

**ENHANCING STUDENT'S VOCABULARY MASTERY
BY USING QUIZLET MEDIA AT THE SEVENTH
GRADE OF MTs MA'ARIF AL-ISHLAH BUNGKAL
PONOROGO**

THESIS



**By
NINING PUSPITASARI
NIM. 210915002**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
THE STATE INSTITUTE OF ISLAMIC STUDIES OF
PONOROGO
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ABSTRACT

PUSPITASARI, NINING. 2019. *“Enhancing Student’s Vocabulary Mastery by Using Quizlet Media at The Seventh Grade of MTs Ma’arif Al-Ishlah Bungkal Ponorogo”*. Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dr. Harjali, M. Pd.

Key Word : Quizlet Media Interactive and Vocabulary Mastery.

Vocabulary is the important elements to be learned in English language. It is one of aspects of language proficiency that becomes the basis of how well students listening, reading, speaking and writing. English language ability is not complete without having enough vocabulary. In order to make students easily in mastering vocabulary, some possible ways should be applied and one of technique by using Quizlet media. Quizlet of can be applied in learning vocabulary.

This research has purpose to know whether students’ vocabulary skill at the seventh grade students of MTs Ma’Arif Al-Ishlah Bungkal could be improved through Quizlet Media Interactive.

The researcher used Classroom Action Research (CAR) to solve students’ problem in vocabulary mastery. The classroom action research design applied in this study was a collaborative classroom action research. It meant that the researcher collaborated with English teacher of MTs Ma’Arif Al-Ishlah Bungkal as an observer and collaborator. This study was conducted following Kemmis and Taggart model with the following procedures of the action research: planning, acting, observing and reflecting. The study carried out in two cycles. Each cycle consisted of three meetings. The data gathering in this study through interview, observation, field notes and test. The researcher used descriptive analysis and statistical analysis to know the result of the implementation Classroom Action

Research using Quizlet media to the students of class VII (seventh grade) of MTs Ma'Arif Al-Ishlah Bungkal.

The result of this study shows that the students improved their skills during teaching and learning process by using Quizlet Media. It is proven by the data which derived from this study. First, from the interview result showed that students' vocabulary has improved, it can be seen that students could understand new vocabularies easier. Then data from field notes, it could be seen that the students were more active, interested and fun in mastering the vocabulary through Quizlet media. Last, from the test result which the score of Minimum Mastery Criterion (KKM) of English lesson was 70, that students supposed to reach KKM at least 75% of total students in the classroom. There were three test conducted, those are pre-test, post-test 1 and post-test 2. The improvement of students' vocabulary skill can be seen clearly of their achievement in pre-test score is 67,18. It means there were only 25% of the whole students could passed KKM. The mean of post-test 1 score is 75,93. It is proven that 62% students passed KKM. Next, the mean score of post-test 2 score is 89,68. The percentage of students who could get the score above the KKM in post-test 2 is 100%.

Based on the result above, it can be concluded that the implementation Quizlet media can enhancing students' vocabulary mastery at seventh grade students' of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo in academic 2018/2019.

APPROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Nining Puspitasari
Student Number : 210915002
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : Enhancing Student's Vocabulary Mastery by Using Quizlet Media at
The Seventh Grade of MTs Ma'Arif Al-Ilahiah Bungkal Ponorogo

has been approved by the advisor and is recommended for approval and acceptance.

Advisor

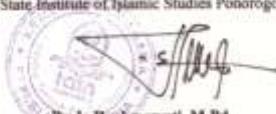


Dr. Harjali, M. Pd
NIP. 196704132000031002

Date April 24th 2019

Acknowledged by

Head of English Education Department of
Tarbiyah and Teachers Training Faculty
State Institute of Islamic Studies Ponorogo



Prilya Roshmawati, M.Pd

NIP. 198103162011012003



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

RATIFICATION

This is to certify that Sarjana's thesis of:

Name : Nining Puopitasari
Student Number : 210915002
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : Enhancing Student's Vocabulary Mastery by Using Quizlet Media at
The Seventh Grade of MTs Ma' Arif Al-Ishlah Bungkal Ponorogo

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Certified by

Dean of Tarbiyah and Teachers Training

State Institute of Islamic Studies



Dr. Ahmadi, M.Ag

NIP. 196512171997031003

Board of Examiners

1. Chairman : Pryta Rochmawati, M.Pd
2. Examiner I : Dr. Ahmadi, M.Ag
3. Examiner II : Dr. Hatjati, M.Pd

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Saya yang bertanda tangan di bawah ini:

Nama : Nining Puspitasari

NIM : 210915002

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo

Judul Skripsi : Enhancing Student's Vocabulary Mastery by Using Quizlet Media at The Seventh Grade of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo

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Nining Puspitasari

CHAPTER I INTRODUCTION

A. Background of Study

The foreign languages, in this case English as an interval language, can need to face the development of a very fast world today. Moreover, learning foreign languages to children mastered faster because in this golden age, children learn foreign languages more quickly than adults.²

English learning includes four skills, namely speaking skills, reading skills, writing skills, listening skills. Suyanto in Yuyun Yulianingsih revealed that in learning has a there are three components of language, namely the components of grammar, vocabulary, and pronunciation. These three components support students to master four skills in English.³ One of the important aspect to be learned in foreign language is vocabulary. Vocabulary is all the words that a person knows or uses, all the word in a language, list of words with their meanings.⁴ Beck and McKeown in Syarifuddin Achmad stated that vocabularies consist of content and function words in a language learned, so words are the knowledge that must be understood by the learners in doing listening, speaking,

² Yuyun Yulianingsih, "*Penggunaan Quizlet dalam Pembelajaran Kosakata Bahasa Inggris pada Anak Usia Dini*", Vol. 1, April, UIN Sunan Gunung Djati Bandung: 2018, 408.

³ Ibid..., 409

⁴ Ed. Victoria Bull, *Oxford Learner's Pocket Dictionary*, 4th edition. New York: Oxford University Press. 2008.

reading and writing corresponding to the other subjects such as mathematics, Physics, Biology, Chemistry and Social Sciences. In the context, vocabularies can be categorized as general, and specific vocabularies. Vocabularies should be mastered well by the students in order to support their ability in doing interaction communication in a certain subject whether orally or writing.⁵

Teaching English as a foreign language is not an easy work. Teacher should find the best or the effective technique to each English language.

According to H. Douglas Brown, language learning is not a set of easy steps that can be programmed in a quick-do-yourself it.⁶ In fact, many students are failed in learning English because their knowledge in vocabulary is lack.

Teaching and mastery of vocabulary will take place well if supported by the exist be adequate and proper methods, material and learning media in its use. The use of good learning media will greatly help students more easily and quickly understand and accept the material think and active in the learning process. This is in line with the opinions of Azhar Arsyad in his book entitled *Media Pembelajaran* that learning media is a tool in the learning process both inside and outside the classroom both physical

⁵ Syarifuddin Achmad, “*Developing English Vocabulary Mastery through Meaningful Learning Approach*”, International Journal of Linguistic, Vol. 5, No. 5, State University of Gorontalo: 2013, 81.

⁶ H. Douglas Brown, *Principles of Languages Learning and Teaching*, Fifth Edition. 12.

and non-physical which it uses in the context of communication and interaction between teachers and students in the process.⁷ The above explains that media is a physical or non-physical aid that use to help facilitates the understanding of students in the learning process which serves to convey messages or learning or learning materials to stimulate the attention, interest, thoughts and feelings of students, to do a particular learning goal.

In according the Minister of Education Regulation No.22 of 2006 about standard content that requires students to more active in the learning process. Then one of the internet based media that can utilized by teachers in learning English is interactive media with the Quizlet model.

The interactive media is combine of various media in the form of images, text, graphics, sound, animation, video and others that are package into digital files, used to convey messages to the public.⁸ Interactive media has advantages over ordinary media image are commonly used and be considered boring for students who have the habit of using interesting technology in their daily lives. While the benefits of learning using interactive media are more interesting, interactive, the amount of teaching time (lectures) to be reduced, the learning quality of students can

⁷ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Pers, 2014), 6.

⁸ Deni Darmawan, *Inovasi Pendidikan* (Bandung: PT Remaja Rosdakarya, 2012), 55-56

increased, and the learning process can be done anywhere and anytime.⁹

Quizlet is a learning tool online vocabulary created by Andrew Sutherland in October 2005. However, this Quizlet was only made public in January 2007.¹⁰ Quizlet is one of the most widely used flashcard system available. While teachers and students can use the software on a PC, it also offers a free mobile app for use on both the Apple iOS and Google Android mobile platforms.¹¹

According to Similarly to Lu, Adzabdaftari and Mozaheb's in this journal entitled Quizlet in the EFL classroom: Enhancing academic vocabulary acquisition Japanese university students that study of mobile based flashcards with Iranian university students resulted in positive findings. The researchers determined two positive themes namely, the convenience of the flashcards in allowing the students to study anytime and anywhere and the entertainment factor of using the cards.¹²

As a device that is used to improve memorizing abilities, Quizlet allows users to be able to make a set of cards often deep the world of education is known as flashcards

⁹ Ibid..., 26.

¹⁰ Yuyun Yulianingsih, "Penggunaan Quizlet dalam Pembelajaran Kosakata Bahasa Inggris pada Anak Usia Dini", Vol. 1, April, UIN Sunan Gunung Djati Bandung: 2018, 409.

¹¹ Gilbert Dizon, "Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students", 18 May, Himeji Dokkyo University: 2016, 43.

¹² Gilbert Dizon, "Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students", 18 May, Himeji Dokkyo University: 2016, 42.

which consist of term and definition that tailored to the needs of. Furthermore, users can immediately interact, work together, and share flashcards. Make the flashcards be started from scratch or by editing the card sets the are available and Quizlet main function used to develop linguistic intelligence, especially in term of enriching vocabulary.¹³

Quizlet provides audio-visual facilitates. That is, users can listen to the pronunciation words which at the same time pay attention to the picture when the flashcards played. In addition listening skills can trained when users listen to audio that has definitions or certain terms *speller* mode, speaking occurs when the user repeats the words that have been recite through *flashcards*, reading a done when the user plays a *scatter* and *space race* mode by reading the posts contained on a flashcards, and writing it used when using the *learn* mode, *speller*, *test*, and *space race* though the practice of typing answers with correct spelling.¹⁴

The use of interactive media with the Quizlet model has never been implemented in the MTs Ma'Arif Al-Ishlah Bungkal Ponorogo. Even though with complete facilitates at MTs Ma'Arif Al-Ishlah Bungkal Ponorogo, such as classrooms available LCDs and projectors, multimedia rooms and laboratories the need for interactive media with the Quizlet model is important. Teachers need media in the

¹³ Eric Kunto Wibowo, "*Quizlet²: Penggunaan Aplikasi Smartphone untuk Siswa dalam Mendukung Mobile Learning*", Universitas Widya Dharma Klaten: 2015, 34.

¹⁴ Ibid...., 34.

form of interactive media a Quizlet model that is used for learning vocabulary activities. So that students can master the vocabulary easily and school laboratories can also be used maximally. The interactive media with the Quizlet model also has the effect of increasing the understanding and ease of the students of class VII C in receiving English vocabulary learning. Because the result of interview with researchers with English teacher in class VII C, Mrs. Nur'aini Syah said that the teacher had used several methods but students did not understand and had difficulties in learning English and their values were also under the KKM. In addition, students' understanding in learning English is very lacking because students have difficulty mastering their vocabulary.¹⁵

As for the results of interviews of researchers with one of the VII C class students of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo named Enggar, they are many students who have difficulty in learning vocabulary. The students who can and understand in learning English even then have not mastered the vocabulary much. The other student named Faradita states that learning English is difficult and boring. Besides that many students busy with English learning do not pay attention when the teacher explains.¹⁶

While the results of observations and interviews from the student and teacher of researchers in the field, the many

¹⁵ Interview with English teacher class VII C MTs Ma'Arif Al-Ishlah Bungkal Ponorogo on 12 November 2018.

¹⁶ Interview with students class VII C MTs Ma'Arif Al-Ishlah Bungkal Ponorogo on 20 November 2018.

students talk to their peers and do not pay attention to the teacher's explanation when the teacher is explaining English vocabulary. In addition, students have difficulty doing the assignments or exercises that the teacher has given to students. And the difficulty of students to receive and understand English vocabulary that has been delivered by the teacher need an appropriate media so that students easily accept and understand English vocabulary learning.¹⁷

According to the case, researcher will conduct research and carry out the study by the title **“ENHANCING STUDENT’S VOCABULARY MASTERY BY USING QUIZLET MEDIA AT THE SEVENTH GRADE OF MTs MA’ARIF AL- ISHLAH BUNGKAL PONOROGO.”**

B. The Identification and Limitation of the Problems

1. The Identification of the Problem

Starting from the background of the problem, the researcher identified that the problem occurred because of various factors, including:

- a. Less interesting media used by teachers so that students' understanding of learning English is very lacking especially about mastering vocabulary.
- b. A teacher's lack of innovation in teaching English.

¹⁷ Researchers observation in MTs Ma'Arif Al-Ishlah Bungkal Ponorogo on 26 October 2018 in learning English Students Seventh Grade class.

- c. Lack of enthusiasm for learning English in students so that they are unable and busy themselves when the teacher explains English learning material.
- d. Lack of interest in learning students in learning English.

2. The Limitation of the Problem

To make it deeper the problems will be limited in the implementation of using interactive media in teaching vocabulary through Quizlet media in the class seventh C of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo, and enhancing in learning vocabulary.

C. The Statement of the Problems

Based on the background of study, the research problems are formulated as:

How can Quizlet Media enhance students participation and learning vocabulary in the Seventh Grade of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo ?

D. The Objectives of Study

Based on the research problem, this study aimed at applying interactive media in learning vocabulary with the Quizlet model to increase interest in learning vocabulary in class seventh C MTs Ma'Arif Al-Ishlah Bungkal Ponorogo.

E. Significance of Study

The result of this study are expected to provide useful information for:

1. Theoretically

Research on this application of vocabulary learning media interactive media with the Quizlet in increasing participation in learning vocabulary class seventh C MTs Ma'Arif Al-Ishlah Bungkal Ponorogo is expect to give scientific knowledge and insight especially about the application of interactive media with the Quizlet model.

2. Practically

This research is useful not only for teachers, but also very useful for students to find out their increased in learning vocabulary when interactive media is apply with the Quizlet model in learning vocabulary and the importance of participation in learning, especially learning vocabulary.

F. Organization of Study

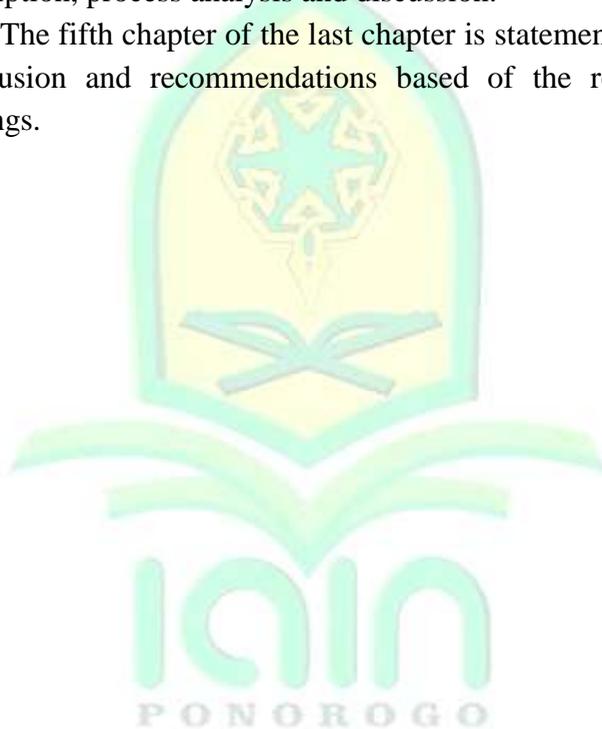
The study consists of five chapters, as follows. First chapter is Introduction which covers by background of the study, identification and limitation of the problems, statement of the problems, objectives of the study, significance of the study and organization of the study.

Second chapter is previous study and theoretical background which discusses about the previous study, theoretical background, theoretical framework and hypothesis of the thesis.

Third chapter is research methodology. This chapter deals with the classroom action research object, setting and research subject, research variables, research procedure and research schedule.

Fourth chapter is research result. This chapter is describe and interprets about research location, data description, process analysis and discussion.

The fifth chapter of the last chapter is statement about conclusion and recommendations based of the research findings.



CHAPTER II

PREVIOUS STUDY AND THEORITICAL BACKGROUND

A. Previous Study

Research on interactive learning-based media using Quizlet software has only been studied and conducted. But research on interactive media in learning vocabulary with the Quizlet model is still very rare, even nonexistent. Therefore further research that needed, both complementary and new research.

Some previous researchers are relevant to this research and can used as a previous study:

First, taken by Julie Marie Vargas, “*Modern Learning: Quizlet in the Social Studies Classroom*”. Thesis. Bachelor of Arts in Education, Wichita State University, 2004. The researcher in this paper using Quizlet focused to reading students disabilities and the research revealed that technology might be the answer to providing a solution for students disabilities who have difficulties.¹⁷

Second, the study of Refika Andriani, with the title, “*The use of Interactive Video Multimedia in Improving Students Vocabulary Mastery*”. The (A Classroom Action Research at Grade Madrasah Ibtidaiyah Negeri 2 Pekanbaru). The research from Lancang Kuning University, Pekanbaru. The writer only used pictures as a media in doing the test and used interactive video

¹⁷ Julie Marie Vargas, “*Modern Learning: Quizlet in the Social Studies Classroom*”

multimedia to includes an audiovisual media that means containing sound and picture and able to give questions and feedback to the viewer of the students. The researcher found the implementation video interactive could improve students vocabulary mastery.¹⁸

Third, Neneng Suhaemi in *“The Effectiveness of Using Flashcard in Teaching Vocabulary”*(A Quasi Experimenttal Study in the Seventh Grade of MTs N 13 Jakarta). Thesis. Jakarta. Department of English Education Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah Islamic University Jakarta, 2014. Neneng Suhaemi says that using the Flashcard gives an alternative technique to the teaching English Vocabulary in Junior High School and to make teaching vocabulary easier and more enjoyable for the students.¹⁹

The last, Retnaningtyas Wulandari Wisnu Putri, *“Improving Vocabulary Mastery of VII Grade Students in SMP 2 Grabag Through Games in the Academic Year Of 2012/2013”*. Thesis. Yogyakarta. English Education Department Faculty of Languages and Arts Yogyakarta State University, 2013. The research was Classroom Action Research. The research conducted collaboratively with the English teacher and the students to increase motivation to be better in vocabulary using games. Applying games to

¹⁸ Refika Andriani, *“The use of Interactive Video Multimedia in Improving Students Vocabulary Mastery”*. The (A Classroom Action Research at Grade Madrasah Ibtidaiyah Negeri 2 Pekanbaru).

¹⁹ Neneng Suhaemi, *“The Effectiveness of Using Flashcard in Teaching Vocabulary”*(A Quasi Experimenttal Study in the Seventh Grade of MTs N 13 Jakarta).

teach vocabulary as well as using various activity and media improved students vocabulary mastery. Furthermore, the various activities and media made the teaching and learning process more interesting.²⁰

From the previous study above, the researcher can conclude that, the Quizlet media to Teach Vocabulary are very important to be known by the students and teacher. Since every student probably has different difficulties in understanding the vocabulary, the researcher got an inspiration to do a research based on the topic.

The difference between previous study and this research about using media. In previous study used visual media. And the media in this research is focus in media interactive namely Quizlet.

B. Theoretical Background

In a study, the theoretical basis functions as an analytical. The theoretical foundation in this study used as an action in analyzing research data. The theories used in this study are as follows :

1. Vocabulary

a. Definition of Vocabulary

According to Richards, vocabulary is one of the most important components of language and one of things that to be noticed by the linguists.²¹ It is

²⁰ Retnaningtyas Wisnu Putri Wulandari, *“Improving Vocabulary Mastery of VII Grade Students in SMP 2 Grabag Through Games in the Academic Year Of 2012/2013”*.

²¹ Jack C. Richards, *Curriculum Development in Language Teaching*, (United Kingdom: Cambridge University Press, 2002), 4.

the main element in the process of learning, mastering and using language. Without a sufficient vocabulary, people cannot communicate effectively to express their ideas or give information. David Nunan mentions his definition of vocabulary is the collection of words that an individual knows. The example of vocabulary items is colors also represent conceptual knowledge so the only words that can easily be featured are nouns.²² Vocabulary is more than just nouns. Teachers include verbs, adjectives, adverbs, and prepositions.

According to Ur vocabulary can be defined roughly as the words a teacher teaches in the foreign language. The terms “words” here means that the new item of vocabulary may be more than a single word, for example, *father-in-law* and *police office*, which are made up of two or three words but express a single idea. In other cases there are also compound words called as multi-word idioms, for example *call it a day*.²³

Elfrida H. Hiebert, Michael L. Kamil noted according to “The National Reading Panel (NICHD) identified the components of reading as phonemic awareness, phonics, fluency vocabulary and comprehension. Vocabulary is not is not a

²² David Nunan, *Teaching Vocabulary to Young Learners*, (McGraw-Hill: North America, 2005), 121.

²³ Penny Ur, *A Course in Language Teaching*, (Cambridge University Press, 1996), 60.

developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extend across lifetime.²⁴

Vocabulary is all words in a language which is used by people to convey ideas or feeling. It refers to word which is used to communicate in oral and written language. In order that, students must be able to be flexible in using words that they recognize and understand. The purpose students can be reached in learning vocabulary process is primarily their ability to recall word at will and to recognize it in its spoken and written form. Vocabulary is knowledge of how the words fit into the world.

b. Important of Vocabulary

Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools. Vocabulary is one of master in English. By mastering it, students will be able to improve their knowledge, especially English language. People use vocabulary to arranged into sentences to express their opinions, thinking and ideas.

Vocabulary can be defined as “the word we must know to communicate effectively words is

²⁴ Elfrieda H. Hiebert, Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (Lawrence Erlbaum Associates: London, 2005), 2.

speaking (expressive vocabulary) and words listening (receptive vocabulary). An extensive body to research exists on teaching and learning vocabulary. This research clearly indicates that enlargement of vocabulary has always been continues to be an important goal in literacy and learning.²⁵

Thornburry states that vocabulary means large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words.²⁶ This implies that the success of the learner in learning a language depend on not only the size of vocabulary but also vocabulary building.

c. Kinds of Vocabulary

According to Nation, there are two types of vocabulary. They are receptive vocabulary and productive vocabulary. Receptive vocabulary uses distinguishing the form of a word while listening or reading and retrieving meaning. The productive vocabulary is used to express a meaning through speaking or writing and producing the appropriate spoken or written word form.²⁷

²⁵ William P. Blintz, *Teaching Vocabulary Acrosss the Curriculum* (Middle School Journal 2011), 44.

²⁶ S. Thornburry, *How to Teach Vocabulary* (United Kingdom: Pearson Educational Limited, 2002), 12.

²⁷ Nation, *Learning Vocabulary in Another Language*, (Cambridge: University Press, 2001), 24.

According to Tarigan, there are seven classifications of basic vocabulary. Basic vocabulary deals with words which have small possibility adopt from other languages. They are:²⁸

- 1) Noun: a word that refers to a person, thing, place, plant, and animal. Example: John, Rose, cat, doctors, house, happiness, table.
- 2) Pronouns: a words that is used instead of a noun phrase. Example: I, you, we, they, she, etc.
- 3) Adjective: a word that describes noun. Example: sad, happy, sleepy, angry, etc.
- 4) Verbs: a word or phrase that expresses an action, an event or a state. Example: walk, eat, drink, sleep, etc.
- 5) Adverbs: a word that adds information to a verb, adjective, phrase or another adverb. Example: carefully, quickly, soon, already.
- 6) Preposition: a word that it used before noun or pronoun to show place, position, time or method. Example: at, in, on, about, among.
- 7) Conjunction: a word that joint words, phrases or sentences. Example: and, for, but, nor, yet.
- 8) Interjection: a short sound, word or phrase spoken suddenly to express an emotion. Example: look out!, oh my god!.

d. Purpose of Learning Vocabulary

²⁸ Fuad Mas'ud, *Essential of English Grammar a practical guide* (Yogyakarta, 2005), 44.

To learn something people have know the purpose of the things their learn, in this case the purpose of learning vocabulary is all of the words contained in a language, the word property owned by speaker or writer, words used in a field science, compiled a list of words like the dictionary is accompanied brief explanations through game or interactive media.

Vocabulary learning is a large and continuing task. Although teachers can provide useful input and support to help learners deal it is ultimately the learners who have to learn and carry on learning.²⁹ Learning language means learning vocabularies. Vocabulary is used for communication in spoken and written while the language is used to share information and ideas and also deliver message.

McKeown and Beck that argued vocabulary is important to use both formal and informal vocabulary instruction that engages students cognitive skill and gives opportunities for the learners to actually use the words.³⁰ It is vocabulary should be integrated four skills listening, speaking, reading and writing.

From the description above it can be conclude that vocabulary understanding is very important as

²⁹ David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 141.

³⁰ David Nunan , *Practical English Language Teaching Young Lernerers* (New York: McGraw-Hill, 2005), 122.

one means understand the language of relationship with its context, both the Indonesian and English context. The students are able communicate both verbally or in writing. To achieve those students need in Arm ability adequate mastery of vocabulary to make students to communicate optimally.

e. **Activities Learning Vocabulary**

There are two activities for learning vocabulary in the classroom.

1) **Brainstorming round an idea**

This activity is mainly for revising words the class already knows, but new ones may be introduced, by the teachers or by students. Although there are no sentences or paragraphs, the circle of associated items is in itself a meaningful context for the learning of new vocabulary. The focus is on the meaning of isolated items.

2) **Identifying words we know**

This activity tend to be morale-boosting, in that it stresses what the students know rather than what they do not it encourages students cooperation and teaching it also entails repeat exposure to the text and vocabulary items, through individual, group and teacher led stages.³¹

2. Interactive Learning Media

³¹ Penny Ur, *A Course in LangueTeaching*, (Cambrigde University Press, 1996), 68-69.

a. Instructional Media

Media comes from Latin *medius* and is the plural form of the word *medium* which means intermediary or introduction. Whereas in Arabic, the media is an intermediary (وسائل) or an introduction to a message from the sender to recipient of the message. But more specifically, the notions of media in the learning process is interpreted as graphic, photographic, or electronic tools for capturing, processing, and reconstructing visual or verbal information. Media can also be interpreted as everything that can be used to channel messages, stimulate thoughts, feelings, attention and willingness of students so that they can be encouraged to be involved in the learning process.³²

Briggs argues that media are all physical tools that can present messages and stimulate students to learn.³³ Gerlach and Ely also said that the media if understood broadly is human, material, or events that build conditions that make students able to get knowledge, skills, or attitudes. Meanwhile Heinich suggested that the media is an intermediary that delivers information between sources and recipients. So television, film, photos, radio, recordings, audio, images, printed materials and the

³² Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT Remaja Rosdakarya, 2014), 223.

³³ Arif Sadiman, *Media Pendidikan* (Jakarta : Raja Grafindo Persada, 2010), 6.

like are "communication media". If the media carries messages or information for instructional or has the purpose of teaching, the media called "*learning media*". So that the learning media can interpreted as everything in the environment around us.³⁴

Based on the three meanings above, it can explained that learning media are all communication tools or tools both physical or non-physical to convey messages or learning materials to stimulate the attention, interests, thoughts and feelings of students to do a particular learning goal. Learning media can in the form of slides, topography, films, photos, radio, recordings, audio, images, printed materials, diagrams, teacher-made charts that can help students gain knowledge, attitudes or skills.

b. Benefits and Functions of Learning Media

The learning process is a communication process and takes place in a system, so the learning media occupies a fairly important place as one part of the learning system. Without media, communication will not occur and the learning process as a communication process cannot be able to take place optimally. Therefore, learning media has benefits, functions and positions that are very

³⁴ Azhar Arsyad, *Media Pembelajaran* (Jakarta : Raja Grafindo Persada, 2009), 3.

important in the learning process. The benefits of learning media are as follows:³⁵

- 1) Clarify the message so as not be too verbally.
- 2) Overcoming the limitations of space, time, energy and sense power.
- 3) Generating passion for learning, more direct interaction between students and learning resources.
- 4) Enables students to learn independently according to visual, auditory and kinesthetic talents and abilities.
- 5) Giving the same stimulus, equating experience and giving rise to the same perception.
- 6) Giving the same stimulus, equating experience and giving rise to the same perception. The learning process has five components of communication, teachers (communicators), learning materials, learning media, students, and learning objectives. So learning media is everything that can used to channel messages (learning material), so that it can stimulate the attention, thoughts, interests, and feelings of students in learning to do learning goals.

While functions of learning media is as a carrier of information from the source (teacher) to the recipient (student). While the method is a procedure to help students in receiving and

³⁵ Daryanto, *Media Pembelajaran* (Yogyakarta: Gava media, 2016), 5-8.

processing information or messages to do learning goals.

c. Kinds of Learning Media

Based on technological developments, Arsyad said the learning media was divide into four groups, namely:³⁶

1) Media resulting from printing technology.

Media resulting from print technology is media that consists of two components, namely verbal text material and visual material.

Examples: text, graphics, and photos.

2) Media resulting from audio-visual technology.

Media resulting from audio-visual technology, namely media that applied through view and hearing.

Examples: tape recorders, film projector machines, and others.

3) Media based on computer technology.

Media results from computer-based technology, namely media that how to produce and deliver material using microprocessor-based sources that it stored in digital form and use glass screens in presenting information.

Example: CAI (Computer Assisted Instruction).

4) Media resulting from a combination printing and computer technology.

³⁶ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Pers, 2009), 31-38.

Media combined results of print and computer technology, namely media that combines several forms of media controlled by computers.

Example: interactive video, VCD (Video Compact Disk), interactive multimedia, and others.

In addition to the grouping above, the media divided into ready media, and media that have not yet been created. This is consistent with Sadiman's view that media grouped into two, namely media that have created or can directly used and sold freely in the market (media by use) and media that must designed before being used to meet learning objectives (media by design). Viewed from several types of learning media, that development of interactive media it included in the media combined results of printing technology and computer technology and includes media by design because it is necessary to design before use. According to Rusman computer-based learning is a learning program that is use in the learning process by using computer software in the form of a computer program that has learning content including the title, purpose, material and evaluation of learning.³⁷

- d. Multimedia (multiple media combinations)
Learning

³⁷ Arif Sadiman, *Media Pendidikan*, (Jakarta: PT RajaGrafindo Persada, 2010), 83-84.

Multimedia is a joint media between print media and computer media. Multimedia in its use requires a collect of hardware (software) and software (software) contained in a cellphone or computer. In interactive media there are several things that incorporated in each part. According to this definition of experts that multimedia is a combination of three elements, namely sound, images and text. Robin Linda argues that multimedia is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio, and video. multimedia learning programs have more value, than ordinary scattered learning materials or using other media. Multimedia learning programs are able to enable students to learn with high motivations because of their interest in multimedia systems that are able to present the appearances of text, images, videos, sound, and animation.³⁸

Based on the description above, it can explained that multimedia is a media contained in an application in which there is a collection of learning content that presented in the form of text, sound, images, videos, animation. Multimedia can also be used by students for active learning, where students independently use it by seeing, hearing, and interacting alone with the media. Therefore, the presentation Multimedia needs be supported by

³⁸ Ibid, 83-84.

supporting devices such as computers, laptops, cellphones, and headsets or earphones so that learning can be as expected.

e. Kinds of Learning Multimedia

According to Daryanto interactive media is divide can into two categories, namely:³⁹

1) Linear Multimedia

Linear Multimedia is Multimedia that is not equipped with any controller that can operated by the user.

Example: TV and film.

2) Interactive Multimedia

Interactive multimedia is Multimedia equipped with a controller that can operated by the user, so that the user can choose what desired for the next process.

Examples: interactive learning, applications, games, etc.

f. Learning Multimedia Objectives

Learning by using Multimedia arises and develops based on problems that arise application of technology in learning and saturation and lack of communicative delivery of material delivery by teachers in the classroom that can motivate student learning. Therefore multimedia aims to:

1) Solutions to improve quality of learning

³⁹ Daryanto, *Media Pembelajaran*, (Yogyakarta: Gava Media, 2016), 69.

- 2) Facilitate the learning process and foster creativity and innovation of the teacher and design communicative and interactive learning.
 - 3) Turn off or as a complement to conventional learning.
- g. The Role of Multimedia in Vocabulary Mastery

Interactive multimedia has a role to help students' mastery of the competencies that be mastered, especially mastery of vocabulary, which in the end it expected to improve students' mastery of vocabulary in learning English, and increase students' interest in learning. Interactive multimedia can also convey the message be conveyed in each subject, especially English subjects. the application of learning in schools, teachers can create a learning atmosphere that attracts attention by utilizing learning media that are creative, innovative, and varied, so that learning can take place well and can improve students' mastery of vocabulary in learning English.

3. Quizlet

- a. Definition of Quizlet

Quizlet is an online learning tool developed by a high school student in California named Andrew Sutherland. The idea of developing this device came from his personal experience when asked to remember 111 names of animals by French teachers. The presence Quizlet is actually not new because the device was originally designed in 2005,

but was later released to the public in January 2007 in the form of a website. Furthermore, in August 2012 Quizlet was release in the form of a mobile application for iOS which was followed a year later for Android applications in August 2013.⁴⁰

Instantly Quizlet transforms into a simple, easy-to-use and innovative device that can help millions of teenagers learn. More than 20 million active users each month visit Quizlet, both through the website and application. This application is easy to use for all ages, from elementary school to college. They can process and optimize this application for learning purposes.

Quizlet is one of the largest educational websites in the world. Basically, access to this device is free or free, either in the form of a website or application. For this reason, that affordability of this device need not be doubted. Even though it is available in the form of a smart phone application, this application can also be used even though it is offline (not connected to the internet).

Although this device can accessed free, but this device has been well-organized. In other words, the facilities provided to give virtual class services range from managing multiple folders that contain a

⁴⁰ *Quizlet* can accessed online at <https://quizlet.com>. The *mobile* application can be download through online stores that offer digital content (for *iOS* through the *App Store*, while for *Android* through *Google Play* by entering keyword “*Quizlet*”).

set of flashcards to a particular topic or material, limiting users (whether everyone, certain classes, just me, or needing a particular password) to use it, to record the scores of users when running existing modes. In fact, a series of flashcards that have made can printed, including tests.

As a support service and a means to help remembering, Quizlet provides facilities equipped with audio-visual. That is, users can listen to pronunciation of existing words while paying attention to the image when the flashcards can played. In addition, by upgrading an account of \$ 24.99 for one year (\$ 39.99 for 2 years and \$ 49.99 for 3 years) the teachers can record their own voice so that students can hear it wherever they are.

b. Function of Quizlet⁴¹

The main function of Quizlet indeed used to develop linguistic intelligence, especially in terms of enriching vocabulary. However, in fact Quizlet can used to train four language skills including listening, speaking, reading and writing. Listening skills can trained when users listen to audio that has definitions or certain terms in speller mode, speaking occurs when the user repeats words that have spelled through a flashcard, reading done when the user plays scatter and space race mode by

⁴¹ Eric Kunto Wibowo, *“Quizlet²: Penggunaan Aplikasi Smartphone untuk Siswa dalam Mendukung Mobile Learning”*, Universitas Widya Dharma Klaten: 2015, 5.

reading the posts contained in the flashcard, and writing use when using the learn mode, speller, test, and space race through the practice of typing the answers with the correct spelling.

c. Parts of Quizlet

As one of the interesting and interactive learning media, there are various ways of using digital flashcards in this Quizlet.⁴²

- 1) *Flashcards* which are modes similar to conventional flashcards made of paper. In it, users will show each card consisting of existing terms. Users can also reverse the card by touching the screen to see the definition of the term.
- 2) *Learn*, allows users to type terms from the definition displayed, and vice versa. After typing the answer, the user can find out whether the answer is correct or wrong. Then the score can identified automatically.
- 3) *Write*, allows users to write definitions / vocabulary about what learned.
- 4) *Speller*, which can used to listen to the terms spoken then the user required to write the spelling correctly.
- 5) *The test*, allows users to take tests by affixing answers. At least four methods are available

⁴² Yuyun Yulianingsih, "Penggunaan Quizlet dalam Pembelajaran Kosakata Bahasa Inggris pada Anak Usia Dini", Vol. 1, April, UIN Sunan Gunung Djati Bandung: 2018, 413-414 .

- (writing answers, pairing, multiple choice, and correct / wrong) that can be selected in this test. Interestingly, users can print the test.
- 6) *Scatter*, gives users the opportunity to match terms with definitions by dragging terms and then stacking them to the correct definition. The correct pair will then disappear. Finally, the user is asked to clear the screen with the fastest time possible.
 - 7) *Space Race*, is a mode that requires users to type terms when the definition goes from the left to the right screen. Users are required to type the correct answer before the definition arrives at the end of the screen. There is an increase in "level" and life if the user has reached a certain score. In addition, life will decrease if the user is unable to answer the exact answers needed. The six modes can be selected when the user accesses through the website, while the ones available on the application for the mobile device version are summarized in only three modes (cards, learn, and match) whose functions are not much different from what is on the website.
- d. Advantages of Quizlet
- It is important to note that some of the features on the website are not available on the mobile App. Specifically, the spelling, the test and the gravity game features are not included. Moreover, the app offers students less information

about their progress and performance on each vocabulary list compared with the website.

In a recent study, Jackson found that Quizlet was favored over Educreations, a mobile application that lets teachers create and share instructional videos, by university students in the United Arab Emirates. In his study, Quizlet was used in conjunction with Educreations to help promote vocabulary learning while using both L1 and L2. Three reasons for Quizlet:

- 1) Receiving a mark/grade after each study session.
- 2) The availability of L1 translations
- 3) The games.⁴³

Chien also found that EFL students had positive views towards Quizlet. In her study the Taiwanese university students used one of the three online programs: Quizlet, Study Stack and Flashcard Exchange (currently Cram.com). Then conducted with the participants to gauge their views towards the programs. According to her findings, the students enjoyed using Quizlet over the other two programs due to the activities it offered, specifically, Speller, Test, and Space Race. Given the favorable perceptions of Quizlet in the studies by Jackson and Chien, and because the mobile app

⁴³ Gilbert Dizon, "Quizlet in the EFL Classroom: Enhancing Academic Vocabulary Acquisition of Japanese University Students", 18 May, Himeji Dokkyo University: 2016, 44-45.

is freely available to download and use as opposed to Anki and Word Engine, Quizlet was chosen as the program for this learning Quizlet.

C. Theoretical Framework

Vocabulary is one of the main elements in a language. It is known that vocabulary mastery supports the mastery of four language skills, namely listening, speaking, reading and writing. Vocabulary mastery also influences the students learning process and their achievement. The greater the students vocabulary is the greater the amount of the students learning will be. Having a limited vocabulary is also a barrier that precludes students from learning English. When they do not know how to enrich their vocabulary, they will be confused and difficult to understand in learning process.

In this study, researchers uses interactive media Quizlet model. Hopefully, by applying this interactive media, students will be able to master vocabulary easily and give motivation to students in improving English vocabulary at seventh grade students at MTs Ma'Arif Al-Ishlah Bungkal Ponorogo.

D. Hypothesis

Based on limitation and statement of problems above, hypothesis is submitted as follow:

1. Interactive media Quizlet model is effective in improving students vocabulary mastery and motivation to learning English.
2. Students vocabulary mastery on learning vocabulary in improved after implementing interactive media Quizlet model.



CHAPTER III

RESEARH METHODOLOGY

A. Classroom Action Research Object

Based on the initial problems faced by seventh grade students at MTs Ma'Arif Al-Ishlah Bungkal Ponorogo, it was found that they got difficulty to learn vocabulary. In with to this problem, it was important to help them resolve their problems by applying the appropriate a chance. This study applied classroom action research to improve students vocabulary mastery by using interactive media Quizlet. The objects of this CAR are:

1. Students activeness and participation during learning vocabulary by using interactive media Quizlet at the seventh grade of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo.
2. Students achievement during learning vocabulary at the seventh grade of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo.

B. Setting and Research Subject

The research conducted in MTs Ma'Arif Al-Ishlah Bungkal Ponorogo. It is located at Jalan Kapuas Kalisat Bungkal Ponorogo regency East Java, approximately 15M to the south from the Bungkal Market. Madrasah Tsanawiyah Ma'arif Al-Ishlah Bungkal Ponorogo was found in 1979 by a foundation called "Islamic Education Foundation (YPI) Al-Ishlah Bungkal Ponorogo". The people consists of community leaders, religious leaders,

educational figures, and cleric scholars in the Bungkal District area.

This school is chosen as the field of the study because the researcher has interenship at the school, so the researcher knows the real condition, then the researcher can identify the problems in teaching English especially in vocabulary improvement more easily. And then, the researcher suggest that innovation is needed in improving students' vocabulary for the better quality of students' English skill.

The subject of the research was the VII C students of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo. The researcher select the VII C of MTs Ma'Arif Al-Ishlah Bungkal which consist of 16 students in the 2018-2019 academic years as the subject of the study. This class is chosen based on the interview result with the English teacher and the observation about problems in vocabulary mastery that faced by this class. In addition, this class must get 70 score to fulfill the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in English lesson 1 and this standard is high enough as the KKM of English subject especially for secondary students. So, the researcher was challenged to reach 75% of MTs Ma'Arif Al-Ishlah Bungkal passed the KKM.

C. Research Variables

According to Sudaryanto variables are trait or characteristics of individuals that are in a group or community. Arikunto states that the variable is the object of

study, or what is the point of a study. In this study, the main research variables are:

1. Students' vocabulary mastery.
In particular, this variable focuses on adjective, verb and noun.
2. Interactive media Quizlet model.

D. Class Action Research Procedure

1. Types of Research

This research uses classroom action research (CAR) as the research design. Classroom action research is a part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'.⁴⁴

Classroom action research aims to develop the most efficient and effective learning strategies on natural (not experiment) situations. Classroom action research (CAR) assumes that knowledge can build from experience, especially experience gained from action. With these assumptions, ordinary people have opportunity to improve their abilities through research actions.

2. Classroom Action Research Procedure (CAR)

Classroom action research (CAR) is a reflection learning activities an action, which is deliberately raised and occurs an a class together. The action given by the

⁴⁴ Anne Burns, *Doing Action Research in English Language Teaching A Guide for Practitionaries*,(New York : Routledge, 2010), 2.

teacher direction or by the direction the teacher carried out by the students.

According to Kemmis and McTaggart, CAR typically involves four broad phases in a cycle of research. The first cycle may become a continuing of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.⁴⁵ Classroom action research activities involve repeated cycles, each consisting of planning, observing, and reflecting.

This CAR takes the form of collaborative research or collaboration between researchers and English subject teachers at MTs Ma'arif Al-Ishlah Bungkal Ponorogo. In this study to researcher was directly involved in the research, here the researcher as the executor of the action. While the teacher as an observer which helps to see when the action take place.

Kemmis and Mc Taggart's model is probably the best known. It's a kind of 'classic' and it appears often in the literature on CAR. Despite the criticisms, it is a useful model as it summarises very succinctly the essential phases of the Classroom Action Research process.⁴⁶

⁴⁵ Ibid, 7.

⁴⁶ Ibid, 9.

Classroom Action Research Cycle

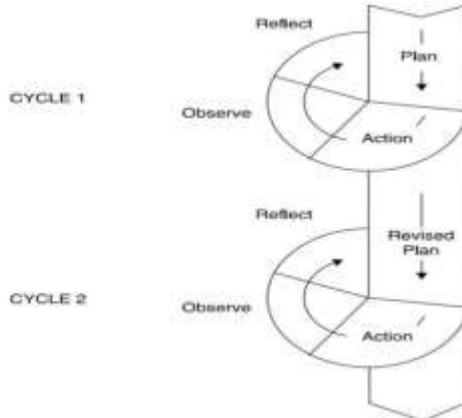


Figure 1.1 Cyclical CAR Model Based on Kemmis and McTaggart

According to figure 1.1 above, the procedure of Classroom Action Research (CAR) covers four components, there are as action plan, implementation action, observation and reflection.⁴⁷

a. Planning Phase

In this stage begins when researchers find problems and formulate ways of solving problems through action. According to Suharsimi planning is the step which researcher explains about what, why, when, where, by whom and how that action will be done.⁴⁸ After the researcher determines the action to be carried out, examines making the design and compiling the device in progress (designing and

⁴⁷ Suharsimi Arikunto, *dkk*, *Penelitian Tindakan Kelas* (Jakarta: PT. Bumi Aksara), 70-71. (*Model Kemmis dan Taggart*).

⁴⁸ *Ibid*, 17.

designing instructional media using Quizlet interactive media to ease the implementation English learning especially in increasing vocabulary mastery) needed during the action.

For the first cycle, the activities will be done in planning phase are identifying the problem, choosing the subject material, making lesson plan and preparing teaching instrument.

The last step is determining the criteria of success. It is useful for measuring whether the action of this study is successful or not. In line with the study, the criteria of success are decided based on the agreement between the researcher and collaborator as follows:

- 1) The students' vocabulary score improves at the same as the Minimum Mastery Criterion- *Nilai Ketuntasan Minimal (KKM)* of English (70,0) or above. And it is considered successful if 75% (14 out of 16) of the students with individual score when they achieve at least the same as or above 70,0.
- 2) The students participation in some activities increase that 75% (14 out of 16) of the students should get involved and their involvements are in scales "Good" and "Very Good".

The writer also makes the evaluation form to know students' achievement in the end of this cycle.

b. Acting Phase

Implementation is the application of plan in the classroom.⁴⁹ At this stage the researcher carries out the action according to the plan that has made and applies the prepared tools, namely implementing Quizlet interactive media to improve vocabulary mastery of class VII C MTs Ma'Arif Al-Ishlah Bungkal Ponorogo in learning English. Meanwhile the collaborator acts as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved three meeting in each cycle. The time table implementation of the action can be seen in the following table:

	MEETING	DATE	THEME
Preliminary Study		January 31th, 2019	
Pretest		February 2th, 2019	
Cycle 1	1	February 7th, 2019	LOOK! THERE ARE BEAUTIFUL FLOWERS! (Adjective)
	2	February 9th, 2019	
	3	February 14th, 2019	
Reflecting		February 16th, 2019	

⁴⁹ Anne Burns, *Doing Action Research in English Language Teaching A Guide for Practitionaries*, (New York : Routledge, 2010), 54.

Post Test 1		February 21th, 2019	
Cycle 2	1	February 23th, 2019	WE LOVE WHAT WE DO (Profession)
	2	February 25th, 2019	
	3	February 28th, 2019	
Reflecting		March 2th, 2019	
Postest 2		March 7th, 2019	

**Tabel 3.1 The Schedule of The Classroom
Action Research**

c. Observing Phase

In the third stage when action is taking place, the teacher as a collaborator with the researcher conducts observational activities on what happens when the action takes place. While making this observation, the teacher and the researcher recorded little by little what happened to get correct data for improvement of the next cycle. Is the process of action in accordance with the plan, and the symptoms of what appears during the process of action, or the accompanying situation. This observation done to see the process and impact. The impact of actions in the form of achievement competency (increased mastery of vocabulary) can be measured by a test kit.

In conducting the observation toward the implementation of the data collection, the observer uses field notes and observation checklist for gathering the result of observation dealing with the teacher performance, the students' participation and the class condition.

d. Reflecting Phase

Reflecting is the last phase in one cycle. Reflection is an activity to critically check the changes that occur in students, teachers and classroom conditions. This stage is an activity to express each other's observations to find things that are felt satisfying because they have given to plan and carefully about things that still need to be corrected at the next meeting. Reflecting is carried out by the researcher and the collaborator focusing on the discussion about the result of the action. If the finding of the first cycle is satisfy marked by reaching the criteria of success, so there will not be the next cycle. Meanwhile, if the finding of the action does not be reach the criteria of success, so the next cycle need to be accomplished.

3. Technique of Data Collection⁵⁰

Some instruments are applied to obtain the data in this study. The researcher uses observation, interview and documentation, dealing with the qualitative data.

⁵⁰ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan RnD* (Bandung: Alfabeta, 2014), 137-146.

On the other side, the writer uses a pre-test and post-test to obtain the qualitative data.

a. Observation

In general, the notions observation is a way of collecting information material (data) which carried out by making observations and systematic recording of the phenomena that targeted for observation. Sutrisno Hadi suggests that observation is a matter that composed of a process of observation and memory. An observation checklist is done to monitor and record the data of the students' performance during the teaching and learning processes. The data is taken based on the students' participation during teaching and learning activity according to lesson plan. The information obtained from the observation checklist is used as a basis to determine the planning for the following cycle.

b. Interview

The interview is a dialogue conducted by the interviewer (interviewer) to get information from the interviewee. Interview is applied for the English teacher and students before the classroom action research and after classroom action research. Interviews used by researchers here are free interviews, where researchers are free to ask anything, but also remember what data be collected. This method is intended for English teachers, to get information on the extent to which students'

vocabulary mastery, learning difficulties, and classroom learning models. Interview for the students is done at first to know the class situation in learning English and the end of cycle to know the students' responses on media interactive Quizlet.

c. Field Notes

Field notes are write notes that used to record things that occur during the learning process in class when making observations. In addition it is used to know the good point from the student and the teacher side and things to consider for the next meeting. The researcher and observer record a description of classroom atmosphere, the setting of the class, and students' activities during the teaching and learning through media interactive Quizlet.

d. Test

Test is given to the students focus on vocabulary mastery. The result of this test is students' vocabulary improvement. The aim of this test is to measure the students' vocabulary. The test is used in this study is pre-test and post-test. Pre-test is done before implementing media interactive Quizlet in preliminary study. Post-test is done after implementing the media interactive Quizlet.

4. Data Analysis

The interview before and after Classroom Action Research (CAR) ae used to analyze qualitative data. In this case, the researcher collects the entire data

which have been gained. On the other side, to analyze the numerical data, first the writer measures the average or mean of students' vocabulary score per action within one cycle. It is used know how the students' vocabulary competences are improved. It uses the formula as bellows:⁵¹

$$Mx = \frac{\sum fX}{n}$$

Mx : mean

fX : individual scores

n : number of students

Next, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 70 (seventy five). The formula is:⁵²

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

⁵¹ Retno Widyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2017), 51.

⁵² Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43.

F : total percentage score

N : number of students

Then, after getting mean of students' score per actions, the researcher identifies whether the students improve their vocabulary from pre-test up to post-test 1 in cycle 1 and post-test 2 in cycle 2.

The researcher uses the formula below analyze the data:⁵³

$$P = \frac{y1 - y}{y} \times 100\%$$

P : percentage of students' improvement

y : pre-test result

y1 : post-test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

P : percentage of students' improvement

y : pre-test result

y2 : post-test 2

⁵³ David E. Meltzer, *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores*, (Iowa: Department of Physics and Astronomy, 2008), 3.

The data gathering through observation checklist is analyzed quantitatively based on the number of the scale checked by the observer in the observation checklist sheet. The result of the analysis, were presented quantitatively as well as qualitatively by interpreting the number of the scale checked by the observer. The data gathering through field notes and interview is analyzed by presenting the description of the result of field notes and interview.

E. RESEARCH SCHEDULE

	MEETING	DATE	THEME
Preliminary Study		January 31th, 2019	
Pretest		February 2th, 2019	
Cycle 1	1	February 7th, 2019	LOOK! THERE ARE BEAUTIFUL FLOWERS! (Adjective)
	2	February 9th, 2019	
	3	February 14th, 2019	
Reflecting		February 16th, 2019	
Post Test 1		February 21th, 2019	
Cycle 2	1	February 23th, 2019	WE LOVE WHAT WE DO (Profession)
	2	February	

		25th,2019	
	3	February 28th,2019	
Reflecting		March 2th ,2019	
Postest 2		March 7th ,2019	



CHAPTER IV

RESEARCH FINDINGS

A. Result of Preliminary Study

1. Research Setting

a. Background of Madrasah

Madrasah Tsanawiyah Ma'Arif Al-Ishlah Kalisat Bungkal Ponorogo was found in 1979 by a foundation called "Islamic Education Foundation (YPI) Al-Ishlah Bungkal Ponorogo". The people consists of community leaders, religious leaders, educational figures, and cleric scholars in the Bungkal District area.

Madrasah Tsanawiyah Ma'Arif Al-Ishlah Kalisat on Kapuas/Kalisat Bungkal Village, Ponorogo City/Regency, East Java, about 15 M to the South from Bungkal Market. Madrasah Tsanawiyah Ma'Arif Al-Ishlah borders on:

- 1) The west borders by the village of Nambak
- 2) The east borders by Belang Village
- 3) The north borders the village of Bungkal
- 4) The south borders by Koripan Village

Madrasah Tsanawiyah Ma'Arif Al-Ishlah at 15 Km south of the center of Ponorogo Regency. Judging from the geographical location of the Madrasah Tsanawiyah Ma'Arif Al-Ishlah it is very easy to reach by means of transportation because it is on the side of the highway, so it expected to support the smooth running of students in studying at this madrasah.

Since its establishment until now, teaching and learning activities (KBM) in Madrasah Tsanawiyah Ma'Arif Al-Ishlah Kalisat Bungkal Ponorogo can run orderly, orderly and smooth. This can see from increased stable new students even increasing in the last five years. The greatest students live around the place madrasah and the area outside the Bungkal District. With relatively easy transportation support and madrasah publications that are relatively widespread and evenly distributed in the surrounding community, the madrasah interest by children in a radius of 15 Km, from the madrasah. As for the students in the dormitory who came from various corners around the Ngrayun District. The existent a fairly strategic geographical condition has caused enthusiasts to increase.

In the future, based on the geographical location of the madrasah, it expected to interest from several regions, especially from the Ponorogo region, if along with geographical development and the education system in MTs Ma'Arif Al-Ishlah will develop rapidly in the next period, this madrasah will be very good.

- b. Vision, Mission and Objectives of Madrasah**
 - 1) Vision and Indicator Vision**

The establishment of "**IMPLEMENTED UPRES and AKHLAQUL KARIMAH**" (Excellent Achievements based on Faith and Karimah Virtue). The indicators are:

- a) Excellent in Islamic religious formation.
- b) Excellent in increasing Achievement of UNAS.
- c) Excellent in improving Arabic Achievement.
- d) Excellent in improving English Language Achievement.
- e) Excellent in improving Sports Achievement.
- f) Excellent in improving Art Achievement.
- g) Having a comfortable and conducive madrasah environment.
- h) Gaining trust from the community.

2) Madrasah Mission

Values developed in the Madrasah Tsanawiyah Ma'Arif Al-Ishlah supports moral values, morals and skills as contained in the learning curriculum.

- a) Growing the attitude and religion of Islam.
- b) Developing education and teaching of quality science and technology to improve the quality education.
- c) Carry out learning and guidance effectively, so that each student can develop optimally, according to their potential.

- d) Growing the spirit of excellence intensively for all citizens of the madrasah both in academic and non-academic achievements.
- e) Creating a healthy, clean and beautiful madrasah environment.
- f) Encourage and help each student to recognize his potential, so that it can developed more optimally.
- g) Implement participatory management involving all madrasah residents and madrasah committees.
- h) Encourage students to have high motivations and continuous motivations and have a high sense of responsibility towards the community.

c. Madrasah Purpose

The aim of MTs Ma'Arif Al-Iahlah:

- 1) Students can carry out worship in a good and true way and have noble character.
- 2) Referring to the vision, mission and aims of national education and relevant to the needs of the community.
- 3) Refers to graduate competency standards that have created by madrasah and the government.
- 4) Accommodate comments from various interested parties including the madrasah committee and it decided by a board of educators led by the head of the madrasah.

		Akhlaqul Banin
6.	Yajid Yasruqi, S. Pd. I.	SKI
7.	Drs. Puryanto	Aswaja
8.	Muh. Junaidi, S. Pd. I.	Qur'an Hadits
		Tajwid
		Al-Qur'an
9.	Subandi	PKn
10.	Abdul Rozak, S. Pd.	Seni Budaya
		Aqidah Akhlak
11.	Munib Rosyidi, S. Ag.	Aswaja
		Qur'an Hadits
12.	Dra. Sudartiyah	Fisika
13.	Dra. Intikah	Aqidah Akhlak
		Akhlaqul Banin
14.	Siti Nurjanah, S. Ag.	Bahasa arab
		Shorof
15.	Satunawati, S. Pd.	Bahasa Indonesia
16.	I'in Rosidah, S. Pd.	Bahasa Inggris
17.	Mea ekasari, SE	IPS
18.	Mariani, S. Pd. I.	Fiqih
		Mabadi Fiqiyah
19.	Hadi Prayitno, S. Pd.	Matematika
		IPS
20.	Sudarsono, ST	TIK
21.	Rina Marsudi, S. Pd.	Matematika
22.	Anas Ma'ruf, M. Pd. I.	Al-Qur'an
		Akhlaqul Banin

		Durusul Akhlaq
23.	Nur Aini Syah M, Hum	Bahasa Inggris
24.	Hasyim As'ari	Nahwu Shorof
		Imla'
		Aswaja
25.	Nur Ahmadi M, S. Pd.	TIK
26.	Deni Dwi asmoro, S. Pd.	IPA
		Biologi
27.	Binti Asroriyah, S. Pd.	PKn
28.	Watmiatun, S. Pd.	Bahasa
		Indonesia
29.	H. Maftuh Zaenuri	Mahfudlod
30.	Sarmini, S. Pd.	Matematika
31.	Ria Fitri Cahyana, S. Pd.	BK
32.	Dian Setianto, S. Pd.	Penjaskes

e. Facilities and Infrastructure of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo

- 1) Facilities of MTs Ma'Arif Al-Ishlah Bungkal Ponorogo
 - a) Textbook : 2189 books
 - b) Supporting book : 373 books
 - c) Reading books : 411 books
 - d) Props : 5 pieces
 - e) LCD proyektor : 3 pieces
 - f) Digital Camera : 2 pieces
 - g) Computer : 30 pieces
- 2) Infrastructure MTs Ma'Arif Al-Ishlah Bungkal Ponorogo

NO.	Type of Room	Total
1.	Leardership Room	1
2.	Administration Room	1
3.	Classroom	9
4.	Teacher's Room	1
5.	Dormitory Room	1
6.	Library	1
7.	Science Laboratory	1
8.	Computer Lab	1
9.	Fashion Skills Room	1
10.	UKS Room	1
11.	OSIS Room	1
12.	Kitchen	1
13.	Scout Room	1
14.	Student Bathroom	7
15.	Teacher Bathroom	1
16.	AULA	1
17.	Multimedia	1

f. Profile of Madrasah

1) Geographical place

Al-Ikhlâs "Al-Ishlah" Islamic Education Foundation Kalisat at 30 Km from the capital of Ponorogo, precisely in the village of Kalisat, Bungkal District, by the Vision and Mission of the Foundation, very well suited to the economic conditions of rural communities working as civil servants, traders, entrepreneurs, workers and farmers who are low-income, although in Ponorogo Subdistrict there are many

Islamic Foundations and educational institutions, but existence of Al-Ishlah Islamic Boarding School is very much-needed by the surrounding community of Bungkal Sub-District to outside sub-districts including Ngrayun District. To get to place of Al-Ishlah Islamic Boarding School it is very easy, because it is close to public facilities.

2) Madrasah

Madrasah Tsanawiyah Ma'Arif Al-Ishlah headed by Mr. Moh. Asomudin, M.Pd, is a private religious institution / foundation under the auspices of NU (Nahdlotul Ulama) and under the auspices of the Al-Ikhlash Islamic Education Foundation and there are 4 institutions at once namely, TK Al-Ishlah, MI Ma'Arif Al-Ishlah, Madrasah Tsanawiyah Ma'Arif Al-Ishlah, Madrasah Aliyah Ma'Arif Al-Ishlah and Al-Ishlah Islamic Boarding School.

3) Education system

The Al-Ikhlash Education Foundation study period at the foundation is for fourteen years, two years to complete the foundation in kindergarten, six years to complete studies in MI, three years to complete studies at the Tsanawiyah level, and three years to complete at the Aliyah level. The curriculum of the Al-Ikhlash Education Foundation is design to

accommodative with an integrated system, meaning that the subjects provided combination of the National Curriculum and the Curriculum of Islamic Boarding Schools.

4) Student Organization

OPMI (Madrasah Al-Ishlah Student Organization) is an organizational learning forum for santriwan santriwan at this foundation. OPMI (like Osis) handles the affairs of developing talents and interests. Among them are Muhadoroh or a speech and a Drum Band.

5) Extracurricular

There are a lot of extra-curricular activities held by MTs Ma' Arif Al-Islah including:

- a) Scout
- b) PASKIBRAKA
- c) Marching Band
- d) Football / futsal
- e) Traditional / Regional Dance
- f) Volley
- g) Badminton
- h) Qiro'

And there are still many extra-curricular activities organized by the Al-Ishlah Foundation, all of which are bring out so that later the students will not left by the times and are also actively skilled in all fields of activity.

6) Activities

In addition to being active in the field of MTS scouting Ma'Arif Al-Ishlah also has routine activities which that carried out which include khitobah, muhadloroh, prayer, Dhuha prayer, Dzuhur prayer, reciting the Qur'an and Tadarus. This activity that carried out no other than to cultivate, familiarize and instill good religious values in the students' personal.

7) Graduate

Al-Ishlah Islamic Education Foundation especially Madrasah Tsanawiyah Ma'Arif Al-Ishlah mostly goes to MA Ma'Arif Al-Ishlah, but many also continue at Aliyah schools outside Bungkal District.

B. Result of Action Cycles

This sub heading, discussed the result of cycles in this study. Every cycle has three meetings, first and second meeting are acting and planning, and the third meeting is for test of vocabulary. Each cycle describes four components of classroom action research. They are planning, acting, observing and reflecting. All of these results were presented respectively as follows:

1. Data from Pre Test

The pre-test was conducted on January 2th 2019. In pre-test, the students were assigned to answer 20 questions. To get the result of the pre-test, firstly, the researcher calculated the mean score such following:

It is shown that the lowest score of pre-test 50 and the highest score of pre-test is 80. The mean of students' scores in pre-test is:

$$\begin{aligned} \sum \text{Pre-test} &= 1075 \\ M_x &= \frac{\sum fX}{n} \\ M_x &= \frac{1075}{16} \\ M_x \text{ Pre-test} &= 67,18 \end{aligned}$$

It is seen from calculation above that students' vocabularies mean score before using video or before implementing Classroom Action Research (CAR) is 67,18. It is taken from the students' pre-test score average.

After that, the researcher analyzed the data know the percentage of students' score who passed the *KKM* (70). It is calculated by using formula as follows:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ P &= \frac{4}{16} \times 100\% \\ P &= 25\% \end{aligned}$$

From calculation above, the students' score percentage in pre-test is 25%. It means there are only 4 students who passed the *KKM* and there are 12 students' scores which still below the *KKM*. So then, it

is a big homework for the researcher to improve the students' vocabulary score.

2. Implementation of Students' Vocabulary Mastery by Using Quizlet Media

a. Cycle 1

1) Planning

In this phase, the researcher made a lesson plan for the action based on the problems faced by students. The writer selected material and exercises into a lesson plan. In the lesson plan, there two chapters should be taken as a medium of students' vocabulary improvement. Beside of making lesson plan, the writer also prepared the post-test 1 to collect the data, in order to know whether there are students' improvement scores from pre-test to post test in cycle 1. So that, in the end of teaching learning process the researcher can know whether the strategy works or not.

2) Acting

Here, the researcher, as the teacher, implemented the planned action that had been made. It was begun on February 7th, 9th, and 14th 2019. In the beginning of teaching learning process, the teacher introduced what Quizlet media is, then told the students about the topic and allowed the students to tell about anything they key related to the topic Quizlet media. After brainstorming, the teacher explained some

features in the Quizlet media and what to do during the media. Next, in the middle activity, when the teacher give the game in the Quizlet, there is flashcards, writing, and matching. The students were asked one by one about vocabulary in the Quizlet media. Afterwards, after the step by step games students were asked some vocabulary related to games in the Quizlet media. Finally, the students started to do test in the Quizlet media.



Figure 4.1 Students' activity in the classroom

3) Observing

In this phase, the researcher observed the students' response, participation, achievement and everything which was found during the teaching and learning process. Sometimes, the researcher also asked some students' opinion about the process of teaching and learning

vocabulary through Quizlet media. When observing, the observer noticed all of activities in the classroom. There were some students who asked about the meaning of some words they did not know. Some others asked about the vocabulary they did not understand. It seems that their problems was all about vocabulary. (See Appendix 4)

The following were the use the details result of instruments used in the first cycle:

a) Result of Field notes

Concerning the teaching procedures, the field notes revealed that in Meeting 1, Meeting 2, and Meeting 3 of Cycle 1, there were some problems found during the teaching and learning process. First, some students still had problems in guessing for the vocabulary; they did not look to try hard to find out the vocabulary they need, finally they felt difficult in finding the meaning of some vocabularies. Second, students did not seem try to understand the vocabulary from the game of Quizlet media. Third, some students also looked lack serious and lazy to do the game test from the Quizlet media, so then some students were late in finishing the step on time. Fourth, the students were noisy during the learning process it was because they focus about picture vocabulary in the

Quizlet media. The possible factors that caused those problems were that the writer did not give sufficient explanation about the topic and did not give sufficient guidance and simulation. The researcher also did not give attractive explanation in order to make students interested and did not give clear instruction.

The good points also derived from the field notes. First, more students paid attention on teacher's explanation and they looked so motivated to do game in the Quizlet about vocabulary related to topic, so they were enthusiastic in answering the meaning of word. Second, students were cooperative to learn the new vocabulary. Third, students were cooperative to support the teacher's teaching goal. (See Appendix 5 for the detail result).

b) Result of Students' Vocabulary

To know the result of students' vocabulary post-test 1, the researcher needs to calculate the mean score firstly. The mean score derived from the following formula:

$$M_x = \frac{\sum fX}{n}$$

$$\sum \text{Post-test 1} = 1215$$

$$M_x = \frac{1215}{16}$$

$$= 75,93$$
$$\text{Post-test 1} = 75,93$$

From that calculation, the students' mean score of post-test in cycle 1 is 75,93. After that, the writer calculates data to know the percentage of students who passed the KKM in post-test 1. The calculation is as follow:

$$P = \frac{F}{N} \times 100\%$$
$$P = \frac{10}{16} \times 100\%$$
$$P = 62\%$$

From that calculation, the class percentage which passed the KKM in post-test is 62%. It means that in the cycle 1 of CAR, there are 10 students who passed the KKM and another 6 students whose score are below the KKM.

The mean score of the previous score was 67,18 and the mean score of the students' vocabulary post-test on the first cycle was 75,95. The next step is the researcher tried to get the percentage of students' improvement score from pre-test

to post-test 1. The researcher calculates by using formula as follows:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{75,95 - 67,18}{67,18} \times 100\%$$

$$P = \frac{8,77}{67,18} \times 100\%$$

$$P = 13,5 \%$$

According to the calculation above, the percentage of the student improvement score from pre-test to post-test 1 is 13,5%. It shows that the score in cycle 1 has improved 13,5 % from the pre-test score.

From the calculation, the class percentage which passed the KKM in post-test is 62 %. It means that in the cycle 1 or CAR, there are 10 students who passed the KKM and another 6 students whose score are below the KKM. The detail of all students' scores in the first cycle can be seen Appendix 6.

4) Reflecting

Here, the writer analyzed students' achievement and progress based on their test score. In this phase, the writer also discussed the

result of the implementation of the modified action and decided whether the action should be continued or not. From the writer's observation, it could be seen that some students still got difficulties in understanding the game in Quizlet media both generally or specifically and also from the test vocabulary using Quizlet media, some students still had low score.

So that, according to the discussion and the result of post-test 1, the researcher that it was necessary to continue the cycle because the writer found only few progress which had been achieved by the students.

5) Revision of the first cycle

Based on the result of reflection stage, the researcher concluded some revision of the first cycle. First, students should learn the new vocabulary from the material before using Quizlet media. And the students write the word on their writing book to help them remember well.

Next, the students who answered the question from Quizlet media correctly were free to choose other students to answer the next step question from Quizlet media to make them competitive and confidence and the last the teacher should give more explanation about material and give clearly instruction in order to make the students understand about the activity

that they have to do. All of the revision in the first cycle would implement in the second cycle.

b. Cycle 2

1) Planning

Cycle 2 begin from making new lesson plan. The researcher used varies activities to avoid students' bored. It is also aimed to change some parts that need to be revised. This cycle began on 16th, 21th, and 32th February 2019. As the planning phase in Cycle 1, here the researcher also prepared some additional teaching aids. Evaluation and post-test 2 were prepared to see students' achievement in the end of this cycle. The new session was started with game in the Quizlet media to be shown, new rules to make more expressive and more interesting in motivating the students. (See appendix 7)

2) Acting

In this phase, the researcher implemented the new lesson plan. As the teacher, the writer emphasized more stimulation to the students in order to make them enthusiastic to learn and remember the words related to the material.

Different with the activity in the first cycle, here at the beginning of learning activity the writer asked the students to learn words in Quizlet and let the students to work with friends to make them easier to remember the

vocabularies. When the time was over, the students were asked to do a game from Quizlet by themselves. The students seem to do the task enthusiastically. It was the revised lesson plan that has started.

3) Observing

The writer observed students' participation and achievement in this phase. Here, the researcher noticed whether students improved their understanding or not then measured their achievements between cycle 1 and cycle 2. The teacher found that in this phase, students had a good progress. They improved their understanding or Quizlet significantly and improving more vocabularies that has proved by successfully doing the post-test. (See appendix 8)

a) Result of the Field notes

The result of field notes showed the good points of the students. In the first meeting showed that: first more students pay attention on the teacher's explanation, students more confidence in telling the words they find and discuss with their friends, they prepared well and some students participated in asking enthusiastically about the Quizlet. In the second meeting, the field notes showed that: first, the students wrote and they discuss the

topic and the vocabulary meaning cooperatively and enthusiastically. In the third meeting, all of students did the task well. In the other, there were things to consider such as: the class was still noisy and some students are still low to remember the meaning of the vocabulary. It influenced to understand the Quizlet in the first meeting. In the second meeting, some students looked confused when the teacher asks some question related to Quizlet. In the third meeting, some students especially boys are still low in understanding the Quizlet media. (See appendix 9)

b) Result of Students' Vocabulary Test

In cycle 2 the researcher also calculates the result of post-test 2 to know more about the score improvement either from the result of pre-test or post-test 1. According to the data obtained, the lowest score in post-test 2 is 80 and the highest score is 100. It also indicated that there are some improvements in post-test 2. As the previous calculation the writer using formula as follows:

$$M_x = \frac{\sum fX}{n}$$

$$\sum \text{Post-test 2} = 1435$$

$$M_x = \frac{1435}{16}$$

$$M_x \text{ Post-test 2} = 89,68$$

$$\%$$

After calculating, it is known that the mean score of post-test 2 is 89,68%. Next, the researcher calculates percentage of students' improvement score.

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{89,68 - 67,18}{67,18} \times 100\%$$

$$P = \frac{22,5}{67,18} \times 100\%$$

$$P = 33,49 \%$$

From calculating above, it could be seen that the post-test 2 can improves till 33,49 % from the pre-test. Then, the researcher tries to get the class percentage of students' score which passed the *KKM*. It uses the calculation as following:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{16}{16} \times 100\%$$

$$P = 100 \%$$

As shown above, it is obtained that the class percentage is 100%. It means that in the cycle 2 there is 16 students passed the KKM. To the researcher it seems a significant progress. The writer describes students' scores in pre-test and post-test in the table below:

Table 4.1
The Students' Vocabulary Scores of Pre-test, Post-test 1 and Post-test 2

Students	Pre-test	Post-test 1	Post-test 2
1.	65	60	100
2.	60	80	80
3.	75	80	90
4.	80	75	95
5.	70	80	95
6.	50	65	80
7.	65	95	100
8.	70	75	90
9.	80	85	85
10.	75	60	95
11.	65	70	100
12.	65	65	80
13.	65	75	85
14.	55	95	85
15.	65	70	80

16.	70	85	95
Mean:			
$\sum Mx$	67,18	75,93	89,68

At last, all of calculation above proves that there is a significant improvement of the students' vocabulary. It means that Quizlet media is effective to be used in improving students' vocabulary at the seventh grade students of MTs Ma'Arif Al-Ishlah Bungkal. So, the cycle of CAR does not have to be continued. Writer concludes that CAR ended.

4) Reflecting

Here, the researcher analyzed students' progress based on their test score. The researcher also discussed the result of the implementation of the modified action and decided whether the action should be continued or not. Based on the observation which had been done, it was known that by Quizlet media, the students' vocabulary had been improved. Therefore, the cycle did not need to continue.

C. Data Analysis

After conducting classroom action research, the researcher carried out the interview to the English teacher who acted as collaborator to know his response about

implementation the action (improving students' vocabulary through Quizlet media).

1. Discussion of Research

The result of this interview was taken from the English teacher as observer who helped the researcher for this research and students of the seventh grade of MTs Ma'Arif Al-Ishlah. This interview was held on the same day of the students' interview which was on January 23th 2019 after accomplishing cycle 2. It started at 10.00 A.M and finished at 10.30 A.M. After the researcher conducted the implementation of improving students' vocabulary through Quizlet media in cycle 2, the observer asked some questions related to the improvement students' vocabulary competence to English teacher, Nur Aini Syah M, Hum. The interview was unstructured interview.

In this interview the researcher explained that the classroom activity more active than before the implementation of Classroom Action Research. It could be seen from the students' enthusiasm in learning English. Firstly, teacher ad homework to make students to make getting bored during the lesson but then after implementing media technique teacher knew the result, because there was progress in the atmosphere of activity in the classroom. The students became active and looked enthusiast. So, this interview also asked the teacher about his opinion after implementing the media technique then the writer knew that this technique worked so well. It helped the teacher so much. It was

not only improving students' vocabulary but also their self-confidence, their understanding to comprehend the story and their ability to speak in front of their friends. It was really good result.

From the result of interview above it is proven that the media technique can improve students' vocabulary of the seventh grade of MTs Ma'Arif Al-Ishlah Bungkal. The improvement of students' vocabulary skill can be proven from by the improvement of students' score. The result of pre-test, post-test 1 and post-test 2 showed a significant improvement. The students also can have a positive response to the implementation of media technique in order to improve their vocabulary competence. Considering from the explanation above, the researcher concluded that the Classroom Action Research was done successfully. It was cool. (See appendix 10)

Unstructured interview was conducted on the same day with the teacher's interview which was on January 23th 2019 after accomplishing cycle 2 and it was after interviewing the English teacher. It started at 11.00 A.M and finished at 12.00 A.M. In this case, the writer divided into three criteria of questions. First, criterion talked about the general condition in English class during implementing the action. It was found that the students' condition were better than before. In this sense they looked enthusiast in doing activity. The students' participation was good because the activity in the classroom involved the students.

Second criterion was about the barrier and during implementing the action. It was observed that most of the students difficult in answering questions because they lack of vocabulary.

The last criterion is about the opinion of Quizlet media technique. It was said that media interactive was a good technique and fun in teaching vocabulary. Beside it might be able to improve the students' speaking skill (speaking in front of class), it could be an alternative technique in a stage of active learning and could motivate the English teacher to apply it. (See appendix 11)

From the explanation above, it could be drawn the general conclusion from the post interview that the teacher gave a positive response toward the implementation of media technique in teaching learning vocabulary. In addition, media not only gave a good impact for improvement of the students' vocabulary mastery but also skills: reading skill, listening skill, writing skill, and speaking skill. So then hopefully, students have self-confidence in learning English language.

2. Interpretation of the Data

In CAR (Classroom Action Research) we should not be sure on any single data but we have to look and check the various data source to sustain the result of research. Data sources used in this study was triangulation. It was used to know and to check whether the result of each instrument was in line or had similar

result with the result of other instrument. Then researcher would know whether the data was valid or not and it could be seen the accordance of the research findings.

a. Interview of the Teacher

Firstly, the data gained from the pre interview with the English teacher indicated that the students' vocabulary competence was poor and low because it can also be seen from pre-test and during observation in preliminary study or before the action, there were the students had some difficulty in understanding vocabulary meaning and didn't try anything to find the meaning, so the impact was they felt difficult in doing activities in the classroom. The students' participation in English class was not too active they looked unmotivated to learn in the classroom, so that made them lazy to do the activity. Consequently, it needed to do the innovation in teaching vocabulary in a fun way. The researcher suggested implementing the Quizlet media interactive to improve students' vocabulary. After conducting the action, the English teacher gave very positive responses toward the action. The English teacher felt satisfied with the improvement made by the students focus on vocabulary mastery and their participation. Now, the students can guess meaning from context. The English teacher also motivated to use Quizlet media because it could facilitate the students in learning English well.

b. Interview of the Students

Here the researcher can see from the interview before the implementation of watching technique that the students shared about the difficult in learning English language which is unfamiliar vocabulary so they didn't know the meaning. They sometimes get bored because the teacher was so boring. The activity is just so unmotivated students. Those at the comparison before the implementation of Quizlet media but then after action they were really enthusiast in answering researcher questions about Quizlet media technique. Now they knew what Quizlet media is. They proved it by getting score better and better after the action. They have a progress. Students could understand easily the Quizlet media there still several vocabularies that they didn't know but now they get used to bring dictionary to help them look for unfamiliar vocabularies. Generally, they really motivated in learning English in the classroom, they were interested with the Quizlet media. I was well done result.

c. Data of Observation

The data gained from observation to the researcher as the actor during the CAR whom was helped by the observer (the English teacher). There was also progress got by the researcher as the English teacher during CAR. Firstly, researcher got difficult in managing the classroom and unprepared

well the material. But then as the time goes by, the researcher had good points from the English teacher whom assess the researcher from the first meeting until the last one. It means the researcher has successfully done the CAR in the seventh grade of MTs Ma'Arif Al-Ishlah Bungkal in improving students' vocabulary through Quizlet media.

d. Data of Field notes

The data gained from field notes revealed that the teaching learning process when implementing the Quizlet media in improving students' vocabulary has done w\very well. Although there were some problems occurred in the process of the action such as some students still made noisy in the class, some students had difficulty in mastering the vocabularies, and also some students had difficulty in following the instruction. But those problems did not mean anything during the action. The students still enjoyed the activities and the activities have well done. It showed that the implementing of Quizlet media has given positive impact in teaching learning process especially their English has significantly in improved.

e. Data of Test

Based on the result of students' vocabulary test' score, it was found out that the students' score was gradually improving. It meant that there was a very positive impact toward the improvement of students' vocabulary competence. It is what the

researcher calls a fun way learning English. In other words, the use of Quizlet media could increasingly help and make them participate to learn for better vocabulary competence. Thus, most of them gained good scores at the end of each cycle. The students' mean score in preliminary study was 67,18; in the first cycle the mean score was 75,93 and the mean score in the second cycle was 89,68. There was 13,5% of mean score of improvement from students' score in preliminary study up to the first cycle, and there was 33,49% of mean score improvement from the students' score in the preliminary study up to the second cycle. The students' improvement in vocabulary competence from the preliminary study to the second cycle was recapped in Figure below:

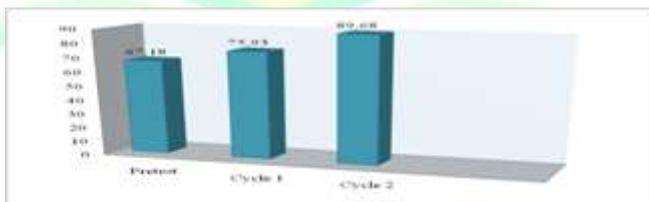


Figure 4.2 The Students' Achievement Vocabulary Test

All of the result of instrument after accomplishing the classroom action research revealed the great results from implementing Quizlet media in improving students' vocabulary in two cycles. It proved that improving students' vocabulary through Quizlet media can be used or

can be applied as the good technique in Junior High School level to improve not only English skill and competence but also improve students' motivation and confidence in learning English. Specifically, it means the seventh grade students of MTs Ma'Arif Al-Ishlah succeed in improving their vocabulary competence through the Quizlet media technique.

D. Discussion

In this study, classroom action research was done in two cycles. It was because the researcher wanted to achieve the target score. Based on the research, the researcher found some weakness and strength in applying Quizlet media technique as a way to improve students' vocabulary mastery. Some of the strength of this technique was learning process became interesting and enjoyable. Besides, through Quizlet media they learn vocabulary have a games. Then, they would do by themselves. While some of disadvantages, of course the class became noisy because all of students learning new vocabulary with their friends. Moreover, there were some students not understanding and asked with their friends. It would make the class noisier. But, it was a good noise, meant that they were active.

In the first cycle, the researcher was not satisfied enough with the result. Because of some students were not active in learning English vocabulary. It caused of the new technique that the researcher bought. Moreover, their vocabulary mastery was not improved well. They also got confused in understanding the difficult vocabulary. It could

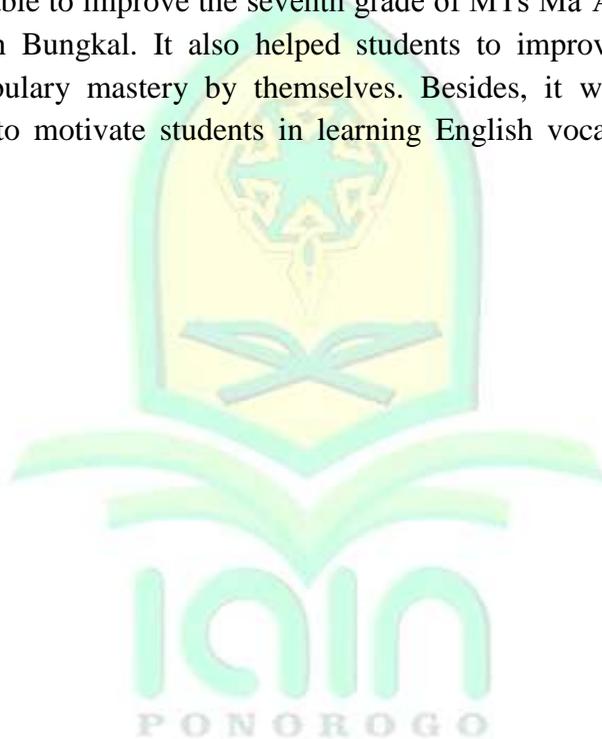
be seen from data that students' activeness during teaching learning process was 75,93 and students vocabulary mastery was just 62%. From this data, the researcher decided to continue to the next cycle with a hope that writer got better score in the next cycle.

In the second cycle, the writer used new material about vocabulary with the same technique. Hopefully, students could enthusiast to learn vocabulary. And the result this cycle was increased the score students with the score pass the target. Score of students' activeness in this cycle was more than enough of standard activeness in this research. The score of students' activeness of this second cycle was 100%. Moreover, their vocabulary mastery also got improved. It caused that this technique was not strange anymore for them. And they could use this technique well for improving their vocabulary mastery. The score of students' vocabulary mastery in this second cycle was 89,68.

After the second cycle had finished, the researcher interviewed the English teacher Nur Aini Syah M, Hum. Collaborator said that by using Quizlet media technique were interested to learn English and it helped them to improve their vocabulary mastery. If this technique is done, it will help to improve the vocabulary mastery of students even more. It was not only English teacher that the researcher interviewed, but also the students of the class Faradita Vitria Gusti Resta. She said that by using this technique she was very spirit in learning English vocabulary and it helped her in improving her vocabulary

mastery. Another student, Enggar Rafly Arfiansyah said that by using this technique students very interested because the Quizlet give fun a games. And vocabulary mastery will be improved consciously.

After doing the Classroom Action Research (CAR), the writer considered that by using Quizlet media technique was able to improve the seventh grade of MTs Ma'Arif Al-Ishlah Bungkal. It also helped students to improve their vocabulary mastery by themselves. Besides, it was also able to motivate students in learning English vocabulary.



CHAPTER V

CLOSING

After finishing the whole steps of this Classroom Action Research (CAR) study, the researcher makes some conclusions considering the result of this research. Furthermore, related to the conclusion the researcher also gives some suggestions. However, before the researcher concludes the result of study and contributes her suggestions, she would like present the summary of this research.

A. Conclusion

The researcher would like to sum up her study. This study uses the Classroom Action Research (CAR) has been done two cycles, the method which to identify the problem on students' vocabulary mastery, it is initiated through the interview the teacher and through the observation in the seventh grade of MTs Ma'Arif Al-Ishlah Bungkal which considered as the class that has a low English test score. In this study, the researcher implements the Suharsimi Arikunto design which consists of four phases. Those are planning, acting, observing, and reflecting. Meanwhile, the data is derived among from the test, interview and observation, it could summed up as: First, related to the test result, there was 33,49% improvement of students' mean score from pre-test to the post-test of the second cycle. Second, the observations result showed that the students were more active and interested in learning activity in the classroom. Third, based on their interview result it could be known that the students' vocabulary has

improved and also assisted the teacher in finding the appropriate strategy in teaching vocabulary.

Based on the research conducted in seventh grade of MTs Ma'Arif Al-Ishlah Bungkal in academic 2018/2019, it can be concluded that the students could develop their vocabulary competence through Quizlet technique.

B. Suggestion

In the part, the researcher would like to contribute some suggestions for the teacher. First, Quizlet media would be helpful to improve students' vocabulary competence, so the teacher needs to maintain using Quizlet media technique in the next new academic year in teaching vocabulary. Second, in the teaching vocabulary through Quizlet media the teacher have to make sure that after students predict some new vocabularies at the beginning, they must write on the notebook. Hence the teacher needs to give clear instructions for what to do during the media.

However, during carrying out the Quizlet media in Classroom Action Research, the researcher found a drawback in this study. That is using Quizlet media technique in teaching vocabulary needs a longer time. Hopefully, there will be any further research of how to complete this technique.

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APPENDIX 1**Hasil Wawancara Guru Sebelum PTK**

Nama Guru : Nur Aini Syah M.Hum

Jabatan : Guru Bahasa Inggris

1. Menurut ibu, skill bahasa Inggris apa yang sukar dikuasai siswa kelas VII C ?

Jawaban: *Biasanya Reading, karena mereka kurang perbendaharaan kosakata bahasa Inggris. Agak susah untuk memahami isi teks, sehingga susah pula menjawab pertanyaan yang berhubungan dengan teks tersebut.*

2. Sebagai guru bahasa Inggris, usaha apa yang ibu lakukan untuk meningkatkan penguasaan *vocabulary* siswa ?

Jawaban: *Saya biasanya pengajaran vocabulary hanya mencatatkan kosa kata dan artinya di papan tulis.*

3. Media apa yang ibu gunakan dalam pengajaran bahasa Inggris siswa ?

Jawaban: *Media sederhana saja, seperti papan tulis buku ataupun LKS.*

4. Apakah siswa menanggapi positif dengan media yang ibu gunakan ?

Jawaban: *Sebagian besar siswa merasa bosan.*

5. Menurut ibu apakah menggunakan media interactive akan mempermudah *vocabulary* siswa dalam memahami teks bahasa Inggris ?

Jawaban: *Sepertinya akan sangat membantu, karena sekarang zamannya online dan media adalah salah satu pembelajaran yang disukai siswa. Pasti mereka akan sangat antusias sekali. Dari situ pasti akan banyak vocabulary yang dimiliki siswa.*

6. Apakah ibu pernah mendengar *media interactive Quizlet* ?

Jawaban: *Tidak pernah. Baru kali ini.*



APPENDIX 2**Hasil Wawancara Siswa Sebelum PTK****Nama Siswa : F.V.G.R dan E.R.A****Jabatan : P dan L**

1. Apakah kalian menyukai pelajaran bahasa Inggris ?
Mengapa ?
Jawaban: *Kadang suka kadang tidak. Susah dan tergantung materinya juga.*
2. Apakah kalian menyukai cara guru mengajar bahasa Inggris di kelas ? Mengapa ?
Jawaban: *Iya, tapi saya tidak paham dan materinya membosankan.*
3. Apakah kalian memperhatikan penjelasan guru dengan baik ketika belajar bahasa Inggris di kelas ?
Jawaban: *Kadang iya, kadang tidak.*
4. Bagaimana pendapat kalian tentang suasana belajar bahasa Inggris di kelas ?
Jawaban: *Membosankan karena tidak paham dan mengantuk.*
5. Media apa saja yang guru gunakan ketika mengajar bahasa Inggris ?
Jawaban: *Papan tulis dan buku LKS.*

6. Pernahkah guru menggunakan media lain dalam mengajar bahasa Inggris ?

Jawaban: *Tidak.*

7. Apakah kalian pernah belajar bahasa Inggris menggunakan media interactive berbasis online ?

Jawaban: *Belum pernah.*

8. Apakah kalian pernah mendengar media interactive Quizlet ?

Jawaban: *Belum sama sekali.*



APPENDIX 3**LESSON PLAN
CYCLE 1/1****I. IDENTITAS**

Sekolah : MTs Al-Ishlah Bungkal Ponorogo
Mata Pelajaran : Bahasa Inggris
Kelas : VII C
Semester : Genap
Tema : Look ! There Are Beautiful Flowers !
Alokasi Waktu : 1 x 60 Menit
Tahun Pelajaran : 2018/2019

II. KOMPETENSI INTI

3. Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

III. KOMPETENSI DASAR

- 3.5 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta

informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaanya.

- 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

IV. INDIKATOR

Setelah kegiatan pembelajaran, siswa diharapkan mampu :

1. Menjawab pertanyaan yang berkaitan dengan vocabulary dalam media interactive Quizlet.
2. Dapat memahami kosakata baru dengan mudah.

V. MATERI PEMBELAJARAN

Recalling Vocabulary

Pengenalan kosakata yang berkaitan dengan Look ! There Are Beautiful Flowers !

Vocabulary items related to Look ! There Are Beautiful Flowers ! : beautiful, cute, good, small, etc.

VI. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode : Guided-Discovery Learning
3. Teknik : Think and share

VII. LANGKAH-LANGKAH KEGIATAN

<p>Beautiful Flowers !</p> <p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bertanya kepada siswa tentang kosakata yang ditemukan serta artinya <input type="checkbox"/> Guru menampilkan media Quizlet dan menginstruksikan kepada siswa untuk mengamati teknik-teknik pembelajaran kosakata <p>Experimenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru memberikan sedikit waktu kepada siswa untuk memahami dan mengingat beberapa kosakata yang ditampilkan oleh guru melalui media Quizlet <input type="checkbox"/> Guru menginstruksikan kepada siswa untuk mempelajari beberapa kosakata 		<p>memperkaya kosakata yang dimiliki, mengetahui pengucapan kosakata, menulis dan mengulangi kosakata melalui tes</p>
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<p>yang ditampilkan dalam media Quizlet</p> <p>Associating</p> <ul style="list-style-type: none"><input type="checkbox"/> Setelah siswa memahami kosakata, guru menampilkan beberapa pertanyaan yang terdapat di dalam media Quizlet yang mencakup 4 skill mulai dari flashcard, menulis, mencocokkan, dan mendengarkan<input type="checkbox"/> Siswa diminta untuk menjawab pertanyaan pada teknik flashcard dan teknik write <p>Communicating</p> <ul style="list-style-type: none"><input type="checkbox"/> Siswa dipanggil secara acak untuk menjawab beberapa tes yang terdapat pada media Quizlet tentang kosakata yang dipelajari		
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<p>III. Kegiatan Akhir</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bersama dengan siswa mengadakan refleksi bersama-sama, tentang penguatan kosakata yang sudah dipelajari hari ini. <input type="checkbox"/> Guru menutup pembelajaran dengan mengucapkan salam 	8 Menit	Feedback dan Reinforcement
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VIII. SUMBER BELAJAR

- Media Interactive Quizlet
- Modul Pembelajaran Bahasa Inggris untuk SMP/MTs Kelas VII Semester 2

IX. MEDIA PEMBELAJARAN

LCD, Laptop, Media Interactive Quizlet

X. PENILAIAN

Penilaian diambil dari observation dan check list mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer

Researcher

Nur Aini Syah M.Hum.

Nining Puspitasari

LESSON PLAN CYCLE 1/2

I. IDENTITAS

Sekolah : MTs Al-Ishlah Bungkal Ponorogo
Mata Pelajaran : Bahasa Inggris
Kelas : VII C
Semester : Genap
Tema : Look ! There Are Beautiful Flowers !
Alokasi Waktu : 1 x 60 Menit
Tahun Pelajaran : 2018/2019

II. KOMPETENSI INTI

3. Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

III. KOMPETENSI DASAR

- 3.5 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.

- 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

IV. INDIKATOR

Setelah kegiatan pembelajaran, siswa diharapkan mampu :

3. Menjawab pertanyaan yang berkaitan dengan vocabulary dalam media interactive Quizlet.
4. Dapat memahami kosakata baru dengan mudah.

V. MATERI PEMBELAJARAN

Recalling Vocabulary

Pengenalan kosakata yang berkaitan dengan Look ! There Are Beautiful Flowers !

Vocabulary items related to Look ! There Are Beautiful Flowers ! : beautiful, cute, good, small, etc.

VI. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode : Guided-Discovery Learning
3. Teknik : Think and share

VII. LANGKAH-LANGKAH KEGIATAN

<p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bertanya kepada siswa tentang kosakata yang ditemukan serta artinya <input type="checkbox"/> Guru menampilkan media Quizlet dan menginstruksikan kepada siswa untuk mengamati teknik-teknik pembelajaran kosakata <p>Experimenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru memberikan sedikit waktu kepada siswa untuk memahami dan mengingat beberapa kosakata yang ditampilkan oleh guru melalui media Quizlet <input type="checkbox"/> Guru menginstruksikan kepada siswa untuk mempelajari beberapa kosakata yang ditampilkan 		<p>kosakata yang dimiliki, mengetahui pengucapan kosakata, menulis dan mengulangi kosakata melalui tes</p>
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<p>dalam media Quizlet</p> <p>Associating</p> <ul style="list-style-type: none"><input type="checkbox"/> Setelah siswa memahami kosakata, guru menampilkan beberapa pertanyaan yang terdapat di dalam media Quizlet yang mencakup 4 skill mulai dari flashcard, menulis, mencocokkan, dan mendengarkan<input type="checkbox"/> Siswa diminta untuk menjawab pertanyaan pada teknik mencocokkan dan mendengarkan <p>Communicating</p> <ul style="list-style-type: none"><input type="checkbox"/> Siswa dipanggil secara acak untuk menjawab beberapa tes yang terdapat pada media Quizlet tentang kosakata yang dipelajari		
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<p>III. Kegiatan Akhir</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bersama dengan siswa mengadakan refleksi bersama-sama, tentang penguatan kosakata yang sudah dipelajari hari ini. <input type="checkbox"/> Guru menutup pembelajaran dengan mengucapkan salam 	8 Menit	Feedback dan Reinforcement
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VIII. SUMBER BELAJAR

- Media Interactive Quizlet
- Modul Pembelajaran Bahasa Inggris untuk SMP/MTs Kelas VII Semester 2

IX. MEDIA PEMBELAJARAN

LCD, Laptop, Media Interactive Quizlet

X. PENILAIAN

Penilaian diambil dari observation dan check list mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer

Researcher

Nur Aini Syah M.Hum.

Nining Puspitasari

LESSON PLAN

CYCLE 1/3

I. IDENTITAS

Sekolah : MTs Al-Ishlah Bungkal Ponorogo
Mata Pelajaran : Bahasa Inggris
Kelas : VII C
Semester : Genap
Tema : Look ! There Are Beautiful Flowers !
Alokasi Waktu : 1 x 60 Menit
Tahun Pelajaran : 2018/2019

II. KOMPETENSI INTI

3. Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

III. KOMPETENSI DASAR

- 3.5 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.

- 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

IV. INDIKATOR

Setelah kegiatan pembelajaran, siswa diharapkan mampu :

1. Menjawab pertanyaan yang berkaitan dengan vocabulary dalam media interactive Quizlet.
2. Dapat memahami kosakata baru dengan mudah.

V. MATERI PEMBELAJARAN

Recalling Vocabulary

Pengenalan kosakata yang berkaitan dengan Look ! There Are Beautiful Flowers !

Vocabulary items related to Look ! There Are Beautiful Flowers ! : beautiful, cute, good, small, etc.

VI. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode : Guided-Discovery Learning
3. Teknik : Think and share

VII. LANGKAH-LANGKAH KEGIATAN

<p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bertanya kepada siswa tentang kosakata yang ditemukan serta artinya <input type="checkbox"/> Guru menampilkan media Quizlet dan menginstruksikan kepada siswa untuk mengamati teknik-teknik pembelajaran kosakata <p>Experimenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru memberikan sedikit waktu kepada siswa untuk memahami dan mengingat beberapa kosakata yang ditampilkan oleh guru melalui media Quizlet <input type="checkbox"/> Guru menginstruksikan kepada siswa untuk mempelajari beberapa kosakata yang ditampilkan 		<p>kosakata yang dimiliki, mengetahui pengucapan kosakata, menulis dan mengulangi kosakata melalui tes</p>
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<p>dalam media Quizlet</p> <p>Associating</p> <ul style="list-style-type: none"><input type="checkbox"/> Setelah siswa memahami kosakata, guru menampilkan beberapa pertanyaan yang terdapat di dalam media Quizlet yang mencakup 4 skill mulai dari flashcard, menulis, mencocokkan, dan mendengarkan<input type="checkbox"/> Siswa diminta untuk menjawab pertanyaan pada teknik mencocokkan dan mendengarkan <p>Communicating</p> <ul style="list-style-type: none"><input type="checkbox"/> Siswa dipanggil secara acak untuk menjawab beberapa tes yang terdapat pada media Quizlet tentang kosakata yang dipelajari		
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<p>III. Kegiatan Akhir</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bersama dengan siswa mengadakan refleksi bersama-sama, tentang penguatan kosakata yang sudah dipelajari hari ini. <input type="checkbox"/> Guru menutup pembelajaran dengan mengucapkan salam 	8 Menit	Feedback dan Reinforcement
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VIII. SUMBER BELAJAR

- Media Interactive Quizlet
- Modul Pembelajaran Bahasa Inggris untuk SMP/MTs Kelas VII Semester 2

IX. MEDIA PEMBELAJARAN

LCD, Laptop, Media Interactive Quizlet

X. PENILAIAN

Penilaian diambil dari observation dan check list mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer

Researcher

Nur Aini Syah M.Hum.

Nining Puspitasari

APPENDIX 4

**LEMBAR OBSERVASI PROSES BELAJAR
MENGAJAR PTK**

Tempat : MTs Ma'Arif Al-Ishlah Bungkal

Ponorogo

Tahun Akademik : 2018/2019

Kelas/Semester : VII C/Genap

Pertemuan ke : 1

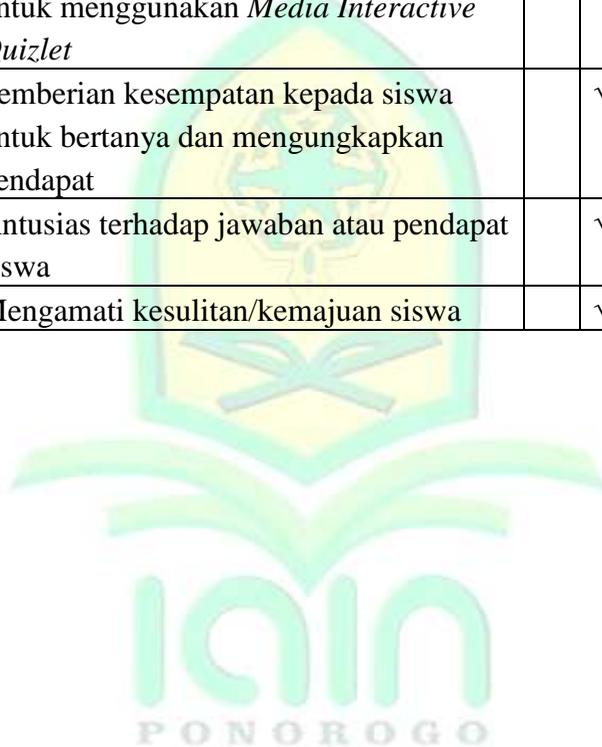
Tanggal : 7 Februari 2019

**Berilah tanda *check list* (√) pada nilai sesuai dengan
pengamatan Anda**

SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

No.	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran			√	
2.	Apersepsi		√		
3.	Membangkitkan minat atau rasa ingin tahu siswa (motivasi)	√			
4.	Menyampaikan/tujuan indikator yang ingin dicapai			√	
5.	Menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar			√	
6.	Memberi penjelasan mengenai metode pembelajaran <i>Media Interactive Quizlet</i>		√		
7.	Pemusatan perhatian siswa terhadap		√		

	proses pembelajaran				
8.	Teknik menjelaskan/menyampaikan materi		√		
9.	Pengelolaan kegiatan <i>Media Interactive Quizlet</i>		√		
10.	Pemberian kesempatan kepada siswa untuk menggunakan <i>Media Interactive Quizlet</i>		√		
11.	Pemberian kesempatan kepada siswa untuk bertanya dan mengungkapkan pendapat		√		
12.	Antusias terhadap jawaban atau pendapat siswa		√		
13.	Mengamati kesulitan/kemajuan siswa		√		



LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR PTK

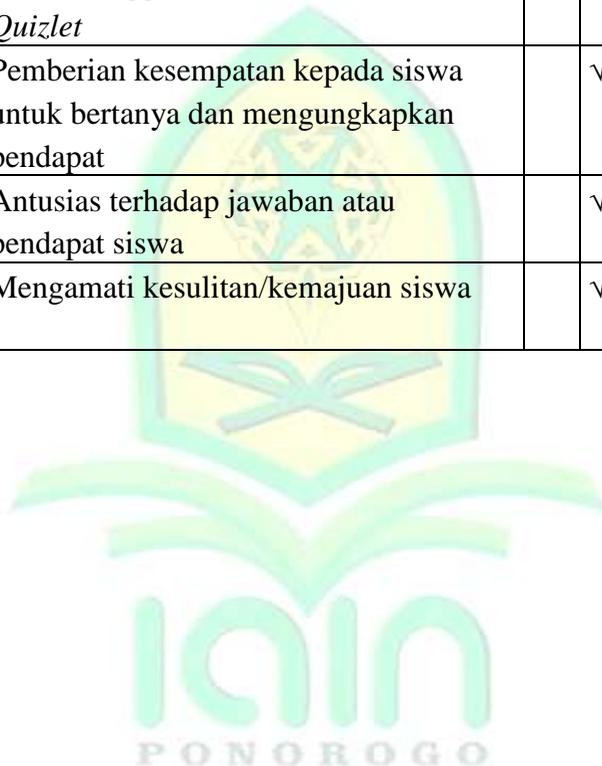
Tempat : MTs Al-Ishlah Bungkal Ponorogo
 Tahun Akademik : 2018/2019
 Kelas/Semester : VII C/Genap
 Pertemuan ke : 2
 Tanggal : 9 Februari 2019

**Berilah tanda *check list* (√) pada nilai sesuai dengan
pengamatan Anda**

SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

No.	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran			√	
2.	Apersepsi		√		
3.	Membangkitkan minat atau rasa ingin tahu siswa (motivasi)	√			
4.	Menyampaikan/tujuan indikator yang ingin dicapai			√	
5.	Menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar			√	
6.	Memberi penjelasan mengenai metode pembelajaran <i>Media Interactive Quizlet</i>		√		
7.	Pemusatan perhatian siswa terhadap proses pembelajaran		√		

8.	Teknik menjelaskan/menyampaikan materi		√		
9.	Pengelolaan kegiatan <i>Media Interactive Quizlet</i>		√		
10.	Pemberian kesempatan kepada siswa untuk menggunakan <i>Media Interactive Quizlet</i>		√		
11.	Pemberian kesempatan kepada siswa untuk bertanya dan mengungkapkan pendapat		√		
12.	Antusias terhadap jawaban atau pendapat siswa		√		
13.	Mengamati kesulitan/kemajuan siswa		√		



LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR PTK

Tempat : MTs Al-Ishlah Bungkal Ponorogo
 Tahun Akademik : 2018/2019
 Kelas/Semester : VII C/Genap
 Pertemuan ke : 3
 Tanggal : 14 Februari 2019

**Berilah tanda *check list* (√) pada nilai sesuai dengan
pengamatan Anda**

SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

No.	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran		√		
2.	Apersepsi		√		
3.	Membangkitkan minat atau rasa ingin tahu siswa (motivasi)	√			
4.	Menyampaikan/tujuan indikator yang ingin dicapai			√	
5.	Menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar		√		
6.	Memberi penjelasan mengenai metode pembelajaran <i>Media Interactive Quizlet</i>		√		
7.	Pemusatan perhatian siswa terhadap proses pembelajaran		√		

8.	Teknik menjelaskan/menyampaikan materi		√		
9.	Pengelolaan kegiatan <i>Media Interactive Quizlet</i>		√		
10.	Pemberian kesempatan kepada siswa untuk menggunakan <i>Media Interactive Quizlet</i>		√		
11.	Pemberian kesempatan kepada siswa untuk bertanya dan mengungkapkan pendapat		√		
12.	Antusias terhadap jawaban atau pendapat siswa		√		
13.	Mengamati kesulitan/kemajuan siswa		√		



APPENDIX 5**FIELD NOTES**

Cycle/Meeting : I/1 (One)
Day/Date : February 7th, 2019
Time : 10.00-11.20
Topic :

I. Good point

- From the students' side
 - Some students pay attention on teacher's explanation
 - Students looked so motivated to learn vocabulary
 - Students were so enthusiastic in getting their share vocabulary
- From the teacher's side
 - The teacher choose the good technique to deliver the material
 - Teacher gave intensive guide by accommodating all of the students'

II. Things to consider

- From the students' side
 - Students need to explore their vocabulary hard. Some students don't look to try hard to find out the vocabulary they need. They look lazy to do it.
- From the teacher's side

- Teacher should give the way how to get the vocabulary, because most of students have lack in vocabulary field.
- Teacher needs to give more attractive explanation in order to make the students interesting.



FIELD NOTES

Cycle/Meeting : I/2 (One)
 Day/Date : February 9th, 2019
 Time : 10.40-12.00
 Topic :

I. Good point

- From the students' side
 - Students looked so cooperated, it's good. They discuss the topic and find new vocabulary
 - Students wrote unfamiliar vocabularies enthusiastically
 - Students learn game in the Quizlet about vocabulary appropriate with the material
- From the teacher's side
 - The teacher gave a good activity and also good choice to get the goal of teaching
 - The teacher motivated the students to do the game in the Quizlet. It is flashcard and match

II. Things to consider

- From the students' side
 - Some students didn't understand what they must to do. They prefer to talk to friends out of class context.
- From the teacher's side
 - Before starting to a new activity, teacher should explain or describe clearly what the students are going to do a make sure that they understand clearly. In this case the teacher only told a little of what students will do.

FIELD NOTES

Cycle/Meeting : I/3 (One)
Day/Date : February 14th, 2019
Time : 10.00-11.20
Topic :

I. Good point

- From the students' side
 - Students are cooperative to support the teacher's teaching goal
 - Students looked so motivated during the teaching-learning process using media
- From the teacher's side
 - Teacher masters the technique and the material she gave
 - Teacher gave the game in the Quizlet about vocabulary material
 - Teacher checked test from students one by one

II. Things to consider

- From the students' side
 - Some students still looked not serious
 - Some students felt difficult
- From the teacher's side
 - Teacher should make sure if the students are ready to listen to her explaining. If the students are not ready yet, try to make them ready so what she explains can be understood

APPENDIX 6

**The Student's Vocabulary Scores of Pre-test, Post-test 1
and Post-test 2**

NO	NAME	Pre-test	Post-test 1	Post-test 2
1.	Ahmad junaidi	65	60	100
2.	Aldy Supriyono	60	80	80
3.	Andika Wahyu S	75	80	90
4.	Ayin Sri Wahyuni	80	75	95
5.	Dany Pradana	70	80	95
6.	Dimas Triya Kusuma	50	65	80
7.	Enggar Rafly A	65	95	100
8.	Faradita Vitria G R	70	75	90
9.	Farah Fajriya Dwi R	80	85	85
10.	Fitria Nur Aisyah	75	60	95
11.	Ilyas Bagus D	65	70	100
12.	Muhammad Wisnu V	65	65	80
13.	Naufal Rahman H	65	75	85
14.	Rahmat Muamar	55	95	85
15.	Syahrul Wisnu S	65	70	80
16.	Mohammad Reza H	70	85	95
MEAN SCORES		67,18	75,93	89,68

P O N O R O G O

APPENDIX 7**LESSON PLAN
CYCLE 2/1****I. IDENTITAS**

Sekolah	: MTs Al-Ishlah Bungkal Ponorogo
Mata Pelajaran	: Bahasa Inggris
Kelas	: VII C
Semester	: Genap
Tema	: We Love What We Do (Profession)
Alokasi Waktu	: 1 x 60 Menit
Tahun Pelajaran	: 2018/2019

II. KOMPETENSI INTI

- Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

III. KOMPETENSI DASAR

- 3.5 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis

yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.

- 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

IV. INDIKATOR

Setelah kegiatan pembelajaran, siswa diharapkan mampu :

1. Menjawab pertanyaan yang berkaitan dengan vocabulary dalam media interactive Quizlet.
2. Dapat memahami kosakata baru dengan mudah.

V. MATERI PEMBELAJARAN

Recalling Vocabulary

Pengenalan kosakata yang berkaitan dengan! We Love What We Do !

**Vocabulary items related to We Love What We Do :
doctor, farmer, teacher, gardener, etc.**

VI. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode : Guided-Discovery Learning
3. Teknik : Think and share

<p>We Love We Do</p> <p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bertanya kepada siswa tentang kosakata yang ditemukan serta artinya <input type="checkbox"/> Guru menampilkan media Quizlet dan menginstruksikan kepada siswa untuk mengamati teknik-teknik pembelajaran kosakata <p>Experimenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru memberikan sedikit waktu kepada siswa untuk memahami dan mengingat beberapa kosakata yang ditampilkan oleh guru melalui media Quizlet <input type="checkbox"/> Guru menginstruksikan kepada siswa untuk mempelajari beberapa kosakata 		<p>pendengarannya, memperkaya kosakata yang dimiliki, mengetahui pengucapan kosakata, menulis dan mengulangi kosakata melalui tes</p>
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<p>yang ditampilkan dalam media Quizlet</p> <p>Associating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Setelah siswa memahami kosakata, guru menampilkan beberapa pertanyaan yang terdapat di dalam media Quizlet yang mencakup 4 skill mulai dari flashcard, menulis, mencocokkan, dan mendengarkan <input type="checkbox"/> Siswa diminta untuk menjawab pertanyaan pada teknik flashcard dan teknik write <p>Communicating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Siswa dipanggil secara acak untuk menjawab beberapa tes yang terdapat pada media Quizlet tentang kosakata yang dipelajari 		
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<p>III. Kegiatan Akhir</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bersama dengan siswa mengadakan refleksi bersama-sama, tentang penguatan kosakata yang sudah dipelajari hari ini. <input type="checkbox"/> Guru menutup pembelajaran dengan mengucapkan salam 	8 Menit	Feedback dan Reinforcement
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VIII. SUMBER BELAJAR

- Media Interactive Quizlet
- Modul Pembelajaran Bahasa Inggris untuk SMP/MTs Kelas VII Semester 2

IX. MEDIA PEMBELAJARAN

LCD, Laptop, Media Interactive Quizlet

X. PENILAIAN

Penilaian diambil dari observation dan check list mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer

Researcher

Nur Aini Syah M.Hum.

Nining Puspitasari

LESSON PLAN CYCLE 2/2

I. IDENTITAS

Sekolah : MTs Al-Ishlah Bungkal Ponorogo
Mata Pelajaran : Bahasa Inggris
Kelas : VII C
Semester : Genap
Tema : We Love What We Do (Profession)
Alokasi Waktu : 1 x 60 Menit
Tahun Pelajaran : 2018/2019

II. KOMPETENSI INTI

3. Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

III. KOMPETENSI DASAR

- 3.5 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta

informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaanya.

- 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

IV. INDIKATOR

Setelah kegiatan pembelajaran, siswa diharapkan mampu :

1. Menjawab pertanyaan yang berkaitan dengan vocabulary dalam media interactive Quizlet.
2. Dapat memahami kosakata baru dengan mudah.

V. MATERI PEMBELAJARAN

Recalling Vocabulary

Pengenalan kosakata yang berkaitan dengan We Love What We Do!

**Vocabulary items related to We Love What We Do :
doctor, farmer, teacher, gardener, etc.**

VI. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode : Guided-Discovery Learning
3. Teknik : Think and share

<p>Do</p> <p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bertanya kepada siswa tentang kosakata yang ditemukan serta artinya <input type="checkbox"/> Guru menampilkan media Quizlet dan menginstruksikan kepada siswa untuk mengamati teknik-teknik pembelajaran kosakata <p>Experimenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru memberikan sedikit waktu kepada siswa untuk memahami dan mengingat beberapa kosakata yang ditampilkan oleh guru melalui media Quizlet <input type="checkbox"/> Guru menginstruksikan kepada siswa untuk mempelajari beberapa kosakata 		<p>memperkaya kosakata yang dimiliki, mengetahui pengucapan kosakata, menulis dan mengulangi kosakata melalui tes</p>
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<p>yang ditampilkan dalam media Quizlet</p> <p>Associating</p> <ul style="list-style-type: none"><input type="checkbox"/> Setelah siswa memahami kosakata, guru menampilkan beberapa pertanyaan yang terdapat di dalam media Quizlet yang mencakup 4 skill mulai dari flashcard, menulis, mencocokkan, dan mendengarkan<input type="checkbox"/> Siswa diminta untuk menjawab pertanyaan pada teknik mencocokkan dan mendengarkan <p>Communicating</p> <ul style="list-style-type: none"><input type="checkbox"/> Siswa dipanggil secara acak untuk menjawab beberapa tes yang terdapat pada media Quizlet tentang kosakata yang dipelajari		
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<p>III. Kegiatan Akhir</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bersama dengan siswa mengadakan refleksi bersama-sama, tentang penguatan kosakata yang sudah dipelajari hari ini. <input type="checkbox"/> Guru menutup pembelajaran dengan mengucapkan salam 	8 Menit	Feedback dan Reinforcement
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VIII. SUMBER BELAJAR

- Media Interactive Quizlet
- Modul Pembelajaran Bahasa Inggris untuk SMP/MTs Kelas VII Semester 2

IX. MEDIA PEMBELAJARAN

LCD, Laptop, Media Interactive Quizlet

X. PENILAIAN

Penilaian diambil dari observation dan check list mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer

Researcher

Nur Aini Syah M.Hum.

Nining Puspitasari

LESSON PLAN CYCLE 2/3

I. IDENTITAS

Sekolah : MTs Al-Ishlah Bungkal Ponorogo
Mata Pelajaran : Bahasa Inggris
Kelas : VII C
Semester : Genap
Tema : We Love What We Do (Profession)
Alokasi Waktu : 1 x 60 Menit
Tahun Pelajaran : 2018/2019

II. KOMPETENSI INTI

3. Memahami pengetahuan (faktual, konseptual dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, menguarai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

III. KOMPETENSI DASAR

- 3.5 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta

informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaanya.

- 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

IV. INDIKATOR

Setelah kegiatan pembelajaran, siswa diharapkan mampu :

1. Menjawab pertanyaan yang berkaitan dengan vocabulary dalam media interactive Quizlet.
2. Dapat memahami kosakata baru dengan mudah.

V. MATERI PEMBELAJARAN

Recalling Vocabulary

Pengenalan kosakata yang berkaitan dengan We Love What We Do !

**Vocabulary items related to We Love What We Do :
doctor, farmer, teacher, gardener, etc.**

VI. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode : Guided-Discovery Learning
3. Teknik : Think and share

VII. LANGKAH-LANGKAH KEGIATAN

KEGIATAN	Waktu (Menit)	Aspek/Skill yang dikembangkan
<p>I. Kegiatan awal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greeting (memberi salam dan tegur sapa) <input type="checkbox"/> Tanya jawab berbagai hal mengenai kondisi siswa <input type="checkbox"/> Guru mengabsen siswa <input type="checkbox"/> Brainstorming tentang topic yang akan dibahas dan tujuan pembelajaran 	7 Menit	Apersepsi (Menyiapkan kondisi siswa sebelum masuk pada materi inti pembelajaran)
<p>II. Kegiatan Inti</p> <p>Observing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru menjelaskan tentang media Interactive Quizlet <input type="checkbox"/> Guru meminta siswa untuk mencari kosakata yang terdapat dalam tema We Love What We 	45 Menit	Siswa dapat mengembangkan kemampuan pendengarannya, memperkaya kosakata yang dimiliki, mengetahui pengucapan

<p>Do</p> <p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bertanya kepada siswa tentang kosakata yang ditemukan serta artinya <input type="checkbox"/> Guru menampilkan media Quizlet dan menginstruksikan kepada siswa untuk mengamati teknik-teknik pembelajaran kosakata <p>Experimenting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru memberikan sedikit waktu kepada siswa untuk memahami dan mengingat beberapa kosakata yang ditampilkan oleh guru melalui media Quizlet <input type="checkbox"/> Guru menginstruksikan kepada siswa untuk mempelajari beberapa kosakata 		<p>kosakata, menulis dan mengulangi kosakata melalui tes</p>
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<p>yang ditampilkan dalam media Quizlet</p> <p>Associating</p> <ul style="list-style-type: none"><input type="checkbox"/> Setelah siswa memahami kosakata, guru menampilkan beberapa pertanyaan yang terdapat di dalam media Quizlet yang mencakup 4 skill mulai dari flashcard, menulis, mencocokkan, dan mendengarkan<input type="checkbox"/> Siswa diminta untuk menjawab pertanyaan pada teknik mencocokkan dan mendengarkan <p>Communicating</p> <ul style="list-style-type: none"><input type="checkbox"/> Siswa dipanggil secara acak untuk menjawab beberapa tes yang terdapat pada media Quizlet tentang kosakata yang dipelajari		
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<p>III. Kegiatan Akhir</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guru bersama dengan siswa mengadakan refleksi bersama-sama, tentang penguatan kosakata yang sudah dipelajari hari ini. <input type="checkbox"/> Guru menutup pembelajaran dengan mengucapkan salam 	8 Menit	Feedback dan Reinforcement
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VIII. SUMBER BELAJAR

- Media Interactive Quizlet
- Modul Pembelajaran Bahasa Inggris untuk SMP/MTs Kelas VII Semester 2

IX. MEDIA PEMBELAJARAN

LCD, Laptop, Media Interactive Quizlet

X. PENILAIAN

Penilaian diambil dari observation dan check list mengenai partisipasi siswa dalam kegiatan belajar mengajar dan field notes untuk menilai proses KBM.

Observer

Researcher

Nur Aini Syah M.Hum.

Nining Puspitasari

APPENDIX 8

**LEMBAR OBSERVASI PROSES BELAJAR
MENGAJAR PTK**

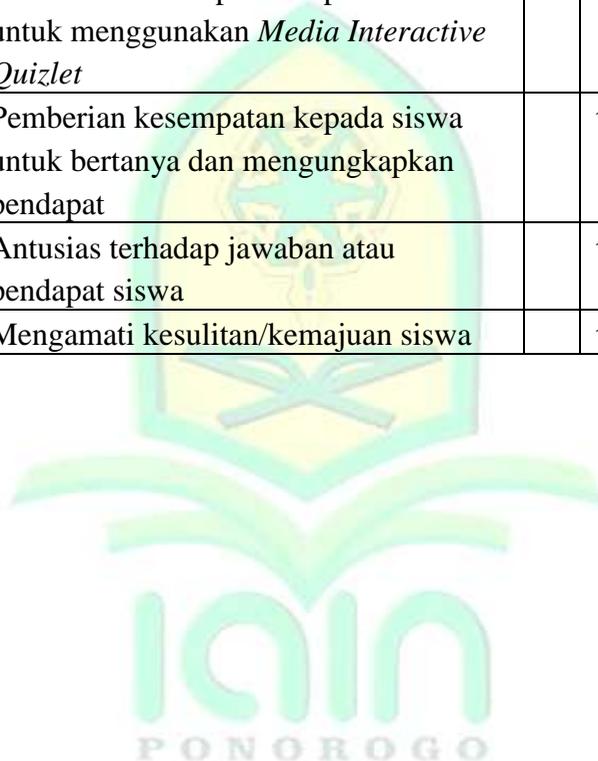
Tempat : MTs Al-Ishlah Bungkal Ponorogo
 Tahun Akademik : 2018/2019
 Kelas/Semester : VII C/Genap
 Pertemuan ke : 4
 Tanggal : 23 Februari 2019

**Berilah tanda *check list* (√) pada nilai sesuai dengan
pengamatan Anda**

SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

No.	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran			√	
2.	Apersepsi		√		
3.	Membangkitkan minat atau rasa ingin tahu siswa (motivasi)		√		
4.	Menyampaikan/tujuan indikator yang ingin dicapai		√		
5.	Menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar		√		
6.	Memberi penjelasan mengenai metode pembelajaran <i>Media Interactive Quizlet</i>		√		
7.	Pemusatan perhatian siswa terhadap		√		

	proses pembelajaran				
8.	Teknik menjelaskan/menyampaikan materi	√			
9.	Pengelolaan kegiatan <i>Media Interactive Quizlet</i>	√			
10.	Pemberian kesempatan kepada siswa untuk menggunakan <i>Media Interactive Quizlet</i>		√		
11.	Pemberian kesempatan kepada siswa untuk bertanya dan mengungkapkan pendapat		√		
12.	Antusias terhadap jawaban atau pendapat siswa		√		
13.	Mengamati kesulitan/kemajuan siswa		√		



LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR PTK

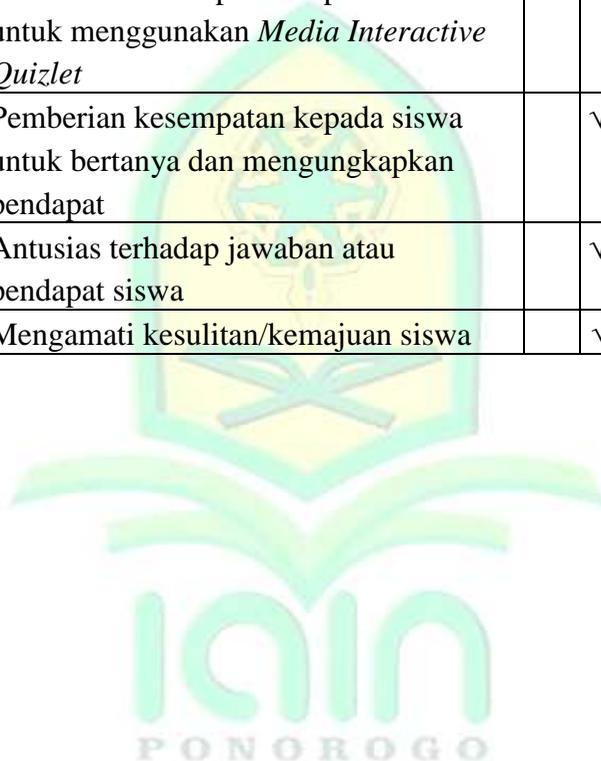
Tempat : MTs Al-Ishlah Bungkal Ponorogo
 Tahun Akademik : 2018/2019
 Kelas/Semester : VII C/Genap
 Pertemuan ke : 5
 Tanggal : 25 Februari 2019

**Berilah tanda *check list* (√) pada nilai sesuai dengan
pengamatan Anda**

SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

No.	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran	√			
2.	Apersepsi		√		
3.	Membangkitkan minat atau rasa ingin tahu siswa (motivasi)		√		
4.	Menyampaikan/tujuan indikator yang ingin dicapai		√		
5.	Menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar		√		
6.	Memberi penjelasan mengenai metode pembelajaran <i>Media Interactive Quizlet</i>		√		
7.	Pemusatan perhatian siswa terhadap		√		

	proses pembelajaran				
8.	Teknik menjelaskan/menyampaikan materi		√		
9.	Pengelolaan kegiatan <i>Media Interactive Quizlet</i>		√		
10.	Pemberian kesempatan kepada siswa untuk menggunakan <i>Media Interactive Quizlet</i>	√			
11.	Pemberian kesempatan kepada siswa untuk bertanya dan mengungkapkan pendapat		√		
12.	Antusias terhadap jawaban atau pendapat siswa		√		
13.	Mengamati kesulitan/kemajuan siswa		√		



LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR PTK

Tempat : MTs Al-Ishlah Bungkal Ponorogo
 Tahun Akademik : 2018/2019
 Kelas/Semester : VII C/Genap
 Pertemuan ke : 6
 Tanggal : 28 Februari 2019

**Berilah tanda *check list* (√) pada nilai sesuai dengan
pengamatan Anda**

SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

No.	Aspek Penilaian	Nilai			
		SB	B	C	K
1.	Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran	√			
2.	Apersepsi		√		
3.	Membangkitkan minat atau rasa ingin tahu siswa (motivasi)	√			
4.	Menyampaikan/tujuan indikator yang ingin dicapai		√		
5.	Menggunakan media/alat pembelajaran yang sesuai dengan indikator atau bahan ajar	√			
6.	Memberi penjelasan mengenai metode pembelajaran <i>Media Interactive Quizlet</i>		√		

7.	Pemusatan perhatian siswa terhadap proses pembelajaran		√		
8.	Teknik menjelaskan/menyampaikan materi		√		
9.	Pengelolaan kegiatan <i>Media Interactive Quizlet</i>		√		
10.	Pemberian kesempatan kepada siswa untuk menggunakan <i>Media Interactive Quizlet</i>	√			
11.	Pemberian kesempatan kepada siswa untuk bertanya dan mengungkapkan pendapat		√		
12.	Antusias terhadap jawaban atau pendapat siswa		√		
13.	Mengamati kesulitan/kemajuan siswa		√		



APPENDIX 9

FIELD NOTES

Cycle/Meeting : II/1 (One)
 Day/Date : February 23th, 2019
 Time : 10.40-12.00
 Topic :

I. Good point

- From the students' side
 - More students' pay attention
 - More students very active in asking about Quizlet
- From the teacher's side
 - The teacher motivated the low students to answer the question
 - Teacher gave chance to students to find the meaning of unfamiliar vocabularies from the Quizlet

II. Things to consider

- From the students' side
 - The class still was noisy
 - Some students still low in understanding the vocabularies
- From the teacher's side
 - The teacher should have effort to make the students keep silent
 - Teacher should make her voice louder

- The teacher should be more emphatic to the students

FIELD NOTES

Cycle/Meeting : II/2 (One)
 Day/Date : February 25th, 2019
 Time : 10.00-11.20
 Topic :

I. Good point

- From the students' side
 - Students wrote and do their unfamiliar vocabularies list in their friend cooperatively and enthusiastically
 - Students has chance to ask questions as many as possible freely in English and Indonesian
- From the teacher's side
 - The teacher gave sufficient explanation and guidance to the students in the stages of vocabulary
 - The teacher allowed students to help their low friends in answering the questions

II. Things to consider

- From the students' side
 - Some students still looked confused when the teacher asked some questions
- From the teacher's side
 - The teacher should check the students by asking them. "Do you understand the material?"

FIELD NOTES

Cycle/Meeting : II/3 (One)
Day/Date : February 28th, 2019
Time : 10.40-12.00
Topic :

I. Good point

- From the students' side
 - All of the students did the task well
 - All of the students try hard to master the story and also the vocabularies in it
- From the teacher's side
 - Teacher gave feedback about what the students have done
 - Teacher spoke more loudly and clearly
 - The teacher checked the students to make sure the entire student understand about instruction
 - The teacher bought some teaching aids related to the material

II. Things to consider

- From the students' side
 - Some students especially boys still low in classroom activity

APPENDIX 10**Hasil Wawancara Guru Setelah PTK**

Nama Guru : Nur Aini Syah M.Hum

Jabatan : Guru Bahasa Inggris

1. Menurut ibu, apakah penggunaan Media interactive Quizlet cocok diterapkan dalam pembelajaran Bahasa Inggris ?

Jawaban : *Ya, tentu. Karena media Quizlet sangat tematik dan juga banyak kaitannya dengan kehidupan sehari-hari, sehingga media ini cocok dengan tujuan pembelajaran Bahasa Inggris yaitu agar siswa mampu mengaplikasikan Bahasa Inggris dalam kehidupan sehari-hari.*

2. Pada penguasaan skill bahasa Inggris apa media Quizlet ini paling cocok diterapkan ?

Jawaban : *Pastinya Vocabulary paling cocok. Namun semua aspek yang ada di media Quizlet juga mendukung.*

3. Adakah kemungkinan ibu menggunakan media Quizlet dalam pembelajaran di kelas ?

Jawaban : *Saya akan mencoba menerapkan, karena Quizlet ini sangat menyenangkan dan membantu saya.*

4. Berdasarkan pengamatan ibu, apa saja kemajuan yang ada pada siswa ?

Jawaban : *Siswa menjadi lebih senang dan antusias.*

5. Apakah terdapat keluhan siswa terhadap penggunaan media Quizlet dalam pembelajaran di kelas ?

Jawaban : *Pada awalnya mereka merasa tidak biasa sehingga mereka merasa bingung, mereka kurang paham harus melakukan apa selama pengaplikasian Quizlet. Tapi kemudian mereka lebih bersemangat.*

6. Apakah siswa terlihat menyukai media Quizlet dalam pembelajaran ?

Jawaban : *Menurut saya mereka menyukai, karena Quizlet ini membuat siswa lebih aktif dan lebih mudah menguasai kosakata baru dan juga lebih menyenangkan.*

7. Menurut ibu, apakah kekurangan dan kelebihan yang ada pada penggunaan media ini ?

Jawaban : *Kelebihannya adalah menjadikan siswa lebih aktif dan kreatif juga lebih mudah menguasai vocabulary baru karena mereka mendengar secara langsung pelafalan dan intonasi yang benar. Kekurangan mungkin memakan waktu lama untuk menyiapkan pembelajaran.*

APPENDIX 11**Hasil Wawancara Siswa Setelah PTK**

Nama Siswa : E.R.A dan F.V.G.R

Jenis Kelamin : L dan P

1. Jelaskan pendapatmu tentang penggunaan media Quizlet dalam belajar ?
Jawaban : *Suka sekali, seru dan menyengkan tidak membosakan.*
2. Dengan menggunakan media ini apakah pelajaran bahasa Inggris menjadi lebih menyenangkan ?
Jawaban : *Ya, pastinya.*
3. Apakah guru lain pernah menggunakan media seperti ini sebelumnya ?
Jawaban : *Belum pernah. Ini baru pertama kali.*
4. Bagaimana menurutmu, apakah teman-teman kamu juga dapat menerima media Quizlet pembelajaran seperti ini ?
Jawaban : *Teman-teman sangat senang dengan media Quizlet.*
5. Apakah media Quizlet mempermudah untuk menguasai kosa kata bahasa Inggris ?

Jawaban : *Iya, sangat mempermudah, apalagi disertai gambar dan pelafalan kosa katanya.*

APPENDIX 12

PRETEST

Name :

Class :

A. Writing Questions !

1. View =
2. Cruel =
3. Shady =
4. Wonderful =
5. Dangerous =

B. Match Questions !

- | | | | |
|----|-----|----------------|------------|
| 1. | ... | = Buas | a. Hard |
| 2. | ... | = Nakal/Bandel | b. Neat |
| 3. | ... | = Rapi | c. Agile |
| 4. | ... | = Keras | d. Wild |
| 5. | ... | = Lincah | e. Naughty |

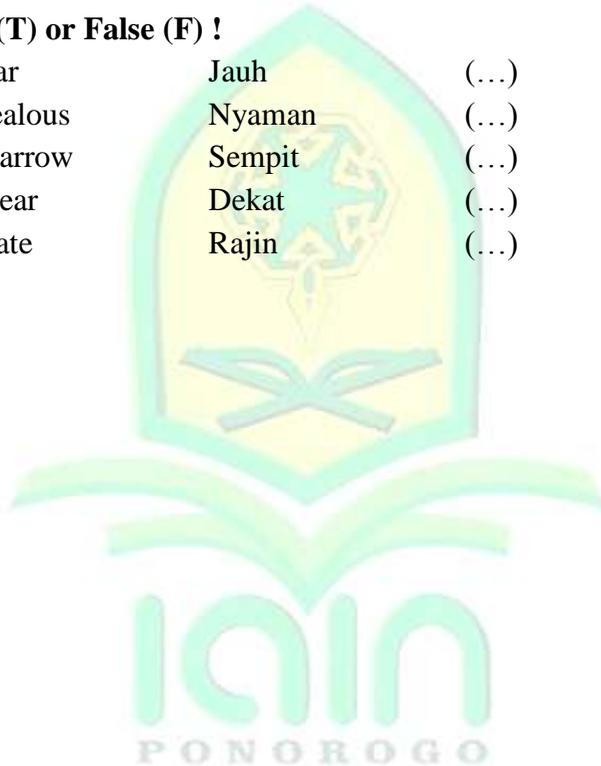
C. Multiple Choice !

- | | | | |
|----|----------|-----------|------------|
| 1. | Busy | = ... | |
| | a. Keras | b. Kecil | c. Sepi |
| | | | d. Ramai |
| 2. | Dirty | = ... | |
| | a. Bagus | b. Bersih | c. Kotor |
| | | | d. Rindang |
| 3. | Calm | = ... | |

- | | | | |
|-------------|----------|---------------|------------|
| a. Tenang | b. Keras | c. Menarik | d. Cemburu |
| 4. Confused | = . . . | | |
| a. Indah | b. Ceria | c. Bingung | d. Pemalu |
| 5. Sweet | = . . . | | |
| a. Pahit | b. Setia | c. Luar biasa | d. Manis |

D. True (T) or False (F) !

- | | | |
|------------|--------|-------|
| 1. Far | Jauh | (...) |
| 2. Jealous | Nyaman | (...) |
| 3. Narrow | Sempit | (...) |
| 4. Near | Dekat | (...) |
| 5. Late | Rajin | (...) |

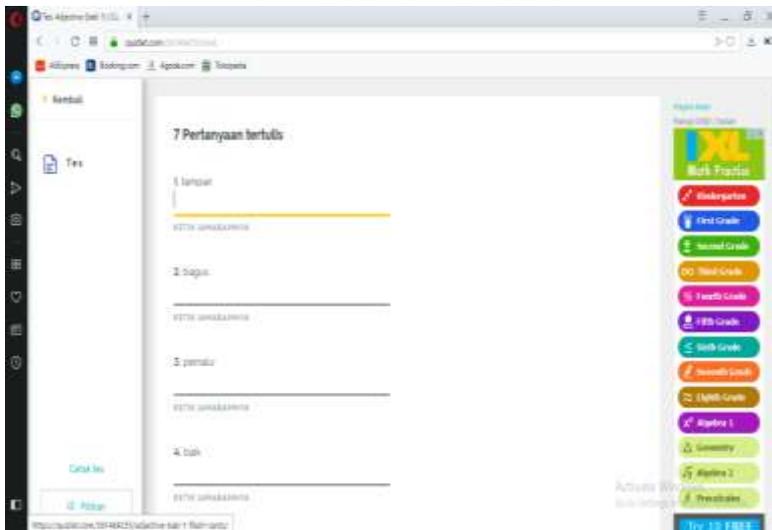


4. Hunter Pemandu (...)

5. Lecturer Dosen (...)

APPENDIX 13

POSTTEST CYCLE 1



The image shows two screenshots of a Quizlet test interface for the word "Tea".

Top Screenshot:

- Page title: 4 Kembali
- Section: Tea
- Question 5: 5. pintar/pandai
- Answer line: KETIK JAWABANNYA
- Question 6: 6. cantik
- Answer line: KETIK JAWABANNYA
- Question 7: 7. ramah
- Answer line: KETIK JAWABANNYA
- Section: 7 Pertanyaan pilihan ganda
- Question 1: 1. funny
- Image: A cartoon drawing of a dog.
- Buttons: Cetak tes, Pilihan

Bottom Screenshot:

- Page title: 1 Kembali
- Section: Tea
- Question 1: 1. funny
- Image: A cartoon drawing of a dog.
- Options:
 - lucu
 - lucu
 - lucu
 - lucu
- Image: A hand pointing to the right.
- Options:
 - benar
 - salah
 - benar
 - salah
- Buttons: Cetak tes, Pilihan
- Advertisement: Read more about the team on our blog, Quizlet logo, and social media links.

The screenshot shows a Quizlet quiz interface. The browser address bar displays 'quizlet.com/104600000'. The page title is '3. Identifikasi'. The main content area features a question with an image of a group of people on a grassy field. Below the image are four radio button options: 'ramah', 'hang', 'kain', and 'sele'. A '4. Jelaskan!' section follows, with an image of a man and a woman. Below this image are five radio button options: 'ramah', 'hang', 'nyaman', 'tepi', and 'tepi'. On the right side, there is a sidebar with a 'Read more about the team on our blog' link and a 'Learn more' button. The Quizlet logo and 'Activate Windows' watermark are visible at the bottom right.

The screenshot shows a Quizlet quiz interface. The browser address bar displays 'quizlet.com/104600000'. The page title is '3. Dora'. The main content area features a question with an image of a woman in a red dress. Below the image are four radio button options: 'berani', 'leak', 'awam', and 'berani'. A '4. tulis!' section follows, with an image of a baby. Below this image are five radio button options: 'lucu', 'lucu', 'malu', 'malu', and 'lucu'. On the right side, there is a sidebar with a 'Read more about the team on our blog' link and a 'Learn more' button. The Quizlet logo and 'Activate Windows' watermark are visible at the bottom right.

The image displays two sequential screenshots of a Quizlet quiz interface. The browser address bar shows the URL <https://quizlet.com/1104444444>.

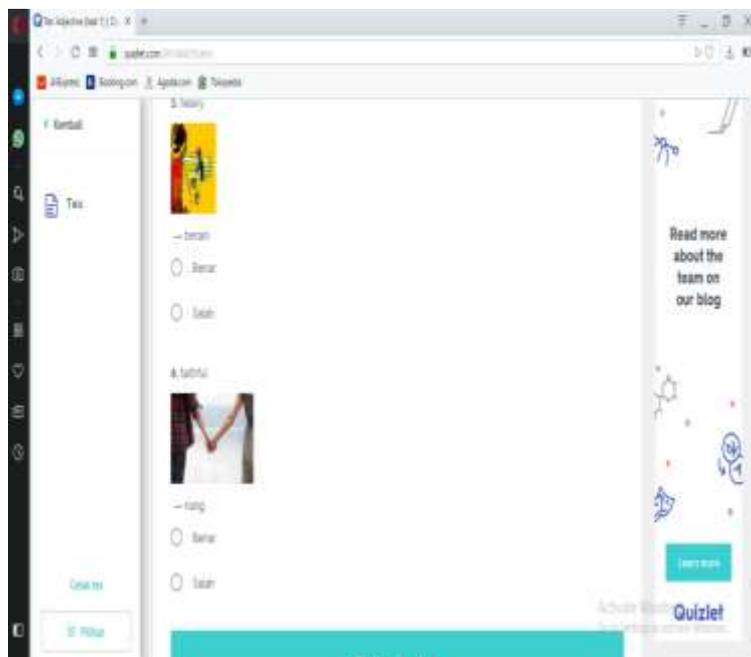
Top Screenshot:

- Section: **7. digigit**
- Image: A colorful illustration of a person being tickled.
- Options: yaah, nyaman, sangat, sangat
- Section: **6 Pertanyaan Benar/Salah**
- Question: **1. gampang -- wind**
- Image: An illustration of a person blowing a balloon.
- Options: Benar, Salah

Bottom Screenshot:

- Section: **6 Pertanyaan Benar/Salah**
- Question: **1. gampang -- wind**
- Image: An illustration of a person blowing a balloon.
- Options: Benar, Salah
- Question: **2. gampang -- heavy**
- Image: A yellow illustration of a person.
- Options: Benar, Salah

Both screenshots include a sidebar with navigation icons and a right-hand panel with a "Learn more" button and a "Quizlet" logo.



APPENDIX 14**POSTTEST CYCLE 2**

The image displays two sequential screenshots of a Quizlet quiz page. The browser address bar shows the URL <https://quizlet.com/1011443101>. The page title is "7 Pertanyaan tertulis".

Top Screenshot:

- Question 1: "1. architect". The answer field contains "ECTE CARROLLAN".
- Question 2: "2. pilot". The answer field contains "ECTE CARROLLAN".
- Question 3: "3. medical doctor". The answer field is empty.

Bottom Screenshot:

- Question 4: "4. chef". The answer field contains "ECTE CARROLLAN".
- Question 5: "5. sailor". The answer field contains "ECTE CARROLLAN".

Both screenshots show a sidebar on the left with navigation options like "Kembali", "Teks", "Catatan", and "Papan". The right sidebar features a "Read more about the team on our blog" link and a "Quizlet" logo at the bottom.

The image displays two screenshots of a Quizlet web interface, showing different question types.

Top Screenshot: Teks (Text)

The interface shows a sidebar with navigation icons and a main content area. The question type is "Teks". The main area contains a list of 5 items, each with a blank line for an answer:

- 1. 1274 lamukawana
- 2. 5 walar
- 3. 1274 lamukawana
- 4. 9 palawel
- 5. 1274 lamukawana
- 6. 7 pangawana
- 7. 1274 lamukawana

At the bottom of the main area, there is a "Lihat hasil" (View results) button and a "Pilih" (Select) button.

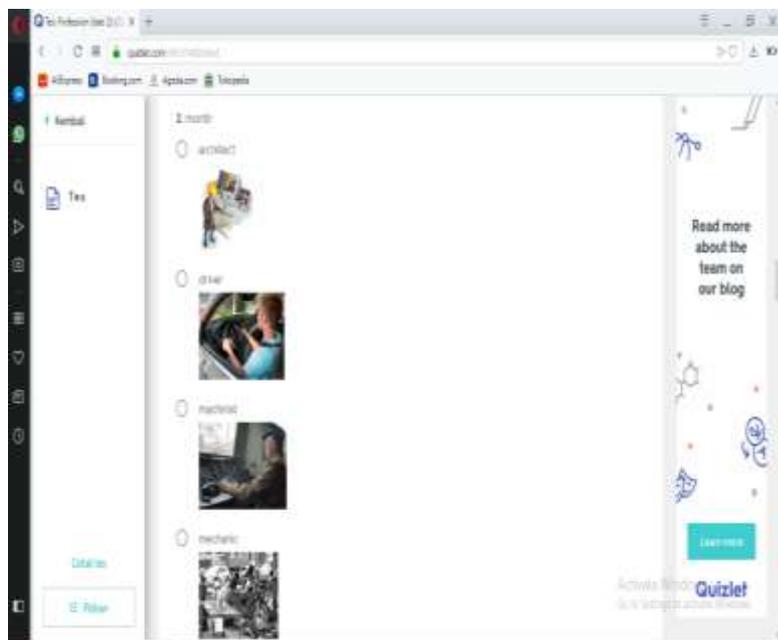
Bottom Screenshot: Pertanyaan pilihan ganda (Multiple choice question)

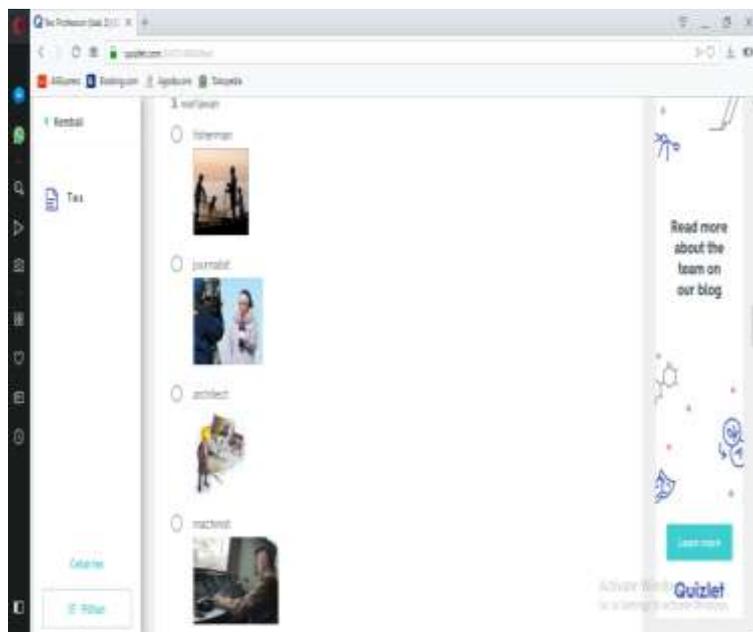
The interface shows a sidebar with navigation icons and a main content area. The question type is "Pertanyaan pilihan ganda". The main area contains a list of 7 questions, with the first question having four options:

- 1. Lukang pas
 - garden
 - dentist
 - postman
 - neman

At the bottom of the main area, there is a "Galeri" (Gallery) button and a "Pilih" (Select) button.

Both screenshots feature a sidebar with navigation icons and a main content area. The right side of the interface includes a "Read more about the team on our blog" link and a "Learn more" button. The Quizlet logo and "Active Word" text are visible in the bottom right corner of both screenshots.





The image displays two screenshots of a Quizlet quiz interface. The top screenshot shows question 4, titled "A persulfid", with four radio button options: "welle", "teller", "lampe", and "batter". Each option is accompanied by a small image: "welle" shows colorful balloons, "teller" shows a person on a motorcycle, "lampe" shows a group of people in a meeting, and "batter" shows a person in a field. The bottom screenshot shows question 7, titled "7. rezyon", with four radio button options: "magnet", "architekt", "filmmaker", and "journalist". Each option is accompanied by a small image: "magnet" shows a person at a computer, "architekt" shows a person with a camera, "filmmaker" shows a sunset scene, and "journalist" shows two people in conversation. Both screenshots include a left sidebar with navigation icons and buttons for "Cancel" and "Finish", and a right sidebar with a "Learn more" button and a "Quizlet" logo.

The image displays two screenshots of a Quizlet quiz interface. The top screenshot shows a quiz titled "0 Pertanyaan Benar/Salah" (0 Correct/Incorrect Questions). The first question is "1 dental" with a photo of a dentist and a patient. The options are "Benar" (Correct) and "Salah" (Incorrect). The second question is "2 housewife" with a photo of a woman. The options are "Benar" and "Salah". The bottom screenshot shows the same quiz with three questions. The first question is "3 movie title - dental" with the same dentist photo. The second question is "4 machinist" with a photo of a man at a computer. The third question is "5 driver" with no image. The interface includes a left sidebar with navigation icons, a top navigation bar with "At home", "Bantuan", "Aplikasi", and "Tentang", and a right sidebar with a "Learn more" button and a "Quizlet" logo.

0 Pertanyaan Benar/Salah

1 dental

— dokter gigi

Benar

Salah

2 housewife

— ibu rumah tangga

Benar

Salah

3 movie title - dental

Benar

Salah

4 machinist

— ahli

Benar

Salah

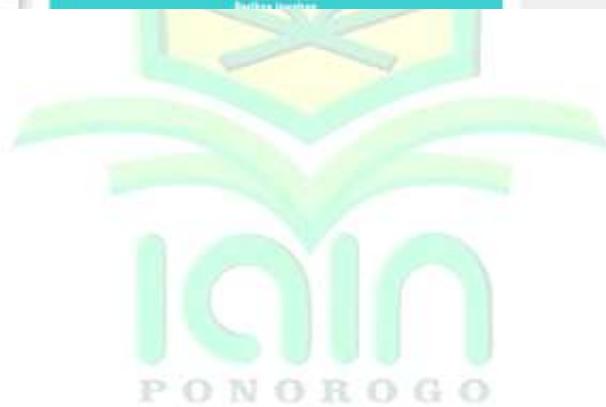
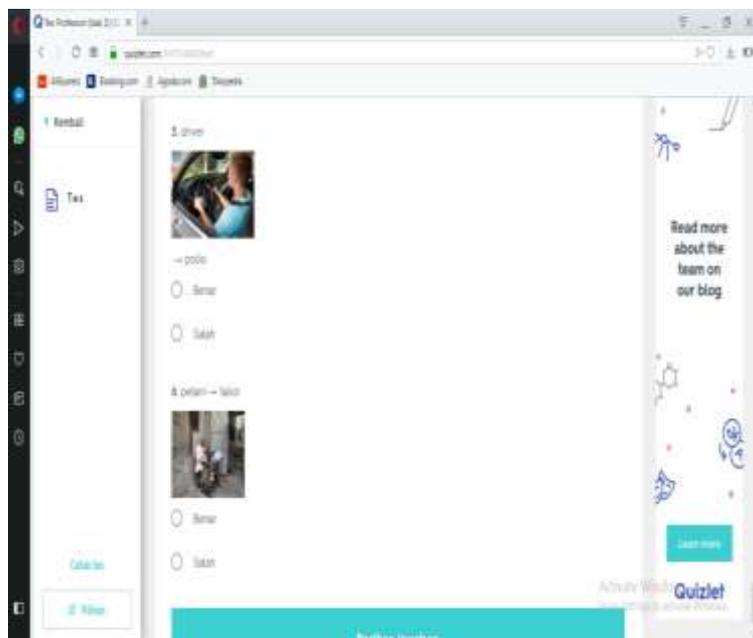
5 driver

Read more about the team on our blog

Learn more

Activate Windows
Go to Settings to activate Windows.

Quizlet

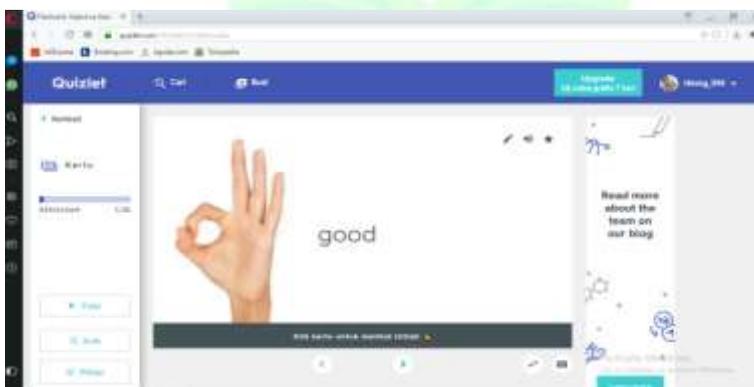


APPENDIX 15**THE STEP OF QUIZLET**

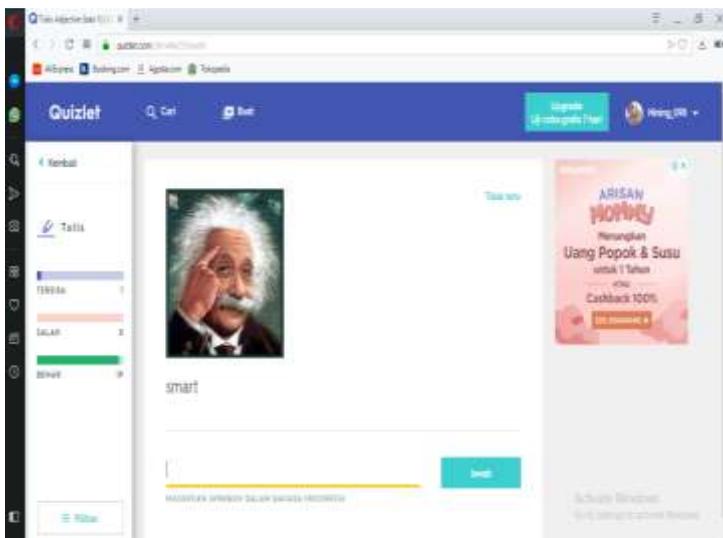
1. Pelajari



2. Flashcard



3. Tulis



4. Pengeja

