

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this section, the researcher describes the result of the data obtained from the observation and interview. The first data is about the implementation of Quizlet application in teaching and learning English vocabulary in junior high school. This data collected based on observation that conducted four times. The second data is the students' perception about Quizlet application.

1. The Implementation of Quizlet Application in Teaching and Learning Vocabulary

a. The Teacher's Implementation of Quizlet Application in Teaching Vocabulary

Quizlet used by the teacher in teaching vocabulary. To know how the implementation of Quizlet, the researcher observed the learning activities of English subject. The first observation was on March 25, 2021 and fourth observation was done on May 3, 2021. The researcher observed and wrote the activities in the WhatsApp group of seventh grade. The writer found that from first observation until fourth observation have same activities. The teacher made set of flashcards in Quizlet application and then shared link of Quizlet to students and asked them to learn it. The teacher did not see how students used Quizlet because the students learnt from home.

Table 4.1
The Implementation of Quizlet Application

| Steps | Activities |
|----------------|--|
| Planning | Teacher made set of flashcard |
| Implementation | Teacher shared link of Quizlet to the students |
| | Teacher asked the students to open the link and learn it |
| Evaluation | Teacher asked the students to pronounce the vocabulary |

In implementing Quizlet application in teaching vocabulary, there were some steps. The first was planning. In this step, the teacher prepared the material to the seventh grade. Then, the teacher made a list of vocabulary in the paper. After that, the teacher made a set of flashcards in Quizlet application. The teacher also added pictures in making set of flashcard.

The next step was implementation. In this step, the teacher started the learning process by greetings the students in WhatsApp. Next, the teacher told objective of learning. Then, the teacher shared link of Quizlet in WhatsApp group. After that, the teacher asked students to open the link and asked them to learn it by their own way. The teacher gave time to the students to learn it. The teacher also asked students to open all the features that available.

The last step was evaluation. For evaluation, the teacher asked students to pronounce the vocabularies in Quizlet then collected by recording or using voice note in WhatsApp group in the next week. In this step, the teacher did not give written assessment. The teacher just listened

the recording all of the students to know the development of students' pronunciation

b. The Students' Use of Quizlet Application in Learning Vocabulary

The researcher came to the students' house to know how the students used Quizlet and what the features they used. From observation result, when the teacher shared link of Quizlet and asked students to open Quizlet, the student opened Quizlet. The students can open the link through mobile application or website in their smartphone. From the observation result, the researcher saw that the students used all the feaures in Quizlet to study (table 4.2)

Table 4.2
The Use of Quizlet Application

| Types of vocabularies | Activities |
|------------------------|-------------------------------------|
| The Names of Animal: | |
| Rhinoceros (Badak) | - The students studied in flashcard |
| Zebra (Zebra) | - The students studied in learn |
| Dolph (Lumba-lumba) | - The students studied in speller |
| Dog (Anjing) | - The students studied in write |
| Bat (Kelelawar) | - The students studied in match |
| Grasshopper (Belalang) | - The students studied in test |
| Turkey (Ayam Kalkun) | |
| Fish (Ikan) | |
| Frog (Katak) | |
| Owl (Burung Hantu) | |
| Adjectives: | |
| Thrifty (Hemat) | - The students studied in flashcard |
| Honest (Jujur) | - The students studied in learn |
| Polite (Sopan) | - The students studied in speller |
| Humble (Rendah Hati) | - The students studied in write |
| Fussy (Cerewet) | - The students studied in match |
| Stingy (Pelit) | - The students studied in test |

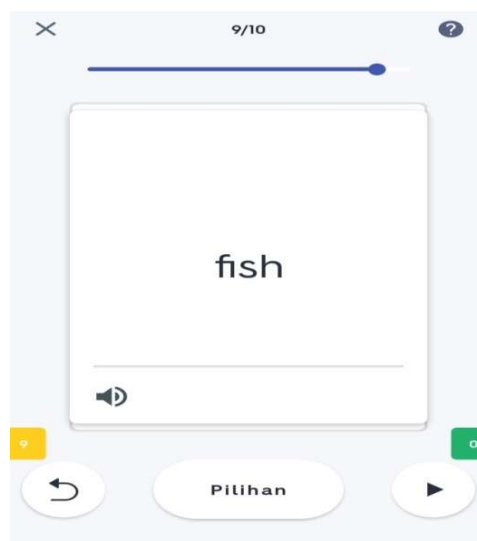
| Types of vocabularies | Activities |
|---------------------------|-------------------------------------|
| Stingy (Pelit) | |
| Funny (Lucu) | |
| Wise (Bijak) | |
| Impolite (Tidak Sopan) | |
| Arrogant (Sombong) | |
| <hr/> | |
| The Simple Present Tense: | |
| (Vocabulary) | - The students studied in flashcard |
| Works (Bekerja) | - The students studied in learn |
| Studies (Belajar) | - The students studied in speller |
| Goes (Pergi) | - The students studied in write |
| Sings (Menyanyi) | - The students studied in match |
| Buys (Membeli) | - The students studied in test |
| Speaks (Berbicara) | |
| Sleeps (Tidur) | |
| Comes (Datang) | |
| Drinks (Minum) | |
| Reads (Membaca) | |
| <hr/> | |
| Uncountable Noun: | |
| Sugar (Gula) | - The students studied in flashcard |
| Hair (Rambut) | - The students studied in learn |
| Water (Air) | - The students studied in speller |
| Sand (Pasir) | - The students studied in write |
| Star (Bintang) | - The students studied in match |
| Milk (Susu) | - The students studied in test |
| Glass (Kaca) | |
| Oil (Minyak) | |
| Salt (Garam) | |
| Paper (Kertas) | |

The students opened Quizlet every week. How the students used the features in Quizlet explained below.

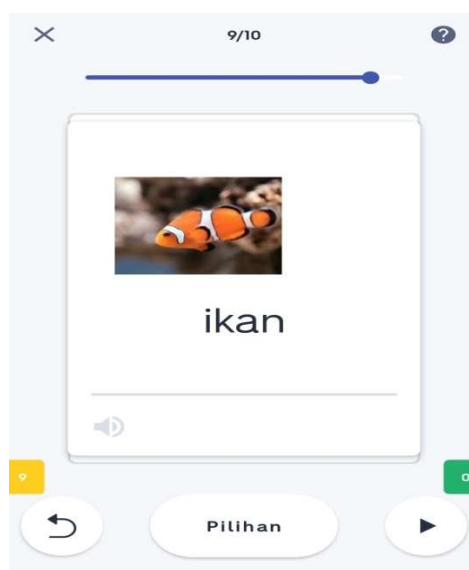
a. Flashcard

This flashcard is not many different from card game by paper which is have vocabulary on a side and have definiton on another side.

When the students click flashcard, there was “option” on the bottom, then click “play audio” if they want to listen how to read that vocabulary. Then click triangle sign in the corner bottom to play it automatically. After that, the students just listen the audio of vocabulary and look the definition on the screen.



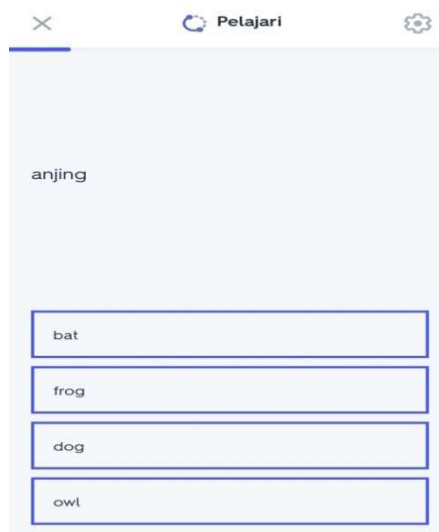
Picture 4.1 Flashcard. A screenshot of quizlet.com



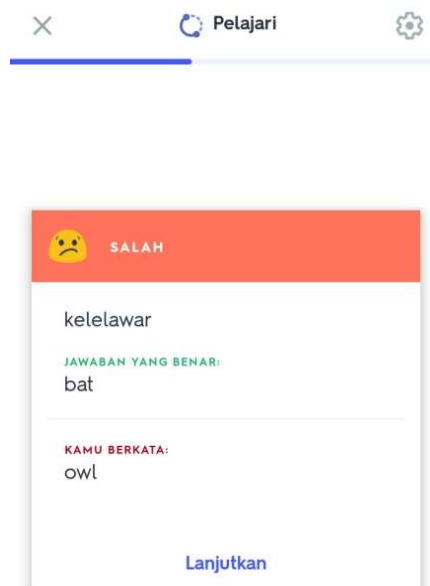
Picture 4.2 Flashcards. A screenshot of quizlet.com

b. Learn

In this feature, the students chose the answer of definition of the vocabulary (picture 4.3). If student's answer was wrong, the next page will tell the correct answer (picture 4.4). besides multiple choice, students can wrote the terms or definition of the vocabulary.



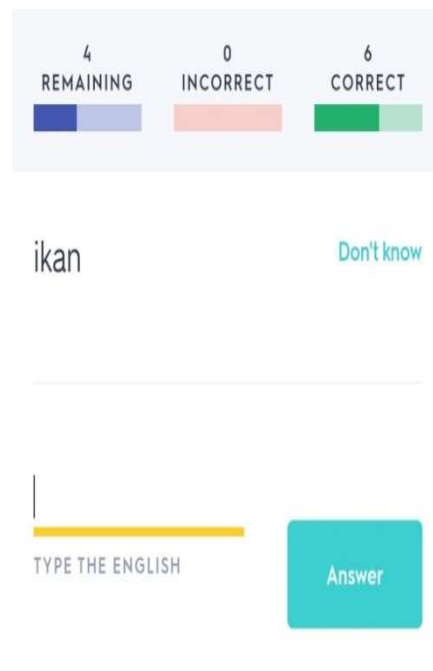
Picture 4.3 Learn. A screenshot of quizlet.com



Picture 4.4 Learn. A screenshot of quizlet.com

c. Write

In this feature, student wrote the definitions or vocabulary about what they have learned. If the answer was wrong, next page told the correct answer and the students could write the correct answer.



Picture 4.5 Write. A screenshot of quizlet.com

d. Match

This feature is like a game. The students should drag terms and definition. The correct pair would disappear (picture 4.6). This feature has time, so the students could know how much time they played to complete each session. The fastest time will be recorded.



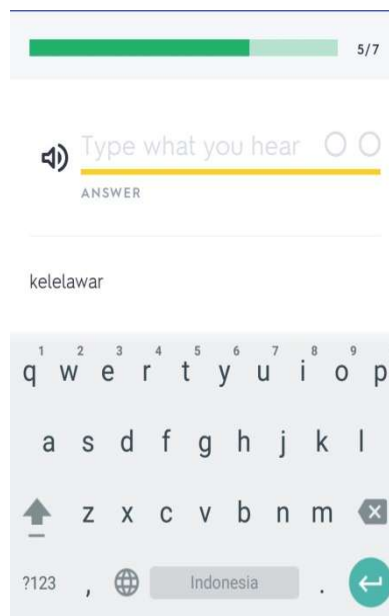
Picture 4.6 Match. A screenshot of quizlet.com



Picture 4.7 A screenshot of quizlet.com

e. Speller

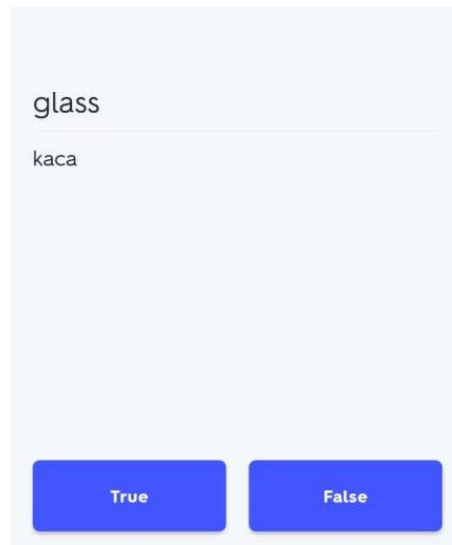
In this feature, student listened the terms then students should wrote what they listened. The audio can be in English or the definition. This feature is just available in website, not mobile application. When the students wanted to use this feature, they opened Quizlet through website using google chrome.



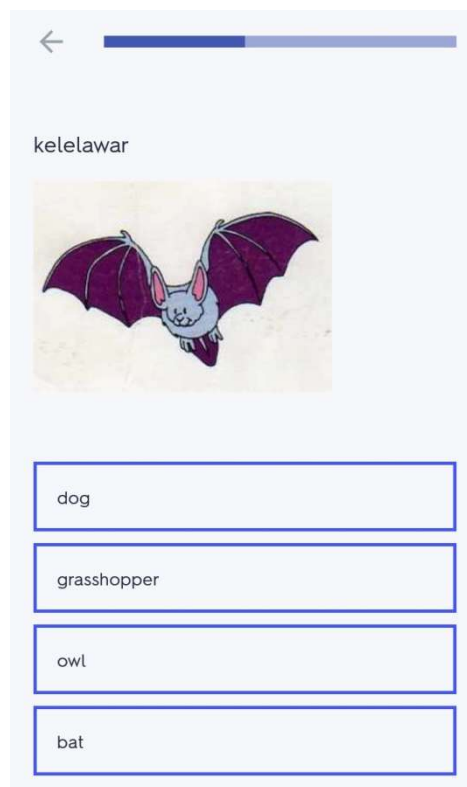
Picture 4.8 Speller. A screenshoot of quizlet.com

e. Test

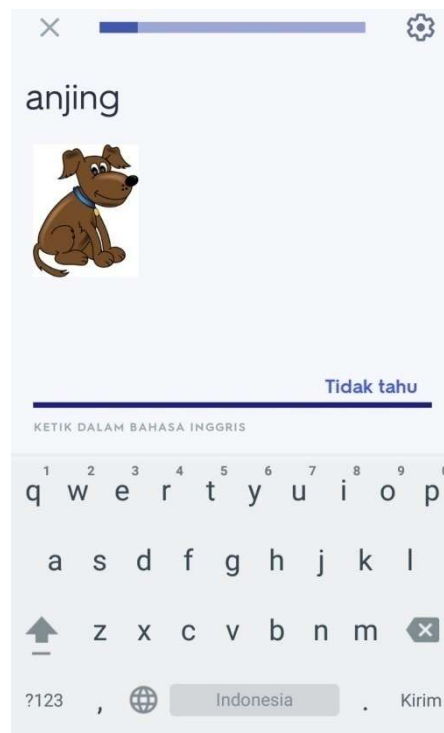
In this feature, there is three types of questions. The students could chose type of question. There are true/false (picture 4.9) multiple choice (picture 4.10) and written (picture 4.11). If the students click “on” all of questions, the test will be contain the third of question. Test result showed after finishing the test.



Picture 4.9 Test. A screenshot of quizlet.com



Picture 4.10 Test. A screenshot of quizlet.com



Picture 4.11 Test. A screenshot of quizlet.com

2. The Students' Perception about Quizlet Application in Learning Vocabulary

In this research, students' perception was the students opinion about features in Quizlet, the impact of using Quizlet and also the advantages of Quizlet application. The researcher interviewed eight students. This data collected based on interview the students face to face. In the first interview, the researcher came to the student's house and interviewed 2 students. The second interview was in the school because the students wanted there to make it easy. In that time, the researcher interviewed 6 students. There were eight questions in interviewing 8 students. In interviewing, each question answered well even before answering, the students seems confused.

In the first question, the researcher asked the students like Quizlet or not and the reason. The result of five students answered they like Quizlet and three students answered they like Quizlet enough. For the reason why they like Quizlet, they had several different answers and several were the same. Four students answered that they like Quizlet because there is the audio how to pronounce the vocabulary. They said the audio helped them in learning vocabulary. Two students answered because Quizlet has some features beside flashcard. Then, two students answered because Quizlet has a game.

The second question was about the Quizlet's features. The researcher asked whether the features of Quizlet were interesting or not and the reason. Based on the interview result, three students said that the Quizlet's features were interesting because it did not make them bored easily. Then, two students said Quizlet's features were interesting because they can play besides flashcard. Next, three students said that features in Quizlet were interesting because some features are like a game, so they can play while studying.

The next question was what the features the students like. The result of the question what feature they like, four students answered flashcard. One student answered that like match and test. Then, two students said that they like match. Last, one student answered flashcard and test.

Next question is about how many times the students used Quizlet in a week. The result for this question, four students answered they used Quizlet one until two times in a week. Then, three students said they used Quizlet

two until three times in a week and one students said just one time used Quizlet in a week.

The fifth question was about the impact of using Quizlet application. The researcher asked whether Quizlet improved the students mastery in vocabulary or not. Based on interview result, five students said yes and three students said enough. When the researcher asked them more what the improvement, the students said they had improvemnet was in pronunciation first, then in memorizing the vocabulary, some students also said they had the improvement in writing the vocabulary.

The next question discussed about the advantages of Quizlet. In this question, several of students also had the same answered. Based on interview result, three students said Quizlet was easy to use, then there was the audio to help them how to read the vocabulary. One student said vocabulary in Quizlet has the definition and the audio. Then, two students also said that Quizlet was easy to use. Next, one students said that Quizlet has some features that is interesting. Last students said that Quizlet was easy to use everytime and everywhere.

The next question is about the weakness of Quizlet application based on students' opinion. The result of interview, the students said none.

The last question is whether students had problem when using Quizlet. The result of the last question, the students said the problem just the internet connection. In their place, the internet connnection sometimes was bad and sometimes was good.

B. Discussion

In this section, the researcher discussed the research findings from observation and interview. The research findings are how the implementation of Quizlet application in teaching and learning English vocabulary and also the students' perception about Quizlet application in learning English vocabulary.

1. The Implementation of Quizlet Application in Teaching and Learning English Vocabulary

In the pandemic situation, the use of learning media is very helpful in the learning process. In English learning process, the teacher used WhatsApp and Quizlet application as a media in teaching and learning process. WhatsApp used to share the material of the lesson and Quizlet used to learn vocabulary. In this research, the researcher just focussed in the use of Quizlet application. Implementing Quizlet is an option for the teacher to help learning activities. Implementing Quizlet besides helping learning process, Quizlet is also hoped can motivate students to learn more enthusiasm. Teaching and learning from home was different from in the class. The teacher can not teach maximal because has limitation.

Based on observation result, the teacher gave vocabulary through Quizlet once every two weeks. When the teacher made set of flashcard, the teacher also added the pictures but sometime was not. Then, the theacher shared link of Quizlet in WhatsApp group to make students easy to learn. In evaluation, the teacher would review the vocabulary in the next week. The teacher asked student to practice the pronunciation of the vocabulary and collected in WhastApp group by voice note. Almost all of students

always collected their voice note how they pronounce what they learnt in Quizlet. The teacher did not give the written test as evaluation because in Quizlet there are features write and test that can helped students to evaluate.

From the observation when students used Quizlet, the researcher found that the students' opened all the features that is available in the Quizlet. Features that is available in mobile application are flashcards, learn, write, match and test. Feature speller is available in website, not mobile. The students did not play gravity features because is not available in mobile. It is only can used using laptop. In addition, the students opened the Quizlet in the mobile and also sometimes website through smartphone.

Based on observation and interview result, the researcher concluded that the teacher used two way from three ways mentioned by Aribowo (2015). First is self-direct learning via digital flashcard. Aribowo said that self-direct learning using Quizlet be done by utilizing flashcards feature that can function to memorize or test memory independently. In this ways, the teacher just put vocabularies in Quizlet and then the students learn it by their way. Based on the observation, the students played flashcard feature automatically. When flashcard was playing, there were the audio. Sometimes, the students repeat what they heard in the audio. It can helped the students to memorize.

The second way is using Quizlet as a student self-evaluation. Aribowo (2015) said that features in Quizlet can be used as a medium for self-evaluation. First, the teacher prepared a set of flashcards related to the material being taught. Then the teachers shared the link of Quizlet to the students. After that, teachers asked students to open their smartphones and then play the set of flashcards.

In this context, the students used the learn and match features. The learn feature can be used to practice spelling. In this feature, the students are asked to add the answer that appears randomly. If there is a spelling error, there will be a red notification. The green color marks the correct answer. It helps the students to know if their answer is correct or wrong. In the end, there will be a display of the total number of terms controlled and how many mistakes were made.

Match is a game feature. Some students like this feature because it is a game. In this feature, the students pair the term cards with the definition. There is a timer to know the acquisition time. The fastest time will be recorded and used as a standard for the next trial. Sometimes, the students play this feature more than once until they get the best score. They are motivated to learn when they get the best score.

The teacher did not give the written assessment because in the Quizlet application, the students can evaluate their learning results such as the learn and match features. There is also another feature that can be used to evaluate the learning result, such as the test feature that can be used as a written test.

In the interview result, the teacher also said that it was first time for her to use Quizlet. The teacher said, in the beginning she had difficult to create an account in Quizlet, but she tried to use Quizlet. After succeed create an account the teacher said that Quizlet application was easy to use. The students can used Quizlet and learnt independently. The problem was just when the internet connection was not stabil. But, the teacher said Quizlet could used everytime and everywhere.

Based on the observation dan interview result, the researcher concluded that the implementation of Quizlet was good enough because although can not implemented maximal because they learn from home. The teacher gave vocabulary once every two weeks and always asked studens to pronounce in the next week as evaluation to know the students' vocabulary mastery development. All of students opened Quizlet. The teacher said the students can pronounce the vocabulary better before using Quizlet.

2. The Students' Perception about Quizlet Application in Learning English Vocabulary

Quizlet is an application that used to helps students in learning vocabularies in online learning situation besides WhatsApp application. The researcher collected the data through interview to find out students' perception about Quizlet application in learning vocabularies.

First, the students perception about the features in Quizlet application. From interview result, all of the students said that the features

in Quizlet application are interesting. This finding has similarity with the theory from Setiawan & Wiedari (2020, p. 88), Quizlet provides learning features that can make students enjoy and feel interested in learning vocabulary. Some students have same answer why the features is interesting. Three students said the features is interesting because it make students do not get bored easily. It means that students enjoy using Quizlet. Then, two students said they can play other features besides flashcard. The features that can play by students besides flashcard are learn, speller, write, match and test. Next, three students said some features is like a game. They can play while studying.

From all the features in Quizlet, five students said they like flashcard features. Then, match feature liked by three students and test feature liked by two students. The students played Quizlet one untill three times in a week.

Second, the students perception about the impact of using Quizlet in learning vocabulary. Based on the interview result, the students felt their vocabulary improved after using Quizlet. This result correlate to previous study by Atmasari who found that Quizlet can improve students' vocabulary mastery. The improvement felt by the students were in pronunciation, in memorizing and in writing or spelling.

Result of interview teacher, the teacher also said that students' vocabulary has improved, especially in pronunciation or speaking. This findings similar with the theory of Aribowo (2015, p. 35) said that Quizlet

can used to improve students skills such as listening, speaking, reading, and writing. Speaking occurs when the students repeat the words hat have been pronounced through flashcard. The students listened the audio and they knew how to pronounce the vocabularies correctly. When the students played learn, speller or test, the students should write the spelling. It can improve the students' writing or spelling.

This result also correlated with the theory of El Hariry (2015). El Hariry said that mobile learning can increase the four skills that is listening, speaking, reading and also writing in English language for the students. In this research, the students used mobile application in learning vocabulary.

Third, the students' perception about the advantages of Quizlet application. Based on interview result, the students said the advantages of Quizlet provides audio that help them to pronounce the words correctly. The students always play the audio to know the pronunciation of that vocabularies. These findings are same as the theory from Aribowo (2015, p. 34) that one of advantage Quizlet which provides audio-visual facility. Some students also said that another advantage of Quizlet is easy to use. It is similar to the theory of Crandel (as cited in Sari, 2019, p. 13) that said Quizlet is an application that easy to use by students or teacher.

There is student also said that besides easy to use, Quizlet can used whenever and wherever you want to open it. It is similar the theory of Foti and Jomayra in Aribowo (2015, p. 33) states the first largest advantage

mobile learning is the ability to learn whenever and wherever and Quizlet is one of mobile learning application.

Therefore, based on the result above, the researcher concluded that Quizlet application has interesting features, helped the students in learning vocabulary and also has advantages that can tried by everyone to learn especially vocabulary.