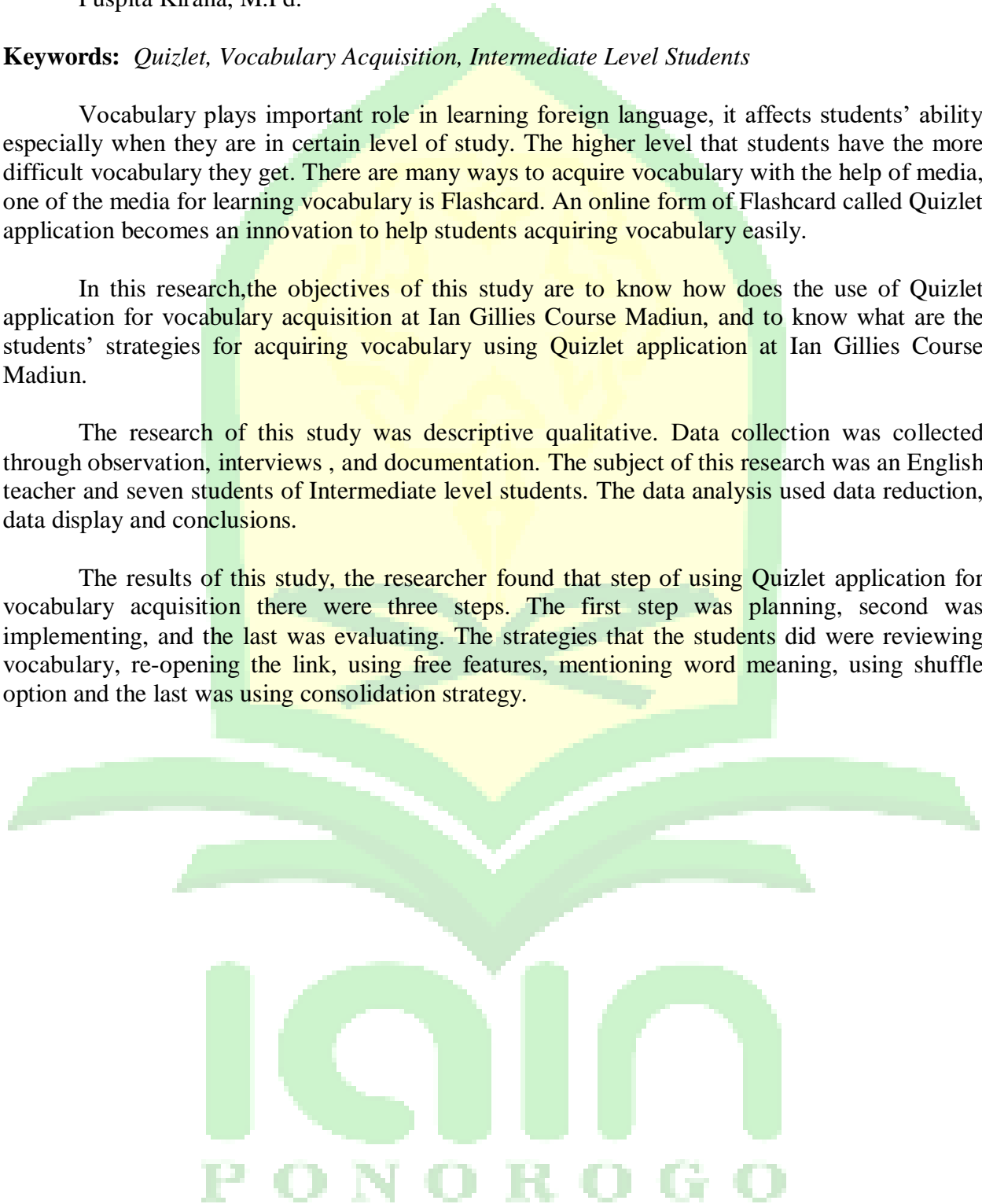
Keywords: *Quizlet, Vocabulary Acquisition, Intermediate Level Students*

Vocabulary plays important role in learning foreign language, it affects students' ability especially when they are in certain level of study. The higher level that students have the more difficult vocabulary they get. There are many ways to acquire vocabulary with the help of media, one of the media for learning vocabulary is Flashcard. An online form of Flashcard called Quizlet application becomes an innovation to help students acquiring vocabulary easily.

In this research, the objectives of this study are to know how does the use of Quizlet application for vocabulary acquisition at Ian Gillies Course Madiun, and to know what are the students' strategies for acquiring vocabulary using Quizlet application at Ian Gillies Course Madiun.

The research of this study was descriptive qualitative. Data collection was collected through observation, interviews, and documentation. The subject of this research was an English teacher and seven students of Intermediate level students. The data analysis used data reduction, data display and conclusions.

The results of this study, the researcher found that step of using Quizlet application for vocabulary acquisition there were three steps. The first step was planning, second was implementing, and the last was evaluating. The strategies that the students did were reviewing vocabulary, re-opening the link, using free features, mentioning word meaning, using shuffle option and the last was using consolidation strategy.



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In the name of Allah, the compassionate and the merciful. Lord of the world who has blessed all of the creatures. Shalawat and Salam for our prophet, Muhammad SAW, who has given his life to be mercy to universe.

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The researcher expects that this thesis will be useful for the readers. Any criticism and valuable suggestion would be appreciated.

The researcher

Lutfiah Anggraini Arifin
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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English as a Foreign Language (TEFL) is related well to vocabulary. For EFL students, it is the primary skill required to produce and comprehend a language. Vocabulary is all words in a language which is utilized by individuals to communicate thoughts or feeling. It alludes to word which is utilized to communicate in verbal and composed language.² Vocabulary plays important role for actively communicate in English in order to convey the actual meaning.

To convey and understand the meaning students need to have sufficient vocabulary.³ Vocabulary can be acquired in unconscious and conscious way by learning vocabulary.⁴ In acquiring vocabulary nowadays students can use interactive media. Media can be in form of online tool, it can be accessed from laptop to smartphones. Besides, the use of media will enhance students performance, so that it is accessible. At various capacities and levels, media resources will encourage and motivate students to learn more quickly.⁵ One of online media for acquiring new vocabulary has been created and can be accessed easily from their mobile phone, laptop, etc.

This online tool is called Quizlet. It is used for learning vocabulary and helping the learners acquire more vocabulary. Quizlet is one of online platforms to help learners acquiring and memorizing vocabulary in an interesting way.⁶ There are various options which Quizlet

² Nining Puspitasari, "Enhancing Student's Vocabulary Mastery By Using Quizlet Media At The Seventh Grade Of MTs Ma'arif Al-Ishlah Bungkal Ponorogo (2019)," no. 2019 (n.d.): 178.

³ Rofika Tiara Avisteva and Sisilia Setiawati Halimi, "The Use of Quizlet as a Vocabulary Acquisition Learning Media for Eleventh Grade Students" 593 (n.d.): 7.

⁴ Harmer Jeremy, *The Practice of English Language Teaching* (Cambridge, 1998).

⁵ Mfireke Umoh J, Ismail Sheik, and Isong Bassey, "Teaching and Learning with Media Technology," 2020.

⁶ Durratul Hikmah and Abdul Hannan, "Quizlet: A Digital Media for Learning Informatics Terms," *International Journal of English Education and Linguistics (IJoEEL)* 1, no. 1 (April 11, 2019): 1–9, <https://doi.org/10.33650/ijoeel.v1i1.450>.

offer to the users, it is widely used by people all over the world particularly for those who want to learn foreign language and obtain more vocabulary easily. It can be used by foreign language learners from different levels, start from Beginner, Intermediate, Advance. It has helped a lot of learners to acquire vocabulary by using Quizlet.

It transforms into an innovative, simple, simple-to-use tool that can assist million of learners.⁷ Students could improve their vocabulary proficiency through Quizlet according to the previous study that conducted by Setiawan with the title “*Quizlet Application Effect on Senior High School Students Vocabulary Acquisition*” in 2021.⁸ In the previous study the researcher conducted the study to know the comparison between acquiring vocabulary using Quizlet and Conventional Method. While a study conducted Avisteva et al with the title “*The Use of Quizlet as a Vocabulary Acquisition Learning Media for Eleventh Grade Students*” stated that vocabulary is typically spare among language learner. They can’t use and understand a lot of speech or text in a foreign language because of this issue. The lack of teachers’ awareness of how to teach vocabulary to language learners is one factor contributing to this issue.⁹

Ian Gillies Course (*IGC*) also used Quizlet to help students acquire vocabulary. The resarcher chooses Ian Gillies Course because it is the only one foreign languages center in Madiun. It provides various foreign course program not only English but also French, German, Japanese. From this particular reason the researcher believes that Quizlet can be applied in foreign language learning. Ian Gillies Course is located at Jl. Gambir Sawit Selatan no.27 Kel. Sogaten, Kec. Manguharjo Kota Madiun. To help acquiring the vocabulary easily Ian Gillies Course has various ways and tools according to the level that the students have. Beginner students commonly use paper-picture flashcard because it is more attractive for beginner level.

⁷ “Using the CEFR: Principles of Good Practice,”

⁸ Muhammad Rizky Setiawan and Pangesti Wiedarti, “The Effectiveness of Quizlet Application towards Students’ Motivation in Learning Vocabulary,” *Studies in English Language and Education* 7, no. 1 (March 2, 2020): 83–95, <https://doi.org/10.24815/siele.v7i1.15359>.

⁹ Rofika Tiara Avisteva and Sisilia Setiawati Halimi, “The Use of Quizlet as a Vocabulary Acquisition Learning Media for Eleventh Grade Students”

However, when the students level up their skill and join in higher class like Intermediate level. Some of them find difficulties in acquiring vocabulary because of the difficult word-choices and limited tool. By this problem, the researcher notice an urgent problem. If Intermediate-level students lose the interest in acquiring new vocabulary, it affects their ability in using and understanding English. After knowing the problem that is faced by the students, the researcher can find the appropriate way to help Intermediate students acquiring vocabulary. So, the students can overcome the problem in acquiring vocabulary. In line with those description above, the researcher wants to conduct a research with the title: *The Implementation of Quizlet Application for Vocabulary Acquisition at Ian Gillies Course Madiun.*

B. Focus of the Study

The focus of the research is to know how is the role of Quizlet to help intermediate students acquiring vocabulary at Ian Gillies Course Madiun. Intermediate-level students considered for the students who has passed CEFR-like a test with minimum scores 140 that had been done by the course before they joined the program at the course.

C. Statement of the Problems

The research question in this research are as follows:

1. How does the use of Quizlet application for vocabulary acquisition at Ian Gillies Course Madiun?
2. What are students' strategies for acquiring vocabulary using Quizlet application at Ian Gillies Course?

D. Objectives of the Study

The research objective in this research are as follows:

1. To find out the use of Quizlet application for vocabulary acquisition at Ian Gillies Course Madiun.
2. To find out the students' strategies for acquiring vocabulary using Quizlet application at Ian Gillies Course.

E. Significances of the Study

The finding of this research are an expected contribution given both theoretically and practically, those are as follows:

1. Theoretical Significance

The result of this study are expected to be able to be used by the teacher in regarding the vocabulary acquisition using quizlet in for intermediate-level students and also to find out the appropriate method to help students to acquire more vocabulary so that the students can reach the least maximum amount of vocabulary that is set.

2. Practical Significance

a. For the Teacher

The result of this study gives an information to the teacher related to the vocabulary acquisition using quizlet that are commonly used by the students also gives contributions as an evaluation media in teaching English especially in helping students to acquire vocabulary during the teaching process.

b. For the Students

This research can help the students to acquire more vocabulary. Expecting that the students have better understanding in higher level.

c. For the Researcher

The result of this study can be a reference and information to the next researcher about vocabulary acquisition using quizlet for intermediate-level students.

F. Systematic of Discussion

There are six chapters in this thesis, all of which are interconnected. It becomes a cohesive whole and is organized carefully to give readers easily comprehend the information.

The first chapter is introduction. This chapter describes the study's background, which outlines the motivations for carrying out the research and the central idea of the entire thesis. The research topic, problem statement, research purpose, significance of the study and study organizations are also covered in this chapter.

The second chapter is the result of prior studies and the theoretical framework. This chapter includes previous research findings that are essential for bolstering the theories and concepts discussed, including the definition of vocabulary acquisition, the use of quizlet, intermediate-level students, etc.

The third chapter is the research method. This chapter contains approach and data design, role of researcher, research setting, data sources, data collection technique, checking the validity of findings, and research procedures applied during the study an analysis about vocabulary acquisition using quizlet for intermediate-level students at Ian Gillies Course.

The fourth chapter is research findings. Fragmented and contains the most important information such as course's background, geographic location of Ian Gillies Course Madiun, the vision and mission of the course, the students' vocabulary ability, the interview with students, the explanation of findings and summary of findings.

The fifth chapter is the completion of research and recommendation for further research that can be used as references for other researcher who do the same field as the focus of this study and give improvement in the future.

CHAPTER II

LITERATURE REVIEW

This chapter consists of some theories related to vocabulary acquisition, Quizlet, language proficiency and also shows the several previous studies related to this research and theoretical framework.

A. Theoretical Background

In this part, the researcher provided some theories related to the title of this research so that the researcher is able to do the study using the terms and criterias based on the theory.

1. Concept of Teaching English as Foreign Language

Theories about the nature of language (language theories) and the circumstances under which languages acquisition occurs (learning theories) have an impact on how language is taught. Different language theories might influence the choice of teaching strategies. A method that is predicated on the idea that we learn a second language in the same way that a child learns their native tongue (L1) will be different from one predicated on the idea that learning a second language is not the same as learning a mother tongue.¹⁰

English language teaching is crucial, especially for students studying English as a foreign language. It is useful in people's daily lives, they can record something or create something using their ideas for example. It is also harder to teach and learn a foreign language than it is to learn native language.¹¹ It takes communication effectively to teach and learn. The delivery of activity and must be used to create the communication process. Trading informational instructions the process involves knowledge and abilities, various

¹⁰ H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed (White Plains, NY: Pearson Longman, 2007).

¹¹ Novi Handayani, "The Effectiveness of Personal Vocabulary Notes on Students' Vocabulary Mastery (A Quasi Experimental Research in the First Ssemester at the Seventh Grade of SMP Negeri 01 Sungkai Selatan) in the Academic Year of 2020/2021"

thoughts, events, etc. When learning a foreign language, students may encounter a variety of learning challenges involving how to construct sentences that differ significantly from those in the target language.

Based on the explanation above, the researcher conclude that Teaching English as a Foreign Language is not an easy thing to do. It needs the best method to deliver the lesson as it is different from the native language that the learners speak.

2. Concept of Vocabulary

a. Definition of Vocabulary

As fundamental component of language proficiency, vocabulary is a list of words that have a form or expression and include aspects like meaning, word use, and form (pronunciation and spelling).¹² To make a meaningful sentence or expression students must have sufficient vocabulary so that people with whom they communicate with understand the main purpose of the sentence. A sentence can be formed if there are meaningful collection of words that people use to expres their thoughts or emotions. It refers to a word used in spoken and written communication.

The successful of communication depend on the person's vocabulary, the total number of words they use to communicate with one another, as well as the word that defines the meaning and function of language.¹³ It indicates that a succesful communication will be formed and understood well if the sepakers acquire more vocabulary. Vocabulary is also about the total number of words and their meaning that speakers use in a given language.¹⁴ Vocabulary can be acquired from various sources both spoken or written English. It is very important during communication

¹² Tri Wulandari, "Students' Problem in Building Up English Vocabulary at MAN 1 Pulang Pisau," n.d., 81.

¹³ Nur Mujahidah, "The Difficulties Encountered by Non-English Department Student in Speaking English," n.d., 100.

¹⁴ Dr Hilal Mahmud, Amir Faqihuddin, and S Ag, "English Study Program Tarbiyah and Teacher Training Faculty the State Institute for Islamic Studies (IAIN) Palopo," 2018, 104.

because it will automatically help the speakers in forming the vocabulary into sentences.

From the statement above it can be concluded that vocabulary is list of words that are put in an order to become a sentence with specific meaning that can be found the equal translation in given language so that it can be used for communication.

b. Aspect of Vocabulary

There are some aspects of vocabulary according to Harmer, it is divided into 4 aspects, as follows:

1) Word Meaning

One final point about word meaning should be made according to Hammer. This is that what a word means is not always the same as what it suggests, or rather, that words have different connotations depending on the context in which they are used. Meaning is the only issue with learning vocabulary. It is one of the most challenging vocabulary lessons. It is not enough for people to interpret something with just one meaning; they must also comprehend meaning in its context. As stated by Hammer word meanings are including:

a) Polysemy

The only way to get rid of polysemy is to look at the word in its proper context, which allows us to determine which of the words is being used in a given situation.

b) Antonym

The opposite meaning of a word is referred to as an antonym.

c) Synonym

It indicates that the meanings of two or more words are identical.

d) Hyponym

It refers to items that provide specific examples of a larger idea.

e) Connotation

Connotation is the value of communication in terms of what it refers to, rather than just its conceptual content.

2) Word Combination

A sentence can be made up of multiple words; they can also belong to more than one item group. In some languages, the kinds of words that go together are completely different from the kinds of words that live together in another language. This indicates that a sentence's word can be combined from two or more words.

3) Word Grammar

Distinguish word use based on a specific grammatical pattern like noun, verb, adjective, adverb and so on. Noun that can be counted and those that cannot are distinguished from one another. The first can be singular as well as plural.

4) Word Use

Words don't just have different meanings. They can also be twisted and stretched to suit various contexts and applications. It refers to words spoken by someone. It sometimes includes the speakers' expression and interpretation. It describes the speakers' feelings regarding an imaged event.¹⁵

c. Type of Vocabulary

Vocabulary can be classified into two types, they are productive vocabulary and receptive vocabulary¹⁶.

1) Productive Vocabulary

¹⁵ Jeremy, *The Practice of English Language Teaching*.

¹⁶ Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (New York: Cambridge University Press, 1995).

A person's productive vocabulary is the set of words they can use in writing and speaking. They are words that are frequently used, well-known, and familiar.

2) Receptive Vocabulary

A person's receptive vocabulary is a set of words that they can understand when reading or listening. These are terms that students typically use less frequently and are less familiar with.¹⁷

3. Concept of Vocabulary Acquisition

a. Definition of Vocabulary Acquisition

Learning a second language is not the same as acquiring one. Some people find the two terms to be sometimes hard to understand. Learning and comprehending a new word to the point where it can be accurately used in both oral and written communication is referred to as vocabulary acquisition.¹⁸ The difference between learning second language and acquiring second language leads to the fact that learning is a conscious process that leads to knowing about language while acquisition is a subconscious process that is identical to the process that children use to acquire their first language in all important ways.¹⁹

Language acquisition can be acquired by people with various age, from children to adult. It can also be said that language acquisition is the process of learning two or more languages simultaneously. People pick up a language after their mother tongue, either naturally through living in a country where it is spoken or through classroom instruction.²⁰

¹⁷ Elfrieda H. Hiebert and Michael L. Kamil, eds., *Teaching and Learning Vocabulary: Bringing Research to Practice* (Mahwah, N.J.: L. Erlbaum Associates, 2005).

¹⁸ Maulidya Anis, "Children's English Vocabulary Acquisition At Dewi Sartika Kindergarten School," 2019.

¹⁹ Terrel Krashen, *The Natural Method* (California: Alemany Press, 1993).

²⁰ Fadhil Malik, "An Analysis of the Strategy in Acquiring Vocabulary Using Video Games in English Literature Students of Universitas Brawijaya," 2021.

In accordance with the statement above, the difference between acquisition and learning is that people learn second language in different ways, the natural order of adult subjects varies from person to person. Due to various interests, language learners, particularly adults, will acquire various aspects of the target language, which will influence the comprehensible input. It can be concluded that vocabulary acquisition is whether conscious or unconsciously getting the language and understanding a new word in two or more languages that can be used accurately in communication and affect students' level. It has important role in learning English, thus as a measurement for students' language level

b. Factors Influencing Second Language Acquisition

The key factors that influence success are far beyond the learner's control.²¹ There are both extrinsic and intrinsic factors that influence second language acquisition. Extrinsic factors relate to the environment in which language is acquired, and intrinsic factors relate to the state of the self.²²

1) Age

Children are better at learning a second language than adults.²³ According to numerous studies, this language is best acquired between the ages of two and adolescence. Children can develop their vocabulary to varying levels, they can all fully master a language structure.²⁴

2) Personality

An individual's personality has been defined as a collection of traits. Every human has unique traits that set them apart from one another. It is crucial from

²¹ Jeremy, *The Practice of English Language Teaching*.

²² Zhihong Bai, "An Analysis of English Vocabulary Learning Strategies," *Journal of Language Teaching and Research* 9, no. 4 (July 1, 2018): 849, <https://doi.org/10.17507/jltr.0904.24>.

²³ Rosamond Mitchell and Myles, *Second Language Learning Theories*, 3rd ed. (Routledge, 2013).

²⁴ Cesar Augusto Orosco Rojas, "The Influence of Age on Vocabulary Acquisition in Students of English as a Foreign Language," n.d., 149.

the standpoint of education. The attitude and motivation traits can be influenced by personality.

Personality is classified into two type, extrovert and introvert. Extrovert and intrvert are to subtypes of personality. A person with an introverted personality is typically antisocial and egoistical, and they occasionally believe they are capable of solving their own problems without the assistance of others. Because they would rather be alone than engage in conversation with others, it may have a negative impact on their ability to learn languages. A person who is outgoing is one who is optimistic, social, and open-minded at all times. They would rather sped their free time conversing with others because they believe that doing so will increase their knowledge. As a result, they are better at learning languages than introverts.

3) Sex

Numerous studies stated that women are superior to men because they are better at verbal language skills. However, occasionally, men can also express themselves verbally due to emotional factors. Men with an outgoing personality who can express their emotions also speak more fluently.

4) Experience

Experience is knowledge acquired through doing or observig something. People who are experienced havea basic understanding of languages are better equipped to learn new languages than those who don't.

5) Learning Style

The preferred method by which students obtain, assimilate, and process information about the subject matter during the learning processis called learning

style.²⁵ There are several learning styles according to Reid, some students prefer to learn through experience or practice as kinesthetic learners, while others prefer to learn primarily through their eyes as visual learners or their ears as auditory learners.²⁶ It can be concluded that learning styles including visual learners, auditory learners and kinesthetic learners.

6) Language Proficiency

Language proficiency is correlated with learning capacity. The components of language proficiency are intelligence and verbal skills. Memory and intelligence are related. Language learners unquestionably use memory to commit English vocabulary to memory. These memories link the sounds of the words, what is seen, what is felt, and what is smelled about the object.

7) Intrinsic Motivation

The individual performing an action out of interest or enjoyment is said to be motivated by intrinsic factors. A person's intrinsic motivation exists and can be used and enhanced by their environment. People's innate desire to learn, grow and experience new things is also driven by intrinsic motivation.

4. Concept of Teaching Vocabulary

a. Definition of Teaching Vocabulary

Teaching vocabulary does not only explain about the meaning, teaching is something related to the meaning, illustrating and presenting. In this case, teachers must be careful in teaching vocabulary. According to Thornbury, teachers must consider several factors, as follows: (1) The level of the learners, (2) The learners likely familiarity with words, (3) The difficulty of item, (4) Their teaching ability, (5)

²⁵ Sumiati, "The Correlation Between Students' Learning Style and Their Achievement in Reading Skill" (Banten, Universitas Islam Negeri "Sultan Maulana Hasanuddin," 2017).

²⁶ Joy Reid, *Understanding Learning Style in The Second Language Classroom* (New Jersey: Prentice Hall Regents, 1998).

Item being learned for production, it includes Introducing, Modelling, Practicing and Applying.²⁷

Besides focusing on the teachers' teaching vocabulary process, there are several vocabulary difficulty factors, as follows:

- 1). Pronunciation: it is difficult to pronounce some words. Words with sounds that are unfamiliar to some groups of students are typically considered to be potentially challenging.
- 2). Spelling: mispronounce in sound and spelling are likely to be cause of pronunciation or spelling errors and can make a word harder to pronounce. Particularly problematic are words with no letters.
- 3). Length and Complexity: learning long word appears to be no more challenging than learning short ones. However, as a general rule, English's high frequency words are typically short, so the learner is more likely to encounter them, enhancing their learning ability.
- 4). Grammar: word's grammar is also problematic, especially if it differs from that of its L1 equivalent.
- 5). Meaning: learners are more likely to be confused when the meanings of two words overlap. Besides, words with multiple meanings can also be challenging for students.
- 6). Range, Connotation, Idiomatic: in general, people will consider words that can be used in a variety of contexts to be simpler than their synonyms with a narrower range. Problems can also arise when one is unsure of the meanings attached to particular words. In general, words or expressions that are idiomatic will be more challenging than words whose meaning is clear.

²⁷ Thornbury Scott, *How to Teach Vocabulary* (London: Longman, 2002).

There are several level of vocabulary that teachers must be aware before teaching to the students²⁸, they are:

1). Level I Words

These are words that are frequently used in conversation. They are learned by almost all students because they are used in a variety of settings. Word at level I are occasionally referred to as “conversational speech”.

2). Level II Words

These are likely only learned through instruction or reading. They have been referred to as “instructional vocabulary”, “academic vocabulary” and “the vocabulary of educated person”.

3). Level III Words

These are terms related to a specific field of study or occupation. The technical vocabulary or jargon of a field is made up of these words.

4). Level IV Words

These are interesting but extremely uncommon and obscure words. Even in the majority of educational settings, they probably won't be of any use.

b. Technique in Teaching Vocabulary

There are several essential vocabulary teaching techniques²⁹, as follows:

1). Technique of Presentation

In this technique there are 2 kinds of techniques. The first is visual technique and verbal technique. Visual technique consists of teaching using real object, using picture, using drawing, using flashcard, while verbal technique consists of meaning definition, explaining and translation. Meaning definition is to define a word means, to show and to explain the meaning; explaining is done

²⁸ Isabel L Beck and Margaret G McKeown, “Teaching Vocabulary: Making the Instruction Fit the Goal,”

²⁹ Mery Sorta, “Vocabulary Teaching Techniques in English as Foreign Language Learning for Young Learners: A Case Study of an English Teacher at SDN Cipinang Besar Selatan 07 Pagi” (Jakarta, State University of Jakarta, 2018).

by teacher to explain the meaning; translation is a quick way to present the meaning of words.

2). Technique of Practice

This techniques includes homework assignments and classroom vocabulary review. The technique including vocabulary games and repetiton drill.³⁰

3). Technique of Training

These technique is intended to teach students how to learn vocabulary on their own by using dictionary and asking for help.

5. Concept of Learning Vocabulary

a. Learning Vocabulary Strategy

There are several strategies of learning vocabulary strategies that are proposed by the expert³¹, such as :

1). Determination Strategies

Determination strategies encourage learning a new word from the first few possibilities. It indicates that a language learner is inferring meaning from context by using a word list and dictionary. The option of the new word's part of speech may be available to language learners, which can aid in the process of speculating. They can also infer hints about the meaning from the word's root or affixes, though this is not always accurate.

2). Consolidation Strategies

Consolidation strategies is a technique used by language learners to learn new words by consulting experts. In this capacity, a teacher or expert may frequently be asked for assistance in a variety of ways. One strategy is to

³⁰ Jeremy, *The Practice of English Language Teaching*.

³¹ Malik, "An Aanalysis of the Strategy in Acquiring Vocabulary Using Video Games in English Literature Students of Universitas Brawijaya."

provide a synonym, a definition that is paraphrased, use the new word in a sentence, or even compile those strategies for language learning. In this strategy consists of several sub strategies such as : 1) social strategies; 2) memory strategies such as imagery, related words, unrelated words, grouping, phonological form; 3) cognitive strategies, 4) metacognitive strategies.

b. Technique in Learning Vocabulary

There are some step for learning vocabulary efficiently according to Hatch and Brown³², such as :

1). Encountering new vocab

The vocabulary can initially be found in the words' original context. It might originate from dictionaries, the internet, books, television, or other video content. The language learners don't understand a word's meaning when they see it and pay attention to it.

2). Getting the word form

It is a method by which a language learners create a clear mental picture of the form of word. The form in one word to another words can occasionally throw the learner off.

3). Getting the word meaning

Finding the meaning comes after the word form has been constructed. Language learners require a distinct kind of explanation of the newly learned words and their purposes.

4). Consolidating word form and meaning in memory

This is the stage where a language learners perform the exercise to create a solid memory to link the word form and meaning. Exercises for learning vocabulary include jigsaw, puzzles, flashcards.

³² Hatch and Brown, *Vocabulary, Semantics, and Language Education*.

5). Using the word

Using the word in written or spoken form. The purpose of learning vocabulary is to make sure that language learners receive new vocabulary input.

6. Concept of Media in Teaching Vocabulary

Harmer mentions several medias that can help students acquire new vocabulary³³, such as:

1) Realia

The use of actual objects in the classroom is referred to by this term. By demonstrating a book, ruler, or chalk, students can easily understand the meaning of chair, pencil, and book. This clearly works well for some single words, but realia is only used for things that are easy to take out of the classroom.

2) Pictures

Because they can be used in so many different ways, pictures are clearly a necessity for language teachers. Vocabulary terms can be explained through the use of pictures: the instructor can draw books, pens, rulers, and pencils on the blackboard or whiteboard, as well as images from magazines of trucks, bicycles, trains, and buses on cardboard. When introducing the meaning of the sentence, the instructor might bring in a wall picture of three people in a room, such as: the classroom has three people in it.

3) Mime, action, and gesture

It is frequently impossible to convey the meaning of words or meaning through maginary or realia. Particular actions might be better explained through mime. Using gestures to explain words like “form,” “to,” and so on is helpful or

³³ Jeremy, *The Practice of English Language Teaching*.

implying that the past is being discussed (the instructor gestures backwards over their shoulders).

4) Contrast

A visual component at some points may be not be adequate to make sense of importance and differentiation can be utilized. As a result, it is easier to comprehend the meaning of “full” in relation to “empty,” “big,” in relation to “small,” and so forth.

5) Enumeration

“Vegetable” is challenging to be made sense of outwardly. Educator wuicly records (or count) various begetables, the importance will turn out to be clear.

6) Explanation

Similar to grammatical explanations, it can be extremely challenging to explain the meaning of vocabulary words. When gving such exaplanations, it will be crucial to make sure they include information about when the item can be used. For instance, merely stating that “mate” is a synonym for “friend” would not be sufficient unless you pointed out that it is informal, colloquial English and is only used in specific situation.

7) Flashcard

Using cards with pictures or words that the teachers creates, they can also be used to explain the word form and its meaning.

8) Translation

Over a long periof of time, translation became old fashion and was regarded as a sin. Student want to hear and use the target language, not their own, so it stands to reason that if the teacher is always translating, this will hinder their learnng. Nevertheless, it seems absurd to not translate if; time can be saved a lot.

He can quickly translate a word if the students don't understand it and the teacher cannot think of way to explain it.

In addition, there are several type of media to teach vocabulary to the students. Media are also people, things, or creations that create a situation so that students can acquire more knowledge, skills, or attitudes that stimulate the mind, emotions, and interests in learning during the teaching and learning process. There are three different types of media. They can be described as audio, visual, and audio visual.³⁴

7. Concept of CEFR

The *Council of Europe (COE)* developed *(Common European Framework of Reference of Languages (CEFR))* over the course of two decades, with the final draft being published in 2001. The objectives was to create a descriptive standard that would enable comparisons of language proficiency across languages, an important factor in the European Union with its internal labor market and 27 official languages.³⁵

The CEFR is a useful tool that enables both teachers and students to value even the most modest advancements in second language learning. It is not language specific on purpose because it is only intended to serve as a framework and a point of reference. This means that rather than being a rigid set of laws that every European nation must follow, the CEFR should be regarded as a guideline. The CEFR encourages the comparison of competences in various languages to map out a set of standards.

The CEFR is a framework for learning, teaching and evaluating. The pillars of quantity and quality are the foundation of the CEFR concept. The descriptions cover a

³⁴ Azzahra Hanapi, "Teaching and Learning Vocabulary Through Visual Media to Students with Autism at the Second Semester of the Seventh Grade of SMPLB B-C & Autis Dharma Bakti Dharma Pertiwi Bandar Lampung in the Academic Year of 2015/2016," 2016.

³⁵ Brian North, "The Common European Framework of Reference: Development, Theoretical and Practical Issues," n.d.

wide range of topics, including vocabulary and grammar control, and they show well the learner does in various areas. The framework includes a descriptive scheme for analyzing what is required in language learning and use, as well as a definition of communicative proficiency at six levels divided into three categories: A1 and A2 (basic users or beginner), B1 and B2 (independent users or intermediate), and C1 and C2 (proficient users or advance).³⁶

8. Quizlet

a. Definition of Quizlet

One of the parts of English that needs to be learned is vocabulary. If student has a lot of vocabulary, it will be easier for them to deal with other English skills like listening, reading, speaking, and writing than if they don't. However, it is not easy for people who are learning a foreign language, including English, to have a large vocabulary because it is common for them to try to memorize the vocabulary, which they find to be tedious and stressful, making them reluctant to do so.

In this era, technology plays important role. It can be combined with many aspects, one of them is Flashcard. Learners can acquire vocabulary through online Flashcard or also known as Quizlet. One of the best tools for learning vocabulary that lets students take charge of their own lexical development is Quizlet. It is very useful and simple to use for teachers and students alike. Learners can actually overcome their own difficulties in attempting to become more fluent in foreign languages, including English by using mobile devices. Because of the mobile feature of mobile devices, which allows them to access information at any time and from any location. However, very few students are aware of apps that can help them increase their

³⁶ Marvin Willems, "The CEFR as an Effective Tool for Evaluation Used by Secondary School Pupils," n.d., 45.

vocabulary by either teaching them how to remember the vocabulary or learning additional vocabulary provided by specific apps. Quizlet is one of the apps that can encourage students to actively learn English vocabulary. It allows users to make and study flashcard sets using variety of game-like learning tools. It is one of the most widely used flashcard websites and has more than one million registered users and 80 million visitors, and is a repository for over 30 million users generated study set.³⁷

b. Quizlet Option

1) Embedding Images

Users of Quizlet can select an image that includes a specific term. Simply write down the definitions, and then we use Quizlet's built-in image search feature to link the words to images.

2) Changing Languages

The English definition can be translated into 18 languages with Quizlet. Therefore, they can translate the Indonesian definition of a word into English.

3) Interacting with Vocabulary Words

There are various ways that Quizlet has prepared for learning foreign language vocabulary. The users can access it freely for interacting with the vocabulary words.

c. Quizlet Feature

There are several functions that Quizlet offers to the users for interacting with vocabulary words that the learners want to memorize.³⁸

1) Learn

³⁷ "Improving English Language Literacy in Indonesian Schools: Theories and Practices," n.d., 230.

³⁸ Ayumi Tanjung, "The Effect of the Quizlet Application on the Vocabulary Mastery of Students in Class VII MTs Al-Washliyah Bah Gunung" (State Islamic University of North Sumatra, 2020).

Students receive the image and the word from the vocabulary during this function. To be accurate, they must write the definition word to word. It is not so much memorization

2) Flashcard

It hides the definition while displaying an image of the vocabulary word. The definition must be remembered by students. They snap to turn the cheat sheet back to uncover the definition.

3) Write

Students are given some spaces to write down the definition or meaning of the words in the “flashcard” function in this function.

4) Spell

Students are asked to pronounce the word using the spell function. The target word is not included, but an image and the definition are provided. What students hear must be typed. Because it only requires students to remember the spelling of the target word rather than how to spell each word in the definition, this function is slightly superior to the learn function.

5) Test

An image and its definition are presented to students. The target word must then be written down. Students are given multiple-choice questions after a few of these questions. They are provided with the definition, a picture, and a number of target words. They must select the appropriate response.

6) Match

Students are required to match the definition to the terms in this function. Understudies are planned, and they like to contend with themselves to check whether they can decrease their speed. A faded image helps students remember the vocabulary words in each definition.

7) Gravity

Students are given a term to play, and the term is represented by an asteroid in this game. Before the asteroid lands on Earth, students must correctly type the term's definition. This is essentially a spelling test, just like the learn and spell function. Students lose points for spelling errors, but they do have the right definitions, so they become easily frustrated.

8) Live

Live is a paid feature of Quizlet in which a teacher uses Quizlet to lead a class activity. Students respond on their laptops or smartphones to a question related to the vocabulary words. The responses of the students are then displayed in a graph.

B. Previous Research Finding

In this previous study, the researcher confirms previous research conducted by other researchers previously:

The first previous study was conducted by Setiawan et al with the title "Quizlet Application Effect on Senior High School Students Vocabulary Acquisition".³⁹ This research talked about effect of Quizlet for vocabulary acquisition comparing to the effect of conventional method for vocabulary acquisition. This research used quantitative method. From the research, it can be concluded that there was a significant difference in students' vocabulary acquisition between those who used Quizlet Application and those who were taught using the conventional method in learning vocabulary. The similarity that can be found in their reasearch and this research are both focusing on the vocabulary acquisition using Quizlet. Then, to differentiate with the previous one, the previous one uses quantitative

³⁹ Setiawan and Wiedarti, "The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary."

method meanwhile, this research uses qualitative research method. On the other hand, the main topic of the previous study is the effect of Quizlet on students vocabulary acquisition meanwhile this research describes the vocabulary acquisition using Quizlet for Intermediate-level students for CEFR test.

The second one is a journal by Platzer with the title “The Role of Quizlet in Vocabulary Acquisition”.⁴⁰ The purpose is to find out the effectiveness of vocabulary acquisition among business students, besides that to know the impact of use PC vs smartphone for self-study. This research used Quantitative method. From this research it was found out that overall Quizlet made a significant contribution to students’ vocabulary acquisition. The similarity that can be found between this research and previous research is that both of the research focus on acquiring vocabulary however the previous research tended to use English business vocabulary as the participants of the study was business students. The difference between the previous study and this study is the university students while in this research is intermediate level students.

Third, Dizon in his journal “Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students”.⁴¹ This researcher focuses on Academic vocabulary list, the research used Qualitative research. The result of this journal is that the learners were able to make statistically significant gains and the students had positive perceptions of Quizlet to study L2 Vocabulary. The similarity of the previous study and this study is the acquiring vocabulary using Quizlet while the difference is the vocabulary that was used for the research Academic vocabulary and CEFR Test. For intermediate level students

Fourth, a journal by Avisteva et al with the title “The Use of Quizlet as a Vocabulary Acquisition Learning Media for Eleventh Grade Students”.⁴² The focus is on analyzing the

⁴⁰ Hans Platzer, “The Role of Quizlet in Vocabulary Acquisition,” n.d., 18.

⁴¹ Gilbert, “Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students,” n.d., 17.

⁴² Avisteva and Halimi, “The Use of Quizlet as a Vocabulary Acquisition Learning Media for Eleventh Grade Students.”

use of Quizlet as a learning media for improving students' vocabulary and also find out students' perceptions of the use of Quizlet for learning new vocabulary. The results showed that the students' acquisition of both productive and receptive vocabulary has increased after the treatment and the students' receptive of vocabulary shows a greater increase compared to the productive one, the students also agreed that Quizlet is beneficial and easy to use. The research used Quantitative method. The similarity of the research and this research focus on the vocabulary acquisition while the difference is the research focused on vocabulary acquisition for productive and receptive vocabulary while this research focus on this research is vocabulary for CEFR Test for intermediate level students.

The last similar previous study is a journal by Sanosi with the title "The Effect of Quizlet on Vocabulary Acquisition"⁴³ with the major objective of foreign language teaching: vocabulary acquisition. The result of the study revealed that after using Quizlet for vocabulary learning for a month, the experimental group participants show a significant improvement in vocabulary post-test. The research used Quantitative method. The similarity is focus on vocabulary acquisition in second language while the difference is this research focus on vocabulary for CEFR Test for Intermediate level students.

C. Theoretical Framework

The researcher uses the theories about vocabulary, vocabulary acquisition, problem of teaching-learning vocabulary, quizlet, language proficiency level. The researcher aims to know the vocabulary acquisition process using Quizlet for intermediate level students that would be determined by the students' experiences during the process and their sensory toward the environment that happened in the process.

The researcher uses vocabulary acquisition theory to determine the factors that help students easily acquire new vocabulary in order to implement Quizlet as a learning media.

⁴³ Abdulaziz B Sanosi, "The Effect of Quizlet on Vocabulary Acquisition," *Asian Journal of Education and E-Learning* 6, no. 4 (August 18, 2018), <https://doi.org/10.24203/ajeel.v6i4.5446>.

The students would think that using Quizlet to acquire vocabulary would help them learn new words.

Utilizing online flashcard or Quizlet in order to get the most out of digital learning medias the focus of the second research question. It is done so that students can acquire vocabulary easily. The researcher gathered the information through a session of observation and interviews.



CHAPTER III

RESEARCH METHODS

This chapter consists of research design and approach, researcher's role, research setting, data and source data, data collection technique, data analysis technique, data validation, research procedure.

A. Research Design and Approach

In this study the researcher used descriptive qualitative research, the result of the study was intended to describe the process in acquiring English vocabulary, the role of Quizlet to help acquiring vocabulary. The researcher used qualitative method to conduct this study. A comprehensive method of discovery is the basis of qualitative research. An unfolding model, which occurs in natural settings and enables the researcher to develop a level of detail from high involvement in the actual experiences, is another term for qualitative.⁴⁴

In order to investigate the ordinary and extraordinary lives of individuals, groups, society, and organizations, qualitative research employs intense and prolonged contact with participants in naturalistic settings.⁴⁵ The goal of qualitative research is to get a deep understanding of human and social issues. This indicates that the research was carried out in actual situation in which researcher interacted with students during their teaching and learning processes in order to collect valid and reliable data. Because the researcher interpreted how the subjects interpreted their surroundings and how these interpretations affect their behaviours.

⁴⁴ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012).

⁴⁵ Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).

B. Researcher's Role

One of the roles of researcher in this study was as an observer participant. The reason for this is that the research subjects were aware of the researcher's role in this study as the researcher made observations about how intermediate level students were acquiring English vocabulary. In addition, the researcher also served as an interviewer. The data would be collected after all the information was gathered. The data were then expected to be able to respond to the researcher's questions, which were stated earlier in the first chapter.

C. Research Setting

The research took place at Ian Gillies Course Madiun, it was conducted since January 2023 until the researcher got sufficient supported data that was used for writing the report of this study. The reason of conducting the research at Ian Gillies Course Madiun because it is the only foreign languages center in Madiun that is located at JL. Grambir Sawit Selatan no. 27 Kel. Sogaten, Kec. Manguharjo, Kota Madiun. It is a language course that provides not only English course but also German, French and Japanese course. As the researcher takes English Education as major in University. So, the researcher focuses on English course.

There are several level in English program, start from beginner up to Advance. There are several programs such as English for kids, English for specific purposes, English for Business and many more. The various programs that Ian Gillies Course became one of the supporting reasons of conducting the research in this course. The researcher saw that the result of the study can be used as references not only for English program but also for the other languages that exist. It can be a big contribution because it is applicable.

The participants of this research was English Teacher for Intermediate level, Intermediate level students. The reason behind Intermediate level was considered as the best choice because they were in the process of transferring from beginner level before leveling up their language proficiency to Advance level.⁴⁶ The transferring process that intermediate level

⁴⁶ "Using the CEFR: Principles of Good Practice,"

students face is completely different from the previous level that they had before in beginner level. The four-basic-skill like reading, speaking, writing, and listening have different level comparing to the previous level. The more level the students have the higher standard of skill that the program set. It is important for them to learn more because it is getting harder. If they cannot keep the pace of the lesson they will find more obstacle to get to the higher level. So, to know how the Intermediate level class acquire vocabulary, the researcher did the observation among the Intermediate level students.

There were two intermediate level class, the class grouped by test in the beginning when they registered. Every few months after students finished the book according to their levels there would be another test to see whether the students deserve the next level or not. The test conducted online from computer and the result showed right after the students submitted their work. The online test was CEFR standard where there were several types of level, the test categorized for general english where it was used to determine a bit difficult level than english for school, besides that there were also option for business english to determine the business language proficiency for those who focused on business english. The class in Ian Gillies Course divided into several classes even in the same level was because the minimum students for a class was six students and maximum was ten students in the class. Once the students were sufficient then the first class would be closed, another class would be opened even for the same level.

D. Data and Source Data

A collection of text, numbers or symbols in raw or disorganized form, according to Kothari there are two kinds of data.⁴⁷ They are as follows:

1. Primary Data Source

⁴⁷ Kothari, *Research Methodology Methods and Techniques* (New Delhi: New Age International, 2004).

Primary data is essential information which are gathered once more and interestingly, and in this manner end up being unique in character. There are a few techniques for gathering essential information, especially in overviews and expressive explores. Important examples include the observation method, the interview method, the questionnaire method and so forth.

In this research, the researcher used observation and interview to collect the primary data. The researcher observed the teaching learning process to get information about the process of using Quizlet application for vocabulary acquisition at the course. The researcher also did interview to the teacher, the interview was aimed to get additional information about the implementation of Quizlet in the classroom. The source of data were the description of the process of vocabulary acquisition using Quizlet in Intermediate-level class at Ian Gillies Course. To collect the data the researcher did interview. The result from interviews were used to obtain analysis results regarding students acquisition process using Quizlet.

2. Secondary Data Source

Secondary data are those that have already undergone statistical analysis and have already been gathered by someone else. Primary and secondary data are collected in different ways because primary data must be collected from the beginning, while secondary data are simply compiled. Secondary data also means that the information which have previously been gathered and dissected by another person. At the point when the researchers uses auxiliary information. Then, at that point they need to investigate different sources from where they can acquire the information.

Secondary data include books, personal sources, journals, newspapers, websites, government records, and so forth. In this research, the researcher used both primary and secondary data. The secondary data were the information from the teacher and students related to the implementation of Quizlet Application for vocabulary acquisition.

E. Data Collection Technique

Researcher use three different data collection methods in this study. It seeks reliable information about vocabulary acquisition using Quizlet for intermediate-level students at Ian Gillies Course, the methods that the researcher use are as follows:

1. Observation

Observations are a common method for gathering data. Researcher can take on a variety of roles throughout the process. In a research setting, observation is the process of directly gathering honest information by observing people and places. The condition of the classes's students was observed by the researcher in this observation. This observation aims to learn more about how Intermediate-level students process on how to acquire the vocabulary using Quizlet. From the point forward, the researcher made field notes and recorded every one of the activities that happened in the study hall during teaching-learning English.

2. Interview

An interview is a conversation that the researcher conducts with the respondents to gather information. An interview is a method of data collection that comes directly from the source. Each respondent underwent multiple interviews within a predetermined time frame until all questions were answered. This is done straightforwardly or in a roundabout way through oral exchange. Students' thoughts, beliefs, and feelings about situation are gathered through interviews. An in-depth interview was the method used in this study. This means that researcher ask specific questions about the problem's focus.

The researcher in this study used open interviews because they are consistent with qualitative research, which typically uses open interviews. This means that the subject or perpetrator of the incident is aware that they are being interviewed and that the purpose of the interview is also known to them. According to the preceding explanation, the

researcher intended to conduct interviews with teacher, who served as the study's data source. In this study, the teacher were interviewed to find out how was the process of vocabulary acquisition using Quizlet application that was done by intermediate-level students at Ian Gillies Course. The implementation on preparing vocabulary until the vocabulary was ready to be used for the meeting, after getting information from the teacher and crossed check with the observation the researcher could acquire sufficient information related to the implementation of Quizlet application. The interview with teacher was done to know teachers's problem in using Quizlet application for vocabulary acquisition and to know the alternative solution in using Quizlet application for vocabulary acquisition.

3. Documentation

Researcher also collected data through the use of documentation, in addition to interviews and observations. A collection of records is called documentation. Documents from interviews, field notes, and observations that researcher received. It used to analyze the process of vocabulary acquisition among the intermediate-level students.

F. Data Analysis Technique

Analysis consists of three simultaneous activities. They are data reduction, data display and conclusion drawing / verification.

1. Data Reduction

The process of selecting the researcher selected the important and useful data that became the core of the interview that accorded with the research question, focusing the researcher focused on the interview answer that match with the final answer of the research question so that it kept in track with the focus of the research, simplifying the information that got from the interview to give ease for the researcher to process the data the researcher need to make as simple possible without changing the actual meaning,

abstracting the data that got from the interview and observation the researcher abstracting the data so that it could be shown systematically, and transforming the data presented in written field notes or transcripts is referred to as “data reduction”.

Data reduction occurs as the researcher selects the conceptual framework, case, research question, data collection methods. The researcher used the data reduction method to analyze the data. Selecting, summarizing, and simplifying the data that the researcher gathered from interviews, observations, and documentation were the process of data reduction and transformation continues until the final report is completed. The researcher selected the data that accordance with the information that was needed, after that the selected data was summarized and simplified so the researcher could get the data that the researcher want.

2. Data Display

Display is typically a compressed collection of information that enables conclusion. Displays help us comprehend what is going on, enabling us to further analyze to or take action based on that comprehension. Data can be presented in a variety of ways in qualitative research, including flowcharts, brief descriptions, connections between categories, and so on. In this study, the data display in form of brief description followed by figures of Quizlet features that were used for acquiring vocabulary. The purpose of the figures were to describe previously classified information about intermediate-level students' vocabulary acquisition with Quizlet, and the researcher then presented the findings in narrative form. The data were qualitatively analyzed and described.

3. Conclusion and Verification Data

The qualitative research's final analytical task is to draw and verify their conclusion. The next step is to draw conclusions or verify the data after the data have been presented, which is also part of a series of data analysis. Researcher draw interferences from this implication. The responses to the posed research questions are provided in the

conclusion. The display and reduction of data served as the foundation for the first conclusion. The conclusion can be altered in the event of a new finding supported by more evidence. The data that were reduced and presented in this study were described and analyzed by the researcher in order to provide answer to the research questions.

G. Data Validation

From the concept of validities and reliabilities, the idea of data validity has been revived. When using a qualitative method, the researcher double-checks certain aspects of the data ensure its validity, effective research relies heavily on validity. Therefore, both quantitative and qualitative naturalistic studies require validity. Triangulation is used by the researchers in this study. The researcher verifies the validity of the data by examining certain components. The two components are as follows⁴⁸ :

1. The Strenuously Observation

This indicates that researchers will find the characteristics and elements relevant to their chosen topic through diligent observation. the components are as follows:

- a. Observe the acquiring language process of intermediate-level students to know how the teacher taught the vocabulary and how far the students acquire the vocabulary.
- b. Carried out extensive research until the researcher consistently identified several valid data points.

2. Triangulation

Qualitative researchers use triangulation to check and establish validity in their studies.⁴⁹ Utilizing a variety of data and information sources is the basis of data triangulation. Classifying each stakeholder group or type for the program the researcher is evaluating is an important strategy. The use of multiple methods to examine a situation

⁴⁸ Kothari.

⁴⁹ Lisa A Guion, "Triangulation: Establishing the Validity of Qualitative Studies," 2002, 3.

or phenomenon is known as method triangulation.⁵⁰ The objective is to eliminate deficiencies and biases caused by a single method. That is, the weaknesses of one method can be made up for the advantages of another. In social science research, this kind of triangulation is very similar to the mixed method approach, in which the results of one method are used to improve, expand, and clarify those of another. It is also a variant of data triangulation that places an emphasis on using data collected by various methods in comparison to data collected for various programs, locations, populations, and so forth.

The methods include interviewing the teacher by asking several questions related to vocabulary acquisition using Quizlet for Intermediate-level students, observing the vocabulary acquisition process using the Quizlet application during the English learning process and the researcher's field notes to obtain more valid data in this study.

H. Research Procedure

There were several procedures that were applied in this research; the researcher had to go through a number of steps in this study before they could get the data they needed. The following seven procedures must be carried out:

1. Asking Permission

The researcher sent the permission letter to Ian Gillies Course and after it was accepted, the researcher started the research to obtain the information by doing observation and interview. The observation was done in an Intermediate level class and the researcher interviewed an English teacher and seven students.

2. Observing the Class

After obtaining permission from the English teacher, the researcher discussed the most likely class that could participate in this study with the teacher. The researcher began observing the activities during the vocabulary acquisition process. The researcher observed in a normal situation in which they acquired vocabulary at every meeting.

⁵⁰ David Hales, *An Introduction to Triangulation* (Switzerland: UNAIDS, 2010).

The first observation, the vocabulary was displayed on the projector screen and started mentioning the meaning in Indonesian. The researcher collected more information related to Quizlet's usage toward vocabulary acquisition process. Second observation was about vocabulary acquisition process for Intermediate level using Quizlet. On the third observation the researcher found the difference that can be considered as one of supporting data for the result. The observation was held for several times until the researcher found that the data was sufficient, the observation was related to the use of Quizlet as online flashcard for acquiring vocabulary. In the end of the observation the researcher had enough data after seeing the evaluation done by the teacher by displaying more vocabulary for Intermediate-level students.

3. Interviewing the Students

Following the completion of the observation, the researcher began conducting interviews with seven intermediate level students. Each of seven students was interviewed to support the data.

4. Interviewing the English Teacher

The English teacher in the class was interviewed as the next step. The purpose of the interview was to learn more about how students can use Quizlet as a learning tool to improve their vocabulary at higher levels.

4. Analyzing the Data

After completing the observation, questionnaire, and interview data collection. To arrive at the findings of this study, the researcher looked at the data that had been gathered.

5. Reporting the Result

The last method was the specialist detailed the information which had been broken down. The researcher finished up and composed the understudies' and instructors' response about the utilization of Quizlet as the learning media for gaining the vocabulary for the students

CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

From the observation the researcher could explain the learning phase that teacher did during the course process. The teaching phase was divided into three phases, they were pre-teaching, whilst-teaching and post-teaching. In every meeting the teacher taught sixty minutes for one class.

The first phase was pre-teaching, in this phase the teacher opened the class by greeting the students and continued by pray that led by one of the students, every meeting the leader for prayer was different. The one who had led in the previous meeting would not lead in the next meeting until all the students had their turn to lead the prayer. The teacher checked student's attendance by mentioning the students' name list, after making sure that students checked the teacher reviewed the last meeting lesson that they learnt. The reviewing lesson lasted around five to ten minutes while the teacher reviewed the lesson. The laptop, projector screen and loud speaker were prepared before Quizlet application was displayed in the projector screen. After the projector screen was ready the teacher started playing shuffle option that was available on Quizlet in this phase the students started acquiring vocabulary for about seven minutes with a minimum of fifteen vocabularies. After fifteen minutes ended, the teacher started evaluating the students one by one. The teacher sometimes asked the students to stand up or sit down on their chair while being evaluated.

After the evaluation of vocabulary the teacher gave students few minutes to ask related to vocabulary that they still confused, if there wasn't an question the teacher continued to the lesson of the day. Starting with practicing, in every meeting the students practiced different things according to the lesson of the day that the book mentioned, the form of practicing in this part was related with speaking, reading, writing or listening. After around ten minutes

practicing one of the aspects, the teacher started delivering the lesson of the day and continued by giving exercise but before giving the exercise the teacher asked the understanding of students. The teacher also gave time for those who wanted to ask the maximum time was five minute.

The last phase was post-teaching, in this phase the teacher review the lesson usually fifteen minutes before the class end. The teacher review one more time about related lesson that they learned while also checking the students understanding by giving sudden question or exercises. The teacher checked students work for few minutes and let the students know about the next lesson, the teacher explained slightly about the next lesson. The teacher also sent Quizlet's link of the day to the students. The last, teacher asked the same students who led the pray in the beginning and followed by closing the class.

B. Data Description

In this section, the researcher describes the result of the data obtained from the observation and interview the first data is about the implementation of Quizlet for vocabulary acquisition in Ian Gillies Course Madiun. This data collected based on observation that conducted five times. The second data is the problem and alternative about implementation of Quizlet for vocabulary acquisition.

1. The Use of Quizlet application for Vocabulary Acquisition at Ian Gillies Course Madiun

Quizlet used by the teacher in teaching vocabulary. To know how the implementation of Quizlet, the resercher observed the learning activities of English Lesson. The first observation was on January 22, 2023 and fifth observation was done on February 05, 2023. The researcher observed and wrote the activities during the course in intermediate class. The researcher found that from the first until the fifth observation have same activities. The teacher prepared the Quizlet and learn it together before delivering the lesson. The teacher saw the students' process of acquiring vocabulary using Quizlet directly.

The Implementation of Quizlet⁵¹

Planning : Teacher made set of flashcard

Implementation : Teacher played the quizlet on the projector screen

Students started paying attention to the screen

Evaluation : Teacher asked the students to read and mention the meaning followed by giving an example on sentence

In implementing Quizlet for vocabulary acquisition, there were some steps. The first was planning, in this step the teacher prepared the vocabulary that had been available in a teacher's book for intermediate level students. Then, the teacher chose the vocabulary used for the meeting. The vocabulary was chosen according to the theme and topic of the chapter that the students learnt in that level, and then the teacher chose and made the flashcard in Quizlet based on the word grouping such as noun, verb, adjective.



The teacher already prepared the vocabulary before the class start, before the teacher started using Quizlet the teacher prepared projector and loud speaker to use during the implementation of Quizlet. It was continued by teacher displayed the vocabulary on the screen and students started paying attention to the projector screen.

⁵¹ See the appendix 01/O/22-01/2023, observation



After teacher played Flashcard from Quizlet application for few minutes the students started to get evaluated one by one. They were asked to come in front of the class, one helped the other student to operate the Quizlet and one would give the meaning. In this process the teacher only paid attention to the students and right after all list of vocabulary was mentioned the teacher started asking the students to give one sentence example if the time was enough however if the time was not enough the teacher just asked the meaning.

There were two types of Quizlet display that were available between in the website and in smartphones. To explained easier to the researcher the teacher used Quizlet feature from smartphones. The teacher mentioned the functions and features in making set of flashcard. There are several features that available in Quizlet, they were Flashcard Feature, Learn Feature, Test Feature and the last is Match Feature. The options that Quizlet application offered were pronunciation, shuffle and adding picture. Each function of Quizlet Feature and the options were explained from the beginning until the end.

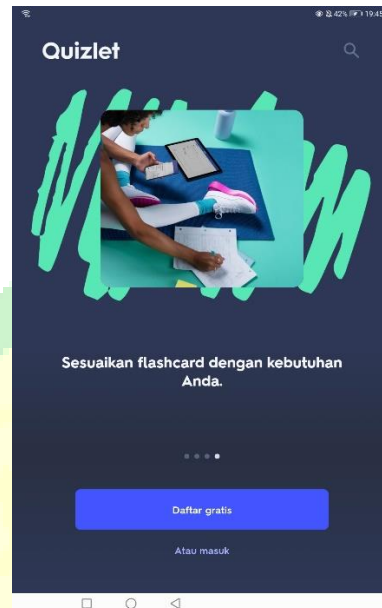


Figure 1. Quizlet Log In Page

In this part, the new Quizlet users had to register or log in for those who have already had the account. The registration was very simple, the new users only need to set the username followed by an active e-mail address and password. Another option was directly connected to the google account or facebook account. By doing the registration the users could access all features that Quizlet provide but before entering to the next part, there were two options that the user needed to choose. First was Quizlet user as teacher and second was Quizlet user as students. This affected the Quizlet's display, for teacher set of flashcard could be made as they wished and for whom the flashcard could be accessed while for students any kind of flashcard with various lesson could be searched from different source of creators or teachers as long as it was set for public.

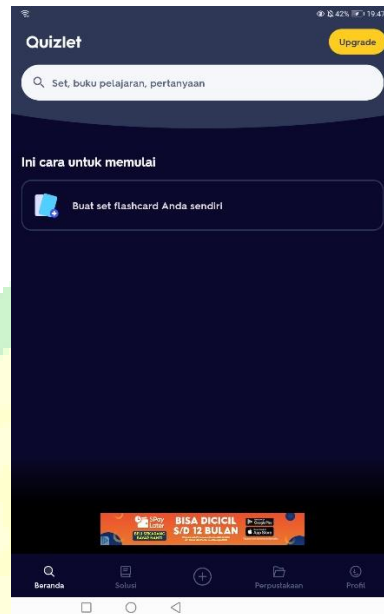


Figure 2. Starter to Make Set of Flashcard

In this section, the users could start making the set of Flashcard with unlimited vocabulary only if the teacher did subscription, if the users didn't do subscription the set of flashcard could only be opened until the ninth card.

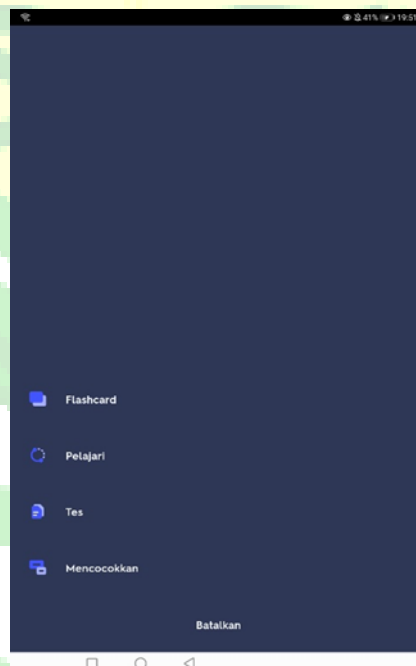


Figure 3. Quizlet Feature

In this section, the teacher could choose one of the feature they wanted to use. Once the teacher made set of flashcard with one of the available features. The set of flashcard that had been made could be applied in all features.

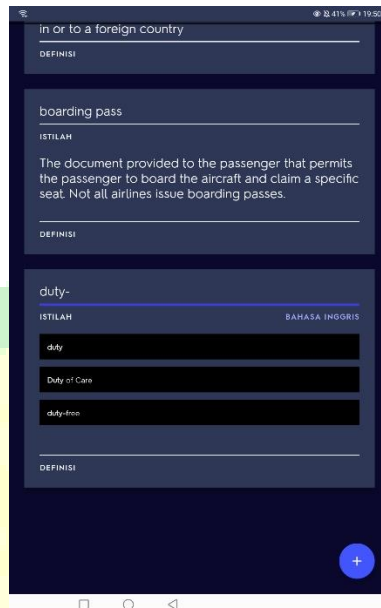


Figure 4. Process of Input the Vocabulary using Flashcard Feature

In this part, the teacher started making set of flashcard. The feature that was used Flashcard. Flashcard feature consisted of the word and its definition. Flashcard feature helped teacher to find the word and its definition as the teacher wished.

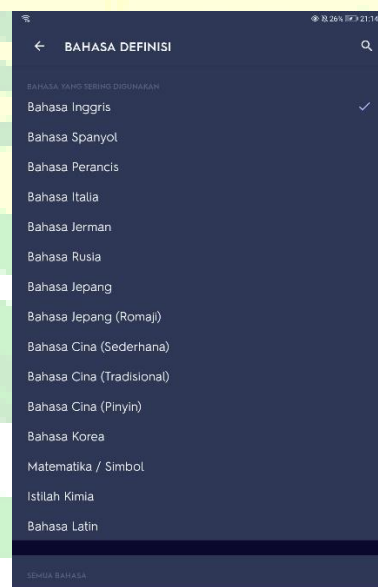


Figure 5. Language Option

In flashcard feature there was languages option that teacher could choose. Between word and definition each had languages option, for example if teacher would like to teach new word in English the language option must be chosen English and if the teacher would like to give the definition in another language like Indonesian so the teacher only needed

to chose the Indonesian. It worked the same if teacher would like to teach other languages using Flashcard feature in Quizlet.

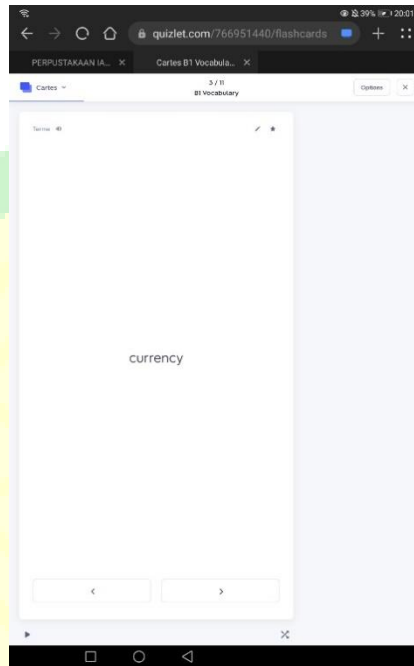


Figure 6. Flashcard Feature

In this part, set of flashcard was ready to be used. The teacher displayed the flashcard on projector screen that all students could see clearly. The amount of vocabulary that the teacher gave to the students was 15 vocabulary each meeting and the source of vocabulary list was got from the vocabulary book that accordance with students' book and workbook, the book that the teacher used met the standard of CEFR. The students were only given few minutes to acquire vocabulary before evaluated by the teacher. In the end class the teacher shared Quizlet's link of the day so the students could use other features and reviewed the vocabulary.

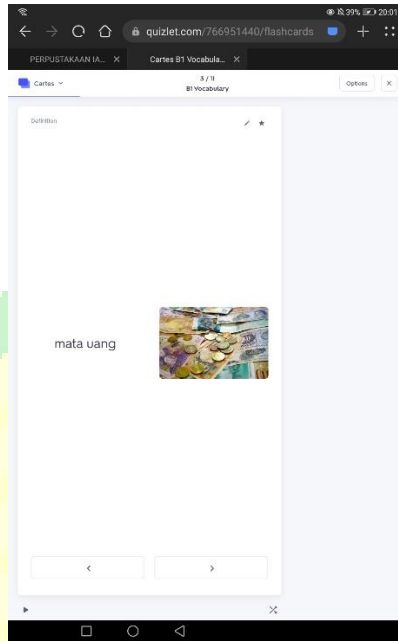


Figure 7. Flashcard Feature

This section still related with the function of flashcard feature, the function of preparing the word and its definition explained in the previous figures was to make flashcard displayed two-side. First side was for the word and the other side was for the definition or meaning. Once the teacher tap the card it automatically flipped and showed the other side.



Figure 8. Flashcard Feature

Another option that teacher could use in flashcard feature was the automatic play, so the teacher didn't need to tap each card to continue the next vocabulary. The option could be found on the lower right corner of the figure, while for those who could not read nor pronounce the word the option was available on the left upper corner of the figure. However in this part the teacher didn't allow the students to use this option before the students read on their own and teacher checked their pronunciation, this option only allowed to use at home where there were no teacher when reviewing vocabulary in case they forgot they could use this option.

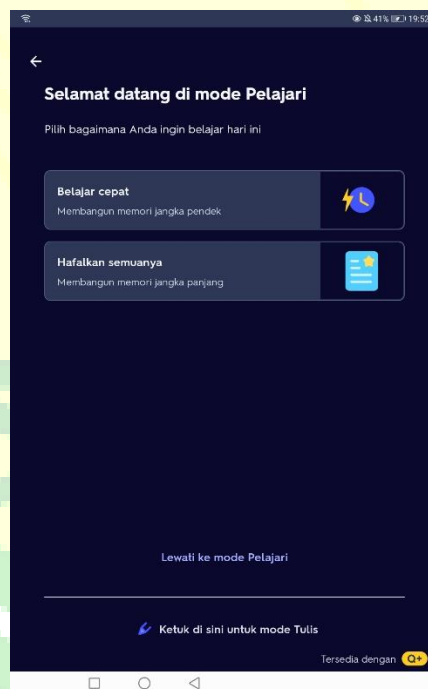


Figure 9. Learn Feature

In this part, the feature called Learn. There were two options before using this feature, quick learn or memorize all. The quick learn option was included memorize all words in short time.



Figure 10. Learn Feature

This part was still related with Learn feature, if we never had the vocabulary before we could chose the option that suit with the ability. The options were for those who had memorized all vocabulary; second, memorized some parts of the vocabulary; third, memorized most vocabulary.

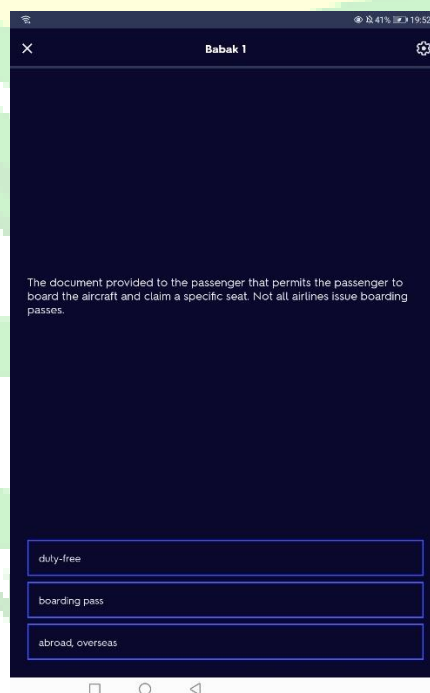


Figure 11. Learn Feature

This section still accordanced with Learn feature, it tended to the type of multiple choice. The display of Learn feature could be the definition as the question as showed in the figure above and students had to chose the best answer.

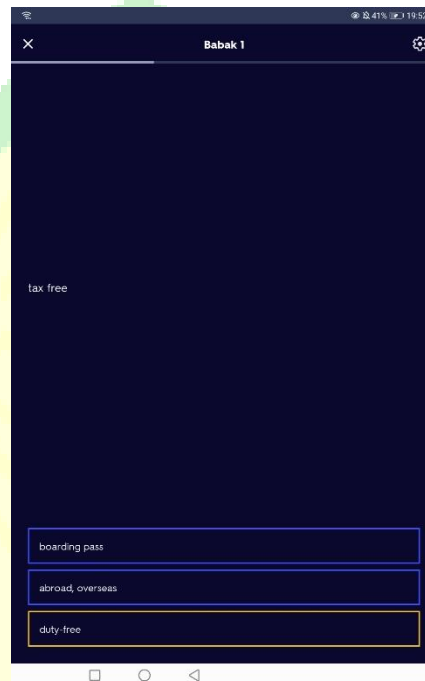


Figure 12. Learn Feature

Another way was the vocabulary as the question and students had to chose the best definitions or meanings that was correct.

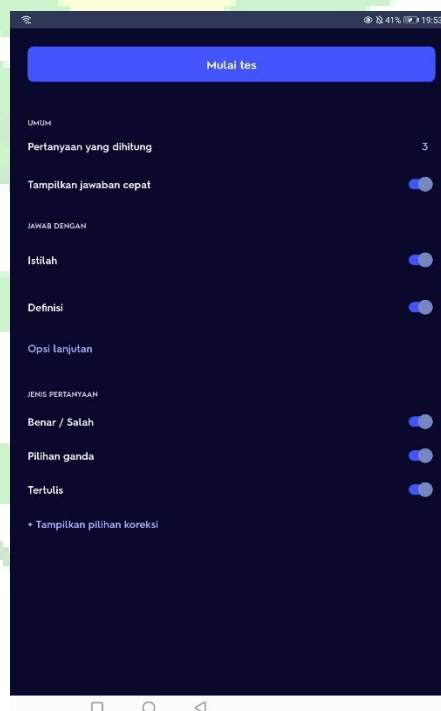


Figure 13. Test Feature

The other feature was Test feature, before starting the test feature there were several options that could be applied while using Test feature. We could choose some of the available options that the want to be used. The option consisted of display quick answer, meaning, definition, true or false, multiple choice and written answer. The display of Test feature would be the same as the options that had been applied, it could be mixed between all the available options.

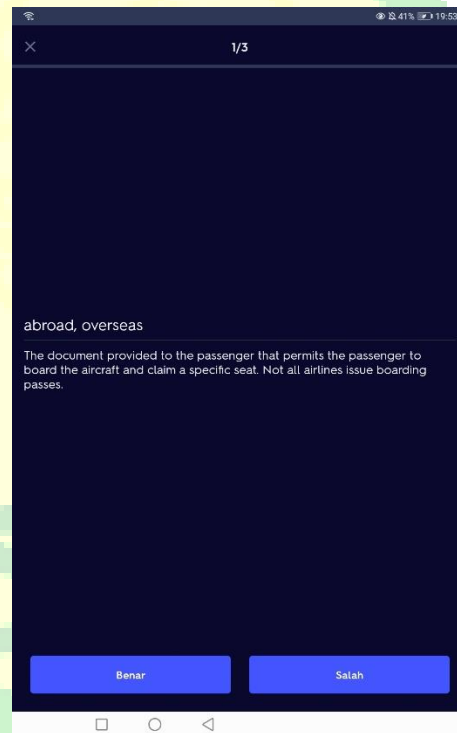


Figure 14. Test Feature

The first option that had been applied in the Test feature was True or False. The display shown on Figure 6, the word and definition were displayed at the same page and only needed to be considered as True or False.

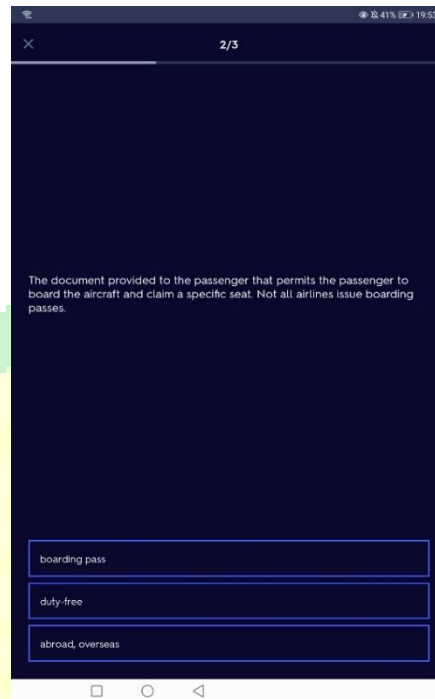


Figure 15. Test Feature

The second option was multiple choice, the difference between the Test Feature and Learn Feature was the various option that Test Feature could be mixing option between True or False, Multiple Choice and Written Answer while Learn feature provided multiple choice option only.



Figure 16. Test Feature

The third option that available on Test Feature was written answer, in this part there were no available option nor hint that could be used as help while acquiring vocabulary.

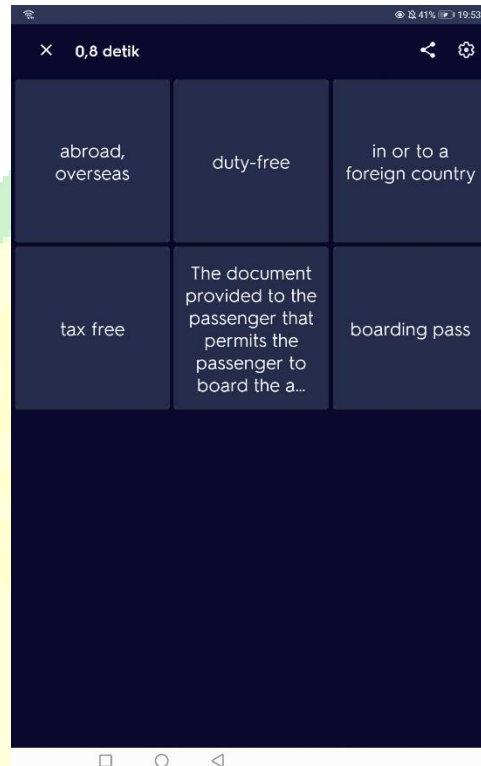


Figure 17. Match Feature

The last feature was Match, in this section all the vocabulary and definitions or meanings were displayed together. To use this feature the students needed to match the vocabulary and the correct definition, in this feature there was limited time to complete all the exercises. The time was shown in the upper left corner.

The next step was implementation. In this step, the teacher started the learning process by greeting the students followed by praying. The teacher also checked the student's attendance. Then, the teacher reviewed the last lesson followed by preparing the projector. After that the teacher asked the students to pay attention to the screen, the teacher gave limited time for students to read all the vocabulary in the Quizlet.

The last step was evaluation. For evaluation, the teacher asked the students to guess the meaning of all vocabulary randomly. After that each student were asked to see one word that was chosen by the teacher from the Quizlet screen. And then the teacher asked

the students to give one example in a form of sentence. In this part the teacher only paid attention, took note, listened to the students, later when each students finished mentioning the meaning and giving example the teacher gave correction the students' pronunciation and sentences.

In this research the researcher also interviewed the teacher related to the implementation of quizlet for vocabulary acquisition to get more information. It was conducted after the class finish.

In the first question, the researcher asked the teacher about preparation of using Quizlet.

The prepararion is prepared by teacher before displaying the vocabulary to the students. The source of vocabulary is got from the vocabulary book for certain level. The vocabulary is devided according to the topic and theme.⁵²

In this part the researcher got more additional information related to the implementation of Quizlet, the result teacher answered that she prepared minimum 15 vocabulary from the guidance book that has already prepared as a list of vocabulary according to the language proficiency. The vocabulary was chosen according to the lesson that would be delivered at that time, because the vocabulary used for the lesson of the day.

Next question is about the duration of using quizlet and the reason behind putting Quizlet activity in the beginning of the lesson.

The duration is fifteen minutes, the extension time might be used but maximum is five minutes extension. We pay attention strictly the time management.⁵³

The teacher explained the duration of using Quizlet is 15 minutes after reviewing the last meeting lesson. 15 minutes seemed the perfect time because the students were asked to be commonly scan the new word and drill in the short time, and in the end they

⁵²See the appendix 01/W/28-01/2023 teacher's interview transcript

⁵³See the appendix 01/W/28-01/2023 teacher's interview transcript

had more motivation to complete it as soon as possible cause at the end of the limit time they were asked to mention all the meaning and made one sentence as example.

There are several improvement for several years after using Quizlet. We, the teacher decided to put the Quizlet activity in the beginning because the students always in a good condition right they arrived at course.⁵⁴

The reason behind it was the students still in a condition where they have fresh mind before the lesson so it was a good starter to begin the lesson of the day.

2. The Students' Strategies for Vocabulary Acquisition Using Quizlet Application at Ian Gillies Course Madiun

During the using of Quizlet Application in the classroom for vocabulary acquisition for intermediate level students. The participants were the English teacher and Intermediate level students. The usage of Quizlet Application for vocabulary acquisition was explained by the teacher in the previous point while in this point the researcher focused on intermediate level students. As participants of this research, the intermediate level students were interviewed by the researcher to get the information related to the strategies that they used for acquiring vocabulary.

The information of what strategies that the students did in the classroom was gathered by interviewing seven students from two classes that considered as potential students who joined the class since beginner level and continued to the higher level. There were two type of students in this intermediate level, the ones who joined the course starting from beginner level and the others who joined without going to the beginner level program in Ian Gillies Course before. From the interview results, there were various answered that the students informed the researcher.

a. Review Vocabulary

⁵⁴See the appendix 01/W/28-01-2023 teacher's interview transcript

The researcher asked seven students starting from the first students, the first students explained what strategy that he used during the Quizlet application for vocabulary acquisition.

There are some parts where we forget the vocabulary, especially the vocabulary that has been acquired quite long time ago. To acquire easily and not to lose the previous vocabulary, we review the vocabulary through opening the Quizlet links that the teacher give via whatsapp every time the class finished⁵⁵

He stated that there was a moment where he forgot the previous vocabulary, this was caused by many reasons. One of them was because of the less frequent used vocabulary. To acquired the current vocabulary and not to lose the previous vocabulary he reviewed the vocabulary by opening Quizlet link that the teacher gave through whatsapp righ after the class finished. He could review the vocabulary using various features that available in Quizlet application This statement matched with what the teacher did in the first point about the usage of Quizlet, right after the class ended the link was sent so the students could review vocabulary that they acquired by playing it in various feature not using flashcard feature only.

b. Re-open Link

Similar statement was also stated by another student, the fifth students also stated the same strategy.

Re-open all the links that the teacher has given to us so that we don't forget the previous vocabulary. The link can be saved, and it always appears on the main page right after we use it. So, it is easier to be accessed without worrying about losing the previous link that has been opened before.⁵⁶

She stated that re-opened the link that the teacher gave so that she did not forget the previous vocabulary became her strategy. In addition, she stated that once the link opened it could be stayed in the main page of Quizlet application. So, she did not need to worry about losing all the links that had been opened because it could be accessed whenever it was.

⁵⁵See the appendix 02/W/29-01/2023 student's interview transcript 1

⁵⁶See the appendix 06/W/04-02-2023 student's interview transcript 5

c. Use Free Features

The other strategy that the student mentioned during the interview besides the strategy of using Quizlet application for vocabulary acquisition, the other students also mentioned strategy of using Quizlet application for users who did not do subscription.

Open the Quizlet application only at the course using the teacher's access or joining other students' application who do subscription. This is aimed to get unlimited access on all features and unlimited amount of vocabulary for a single play.⁵⁷

From the interview he stated that there were several features while using Quizlet for acquiring vocabulary that could not be accessed. After the researcher tried to access Quizlet Application without the subscription, it matched with what he said. There were several features that could not be accessed, one of the example is live feature. Live feature could only be accessed in Quizlet's website. Besides there was a feature that was not available in Quizlet accessed via smartphone, the researcher tried to access one of the link that the teacher sent. It showed that there was limited amount of vocabulary that could be opened. This was because the researcher accessed Quizlet without subscription, meanwhile the accounts that did subscription there was no limited amount of vocabulary in flashcard. So, to overcome this problem he joined his friends who did subscription or another strategy was using Quizlet when he was at the course only.

This statement was supported by another student who stated almost the same thing, she applied the same strategy as the previous student.

Without the subscription, the amount of vocabulary that can be accessed is only 9 out of the amount of prepared vocabulary. This limited amount of vocabulary can only be overcome by doing subscription. But because not all of us do that, so we only use the free access and free features. Using it only at course is also effective because the course does the subscription.⁵⁸

The vocabulary that could be accessed without subscription was only 9 in each set of flashcard that prepared by teacher. To keep acquiring vocabulary, she just used the free access and free feature while reviewing the vocabulary at home. The other strategy that

⁵⁷See the appendix 03/W/29-01-2023 student's interview transcript 2

⁵⁸See the appendix 07/W/05-02-2023 student's interview transcript 6

she did if her friends also did not do the subscription was accessing Quizlet at course because the English Course did subscription. So, she could still use Quizlet application by using free features that were available and accessed the limited features only at course.

d. Mention Synonym and Antonym

Besides the strategy that the students had mentioned that related to the use of Quizlet application. There were more strategies that the other students mentioned, she stated the strategy to keep acquired vocabulary.

The teacher will ask unexpectedly the previous vocabulary, we cannot predict what word that is taken from the previous vocabulary. The teacher asks random previous vocabulary, no matter it is the synonym of the vocabulary that is currently acquiring or the antonym of it. So, to review the vocabulary is an obligation in order to keep the vocabulary in mind and in use.⁵⁹

In the end of the time using Quizlet application for vocabulary acquisition, she stated that the teacher evaluated the students. In evaluating process, she often found the moment where the teacher asked several vocabulary that was not available in the set of flashcard of the day but the teacher kept asking the vocabulary. This vocabulary mostly took from the synonym or the antonym from vocabulary of the day that the teacher prepared. So, to keep in track with the synonym or the antonym of certain word that had been acquired. She often kept the vocabulary in mind by using it in daily life while mentioning the synonym or antonym of the word that she knew.

e. Apply Shuffle Option Many Times

Applying vocabulary in use would keep the vocabulary well in mind, besides reviewing and mentioning its synonym and antonym. But if the time during the acquiring process was limited the student had another strategy that could help her acquiring vocabulary well.

Pay attention to the screen so we can maximize the acquisition process well. Besides that if we still need more time to acquire, we ask the teacher to play and apply the shuffle option that is available so we can acquire well by playing often over the vocabulary.⁶⁰

⁵⁹See the appendix 04/W/29-01-2023 student's interview transcript 3

⁶⁰See the appendix 05/W/04-02-2023 student's interview transcript 4

One of the students stated to maximize the acquisition process well. She asked the teacher to play often over the vocabulary that was displayed on the projector screen. By doing so, she felt that it was easier to acquire when set of word played often over in certain time. Playing those vocabulary in certain time could be efficient if it was played automatically. So, in this part she acquired easily because of shuffle option that was available in Quizlet application.

f. Ask Teacher

The last interview revealed that students could count on their teacher, they could ask to their teacher in case they forgot the vocabulary during the lesson.

During the process of acquisition, there are some parts where we forget the vocabulary. We can ask the teacher about the meaning that we forget, the teacher will give the meaning but before giving the meaning she always ask the other students first to check their vocabulary as well. If they cannot answer then the teacher will give the meaning.⁶¹

She stated that the moment where she forgot the vocabulary during the acquisition process she could ask the teacher if she or her friends forget. But it could not be done easily, normally she was asked to try her best to memorize the meaning of the word. if she could not answer she could ask her friends, but if no one could answer then the teacher would answer the question. So, she did not need to worry if she could not mentio the meaning but she was asked to try her best to answer before asking it to her friends or teacher.

C. Discussion

In this section, the researcher discussed the research findings from observation and interview. The research discussions were how does the use of Quizlet application for vocabulary acquisition at Ian Gillies Course Madiun, the students' strategies for vocabulary acquisition using Quizlet application at Ian Gillies Course Madiun.

⁶¹See the appendix 07/W/05-02/2023 student's interview transcript 7

1. The Use of Quizlet Application for Vocabulary Acquisition at Ian Gillies Course Madiun

According to the observation and interview results, there were several steps of using Quizlet application for vocabulary acquisition. The first step was planning, in planning the vocabulary list the teacher prepared fifteen vocabulary one day before the vocabulary would be used, in Quizlet application the teacher only used flashcard feature. In flashcard feature the teacher also added illustration pictures on each word. The vocabulary was chosen according to theme that was available on the book, the book was Cambridge B1 preliminary for school, B1 considered as Intermediate level. there are several levels according to *CEFR*, it is aimed to recognize the level of students who are learning English⁶². Before the class began the teacher had already prepared the over-head projector, loud speaker and a computer.

According to the explanation above, the researcher concluded that the teacher used flashcard feature among tests feature, match feature and learn feature that was available in Quizlet application.⁶³ There were several media that could be used for teaching vocabulary and one of them was Flashcard. Flashcard are two type of Flashcard nowadays, conventional Flashcard and online Flashcard, the difference between these two are the conventional needs real paper and organize according to theme, in addition it cannot be easily changed. While online flashcard does not need any paper to make, it can be change to any features not flashcard only and it can be changed easily as the creator wants.⁶⁴ Besides that for teaching vocabulary picture also became one of the media, picture was available in Quizlet's option. The option was adding picture, in this option the teacher could add picture that match with the vocabulary, the picture could be put in the other side of flashcard. There are several options that are available in Quizlet, they

⁶² "Using the CEFR: Principles of Good Practice,"

⁶³ Tanjung, "The Effect of the Quizlet Application on the Vocabulary Mastery of Students in Class VII MTs Al-Washliyah Bah Gunung."

⁶⁴ Jeremy, *The Practice of English Language Teaching*.

are adding pictures, shuffle, and pronunciation.⁶⁵ The teacher chose vocabulary according to intermediate level, the level related to language proficiency. There were several factors influencing vocabulary acquisition according to Harmer and one of them was language proficiency. Besides language proficiency experience, gender, type of leaning were also the factors influencing foreign language acquisition.⁶⁶

The second step was implementation, during the implementation of Quizlet application for vocabulary acquisition the teacher only had fifteen minutes. However the teacher only used seven minutes to display the word on the projector screen. The teacher played often over, the students paid attention to the displayed vocabulary. The teacher shuffle the flashcard automatically, the students acquired vocabulary by reading and watching the running vocabulary that was displayed often over.

In the implementation the teacher played often over the vocabulary that was displayed on the projector screen, this method accordanced with drilling method. Drilling method is a method where the vocabulary is being played often over in certain time.⁶⁷ Drilling method was used by the teacher to play often over the vocabulary so the students could get used to the vocabulary that was being displayed, in displaying vocabulary often over the teacher used Quizle's option for shuffling all the cards in short time.⁶⁸ Shuffling option could be used to manimize the time, it played automatically without any help of the teacher. The teacher only needed to click the button and it ran automatically and would stop if the teacher wanted it to be stopped.

The last step was evaluation, in this part the students only had the rest of time out of fifteen. The teacher asked students one by one each meaning of vocabulary, each

⁶⁵ Setiawan and Wiedarti, "The Effectiveness of Quizlet Application towards Students' Motivation in Learning Vocabulary."

⁶⁶ Jeremy, *The Practice of English Language Teaching*.

⁶⁷ Jeremy.

⁶⁸ Tanjung, "The Effect of the Quizlet Application on the Vocabulary Mastery of Students in Class VII MTs Al-Washliyah Bah Gunung."

students would have their turn however if the time was not enough the teacher would only asked the most frequently used word for the lesson.

According to the result above, the researcher concluded that the teacher evaluated the students one by one and asked them the meaning of vocabulary and asked the frequently used vocabulary. This related well to the theory that stated there were four tier or level of vocabulary, the most used vocabulary was involved in tier one.⁶⁹ There were four tier, each tier had its function several examples were the tier one was for vocabulary that frequently used in daily life, and tier two was a vocabulary that was used for academic purposes while the tier three was mostly used for specific purposes like someone who was expert in certain field of work.

2. The Students' Strategies for Vocabulary Acquisition Using Quizlet Application at Ian Gillies Course Madiun
 - a. Review Vocabulary

The first strategy that the first student stated that there was a moment where he forgot the previous vocabulary, this was caused by many reasons. One of them was because of the less frequent used vocabulary. To acquired the current vocabulary and not to lose the previous vocabulary the first student reviewed the vocabulary by opening Quizlet link that the teacher gave through whatsApp right after the class finished. He could review the vocabulary using various features that available in Quizlet application.

According to the interview result that was done by the researcher, it could be concluded that reviewing the vocabulary using Quizlet features became one of the strategies. This strategy was done not only by one student but also some students, the features were vary from flashcard, test, learn and match. These features matched with what was being displayed on the official Quizlet's website.⁷⁰ Flashcard feature was a set

⁶⁹ Isabel L Beck and Margaret G McKeown, "Teaching Vocabulary: Making the Instruction Fit the Goal,"

⁷⁰ Dizon, "Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students."

of card that had two side one for the English meaning and the other was the mother tongue. In test feature, the form of vocabulary was displayed in three forms multiple choice, essay definition and true or false. Learn feature there was only multiple choice, the students chose the best answer that match with the meaning or definition of certain word. Match feature displayed in a block with different word, there were some blocks who were written the meaning and the other were the definition.

b. Re-open Link

Second strategy was re-open the link. This statement matched with what the teacher did in the usage of Quizlet, right after the class ended the link was sent so the students could review vocabulary that they acquired by playing it in various feature not using flashcard feature only. The statement that was stated by the first student was supported by another student. The fifth student said that reviewing vocabulary using Quizlet features was one of her strategy to not lose the previous vocabulary in addition once the link opened it could be stayed in the main page of Quizlet application.

According to the observation, this strategy match with what the teacher did. The teacher sent the link right after the class finished, it was aimed to let the students review the vocabulary easily. The link could be saved and opened anytime, it would appear in the main page of the application.⁷¹

c. Use Free Features

Third strategy, the second student stated that there were several features while using Quizlet Application for acquiring vocabulary that could not be accessed. After the researcher tried to access Quizlet Application without the subscription, it matched with what he said. There were several features that could not be accessed, one of the example is live feature. Live feature could only be accessed in Quizlet's website. Besides there was a feature that was not available in Quizlet application accessed via smartphone, the

⁷¹ See the appendix 01/O/22-01-2023/ observation

researcher tried to access one of the link that the teacher sent. It showed that there was limited amount of vocabulary that could be opened. This was because the researcher accessed Quizlet application without subscription, meanwhile the accounts that did subscription there was no limited amount of vocabulary in flashcard. This statement was supported by the sixth student, she stated that vocabulary that could be accessed without subscription was only 9 in each set of flashcard that prepared by teacher. To keep acquiring vocabulary, she just used the free access and free feature while reviewing the vocabulary at home. The other strategy that she did if her friends also did not do the subscription was accessing Quizlet application at course.

It could be concluded that the other strategy for acquiring vocabulary using Quizlet application was accessing free quizlet features. The features that were available in Quizlet application that mentioned by Ayumi was not fully free⁷², there were some parts where the features could not be accessed fully if students did not do subscription. Limited vocabulary that was loaded could only be seen maximum 9 vocabulary out of all prepared vocabulary.

d. Mention Synonym and Antonym

Fourth strategy that was stated by third students, she stated that the teacher evaluated the students right after the teacher displayed the vocabulary on projector screen often over. In evaluating process, it was often found the moment where the teacher asked several vocabulary that was not available in the set of flashcard of the day but the teacher kept asking the vocabulary. This vocabulary was mostly taken from the synonym or the antonym vocabulary of the day that the teacher prepared. To keep in track with the synonym or the antonym of certain word that had been acquired. The third student often

⁷² Tanjung, "The Effect of the Quizlet Application on the Vocabulary Mastery of Students in Class VII MTs Al-Washliyah Bah Gunung."

kept the vocabulary in mind by using it in daily life while mentioning the synonym or antonym of the word.

According to the interview the researcher concluded the strategy used by student was commonly used the word⁷³, by doing this the students could acquire vocabulary without losing it because the students used it in daily life. Another strategy that the student mentioned was part of vocabulary aspects that stated by harmer⁷⁴, aspects of vocabulary were included synonym, antonym, polysemi and many more. By mentioning the synonym or antonym of certain words it could recall all previous vocabulary while acquiring more vocabulary.

e. Apply Shuffle Option Many Times

Fifth strategy was stated by fourth student asked the teacher to play often over the vocabulary that was displayed on the projector screen. By doing so, she felt that it was easier to acquire when set of word played often over in certain time. Playing those vocabulary in certain time could be efficient if it was played automatically.

According to interview, it could be concluded that the strategy that fourth student did was playing the vocabulary on the screen often over by using shuffle option⁷⁵. There were several options that Quizlet provided, speller for pronunciation, adding picture and shuffle option. All option that were mentioned by Dizon was for flashcard feature. Shuffle option could be used to maximize the time, it could display the vocabulary automatically once the play button clicked and it could be stopped as the operator or teacher wanted.

f. Ask Teacher

Sixth strategy stated by seventh student there was a moment where she forgot the vocabulary during the acquisition process she could ask the teacher if she or her friends forget. But it could not be done easily, normally the students were asked to try their best

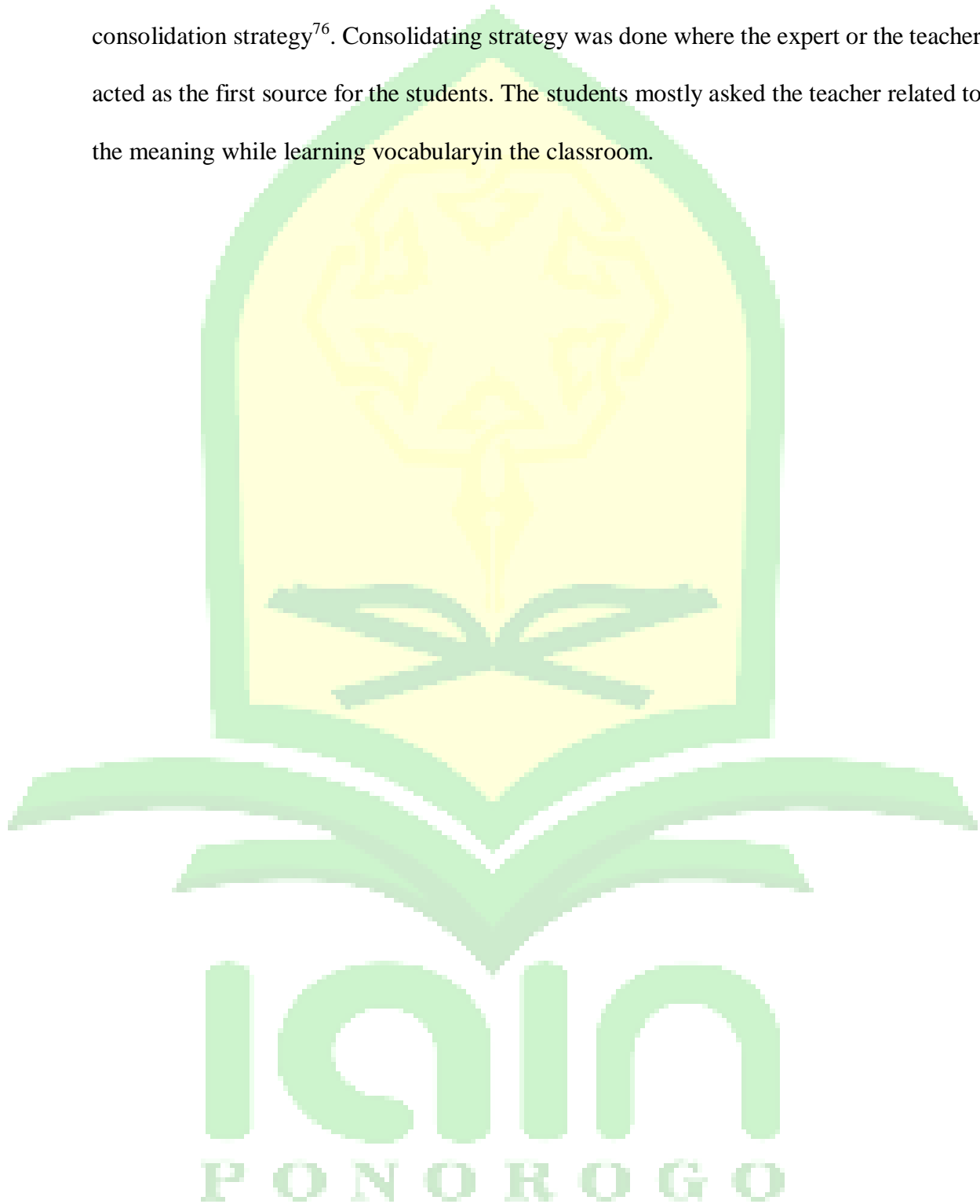
⁷³ Brown, *Principles of Language Learning and Teaching*.

⁷⁴ Jeremy, *The Practice of English Language Teaching*.

⁷⁵ Dizon, "Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students."

to memorize the meaning of the word. If they could not answer then each of student could ask other friends, but if no one could answer then the teacher would answer the question.

According to the interview, it showed that in acquiring vocabulary the students use consolidation strategy⁷⁶. Consolidating strategy was done where the expert or the teacher acted as the first source for the students. The students mostly asked the teacher related to the meaning while learning vocabulary in the classroom.



⁷⁶ Malik, "An Aanalysis of the Strategy in Acquiring Vocabulary Using Video Games in English Literature Students of Universitas Brawijaya."

CHAPTER V

CLOSING

In this chapter consists of conclusion and recommendation:

A. Conclusion

1. The Use of Quizlet Application for Vocabulary Acquisition

There were three step of using Quizlet application for vocabulary acquisition. The first phase was planning, during the preparing the vocabulary the teacher prepared them according to theme that was available in B1 intermediate level book besides that the teacher also categorized the them according to language proficiency; the next phase was implementation, in this phase the teacher used flashcard as media and used shuffle option that were available in Quizlet application besides that the teacher also drilled the students to help acquiring vocabulary easily; and the last was evaluation, in this phase the teacher evaluated the students one by one by asking the meaning of the vocabulary however if the time was not enough the teacher just asked the most frequently used vocabulary to the students. Acquiring vocabulary using Quizlet application with limited time was possible because it was completed with various Feature and options that could be used for supporting a better experience in using Quizlet for vocabulary acquisition.

2. The students' Strategies for Acquiring Vocabulary Using Quizlet Application at Ian Gillies Course Madiun

There were six strategies that the students did during the acquisition process using Quizlet application at Ian Gillies Course Madiun. The first strategy was reviewing the vocabulary using all available features; second strategy was re-open the link; third strategy was using free features without subscription even the amount of vocabulary that could be displayed was limited but it could be the best strategy to acquire vocabulary

without subscription; fourth strategy was mentioning the synonym and antonym if the vocabulary; while the fifth strategy was using the word in daily use and using shuffle option if the time was limited; and the last strategy was consolidating it meant that teacher became the main source to get the meaning while acquiring vocabulary. Besides maximizing the acquisition process easily by using all features and options that were available in Quizlet application, having strategies to acquire vocabulary was also important thing that the students needed to know to help them acquiring easily.

B. Recommendations

After getting the result of the study in this research, the researcher would like to give some suggestions as follows:

1. For English Teacher

Quizlet helps the students in acquiring vocabulary within short duration. So, the teacher would be better maintain using Quizlet in helping students acquiring vocabulary. The teacher also could use other feature so that the students don't feel bored during acquiring vocabulary.

2. For English Students

The students should explore more the features that Quizlet application has, in addition they should review the previous vocabulary so that they don't forget easily. practicing more in making example on each vocabulary that they required also help them to be used to it.

3. For the Future Researcher

The researcher hopes that this research can be beneficial for the further researcher to increase their knowledge about implementation of Quizlet as well with difficulty and strategy.

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