

STUDENTS' MOTIVATION IN LEARNING ENGLISH VOCABULARY THROUGH QUIZLET APPLICATION

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ABSTRAK

Motivasi mempunyai peranan yang penting bagi siswa dalam meningkatkan kemampuan pemahaman siswa terhadap materi yang disampaikan oleh guru. Didalam proses pembelajaran bahasa Inggris dibutuhkan motivasi yang tinggi untuk memahami maksud dari kata tersebut. Penguasaan kosakata yang baik akan memudahkan siswa didalam belajar Bahasa Inggris. Keberhasilan siswa dalam menguasai suatu bahasa dapat meningkat seiring dengan meningkatnya motivasinya. Namun, sebagian besar siswa sekolah menengah memiliki sedikit motivasi untuk mempelajari kata-kata baru, terutama menghafalnya. Oleh karena itu, guru harus mencari cara yang tepat untuk meningkatkan motivasi siswa. Menggunakan banyak aplikasi seluler dapat membantu siswa mempelajari kosakata. Tujuan penelitian ini adalah untuk mengetahui dampak penerapan aplikasi Quizlet terhadap motivasi belajar kosakata bahasa Inggris siswa. Partisipan dalam penelitian ini adalah kelas VIII.1 sebagai kelompok eksperimen dan kelas VIII.2 sebagai kelompok kontrol. Penggunaan angket dilakukan untuk mengukur motivasi siswa selama pembelajaran kosakata. Analisis data dilakukan dengan memeriksa prasyarat analisis dan menguji hipotesis. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan antara motivasi belajar kosakata bahasa Inggris pada kelas eksperimen dan kelas kontrol.

Kata kunci: Kosakata, Kuasi eksperimen, Motivasi, Quizlet

ABSTRACT

Motivation has an important role for students in improving their English skill to understand the material presented by the teacher. In the process of learning English, high motivation is needed to understand the meaning of the words. Mastering vocabulary will make it easier for students to learn English. Students' success in mastering the language increases as their level of motivation increases. However, most middle school students lack motivation to learn new words, especially memorizing them. Therefore, teachers must find appropriate means to increase student motivation. Using some smartphone apps can help students learn vocabulary. The purpose of this study is to determine the impact of the Quizlet application on students' motivation to learn English vocabulary. The participants in this study were class VIII.1 as the experimental group and class VIII.2 as the control group. Thanks to the questionnaire, it is possible to measure students' motivation in the vocabulary learning process. Data analysis is done using requirements testing analysis and hypothesis testing. The results show that there is a clear impact between English vocabulary learning motivation in the experimental class and the control class.

Keyword: Motivation, Quasi Experiment, Quizlet App, Vocabulary

I. PENDAHULUAN

Fandiño et al., (2019) believe that the most necessary foreign language is English. English is the most commonly used language because it is an international language adopted in many different countries. Putra (2020) English becomes more specific and is then divided into many skills; listen, speak, read and write. To master these skills, students must first have vocabulary skills. When learning a foreign language, especially English, the first step to take is learning vocabulary (Enayati & Gilakjani, 2020). Satriani et al., (2019) argue that the role of vocabulary in supporting English language competency components is very important. It is supported by (Devanti & Amalia, 2018) who stated that vocabulary is an important part of language formation and the development of language ability and knowledge. Vocabulary is an ability that needs to be seriously studied by students to cover all four English skills (Setiawan & Wiedarti, 2020). This means that vocabulary material must be taught as part of classroom activities so that students can acquire or use the target language correctly (Alqahtani, 2015). Students learning foreign languages are aware that vocabulary plays an important role in foreign languages (Cortazzi & Jin, 1996). Furthermore, words contribute greatly to students' understanding of text (Fernandes et al., 2017). In short, vocabulary is essential to master when learning English. However, mastering vocabulary skills can be a problem if students are unmotivated or even unwilling to learn vocabulary (Grogan et al., 2018). In addition, motivation is often considered one of the aspects that can determine students' success in learning vocabulary. Motivation has a positive impact on learning new vocabulary (Okkan & Aydin, 2020). Furthermore, motivation is considered to play an important role in language

teaching and learning, especially English (Dehkordi, 2017). Therefore, teachers have an important role in providing media that can increase students' motivation and make them feel more interested in learning English vocabulary.

Students find the subject boring because they do not understand all the English words and therefore need to study English more actively. When we try to improve our English skills, learning vocabulary is an important step. This idea is supported by Nation (2021), who stated that vocabulary is an important part of the constitution of language composition and the development of linguistic skills and knowledge. According to (Zagoto & Laia, 2022), vocabulary includes all the words that a person knows or uses and all the words of a particular language. Pavita & Nirmala (2021) argue that vocabulary is knowledge about the meanings of words. Furthermore, another definition of vocabulary is given by Dang (2022) which states that vocabulary is defined as words in a particular language or independent linguistic elements that have meaning. Based on several theories, the researchers concluded that vocabulary is a word or a list of meaningful words that individuals or groups use to interact with each other verbally or in writing.

According to Ghazvini & Khajehpour (2011), teachers and researchers agree that one of the most important factors influencing the speed and success of second/foreign language learning is motivation. Long et al (2013) argue that in learning English, one of the most important aspects is student motivation, so many researchers have conducted studies related to this field of study. This idea is supported by Grogan et al (2018), who argue that motivation is the key to success in foreign language learning. Motivation is highly relevant to outcomes because motivation is associated with the learning

process, which is an active process that requires conscious and intentional activity (Dehkordi, 2017). Motivation is also a fundamental factor that helps students become more responsible in the learning process and improve their self-study ability (Baier et al., 2019). Teachers can play their own role in learning situations, which can increase student motivation (Borah, 2021). Therefore, the challenge for teachers is to help students develop the motivational beliefs and learning strategies necessary for success (Fandiño et al., 2019). Meşe et al., (2021) believe that high learning motivation will encourage students to act positively, especially in learning activities, and achieve optimal results. This assertion is supported by (Boström & Bostedt, 2020), who argues that students' success in language learning is determined by their level of motivation. Motivation is a type of internal motivation, which is a person's desire, need, and interest to do something or achieve something. Motivation can also be considered very important in the learning process.

There is a need for appropriate media during class learning so that students can memorize words for long-term memory. This is supported by (Khusaini & Mulya, 2021) who suggests that classroom learning impacts changes in students' academic performance, as it will also have a significant positive impact on the ability Master your vocabulary. Additionally, learning materials can be used to help students absorb vocabulary materials more easily (Nuraini et al., 2020). In short, media should be used to motivate students to learn vocabulary. In the era of the Industrial Revolution 4.0, marked by the continued automation of manufacturing and traditional industries, the practice and use of modern smart technologies, smartphones and other Their use is an indispensable part of our lives (Klimova,

2021). An example of advances in technology is that cell phones have dominated most students' lives and serve not only as communication tools but also as learning tools (Aprianti, 2017). Most importantly, teaching tools support the learner-centered perspective that learning is driven by the student and the teacher acts as a facilitator (Al-Malki, 2020).

Furthermore, smartphones are one of the IT (Information and Communication Technology) tools that contain many suitable and effective applications that are also used in vocabulary learning (Jafari & Chalak, 2016). One of the applications that can be used to support English vocabulary learning is Quizlet. Quizlet is a mobile or computer application that teachers can use to deliver materials or students can use to learn information (Setiawan & Wiedarti, 2020). Quizlet vocabulary sets can also be shared in a variety of ways, including printing, embedding, URL links, and QR codes, allowing students to learn at their own pace (Waluyo & Leal, 2021).

Quizlet has the ability to promote EFL (English as a foreign language) motivation because many reason. First, Quizlet offers a variety of modules including flashcards, games, collaborative activities, and quizzes to help students find the right vocabulary learning tools for their needs (Okkan & Aydin, 2020). Second, Quizlet allows students to learn vocabulary through a variety of challenges while making the learning process fun (Sanosi, 2018). Ultimately, when students master the fundamentals of language, they are more likely to acquire vocabulary through reading and using digital media (Deng & Trainin, 2015). It can make students more excited and motivated to learn English vocabulary. Quizlet also offers seven self-study modes; Match, Learn, Test, Write, Spell, Gravity and Flashcards (Platzer, 2020).

Based on the explanation above, the researchers used the Quizlet application as a learning media to learn English vocabulary. The researchers aimed to examine the impact of the Quizlet app on middle school students' motivation. In other words, this study aims to determine whether there is an impact on the motivation to learn English vocabulary of 8th grade students using Quizlet.

II. METHOD

This study was conducted by researchers on 8th grade students of SMP Yaspita Kota Tangerang Selatan School. There are 62 students divided into 2 classes. 31 students of class VIII.1 and 31 students of class VIII.2. To compare the conditions before and after treatment, the researchers will give a questionnaire. At the first meeting, the researchers will distribute a questionnaire to students in advance so they can record data. At the next meeting, the researchers will present the material using the Quizlet application in lecture format. In the previous meeting, the researchers will give the following questionnaire.

The questionnaire is used to measure students' motivation to learn English

vocabulary. The questionnaire used by the researchers is a closed-ended questionnaire. The questionnaire was translated into Bahasa for better understanding and to avoid any misunderstandings. Students can use the checklist in the answer column to answer the questions in the questionnaire. In this study, the researchers participated in classroom activities and vocabulary teaching. The researchers wanted to know students' motivation to learn English vocabulary based on the indicators provided above. The questionnaire was administered twice; before treatment and after treatment. The data obtained from the items provided in the questionnaire indicate the accumulated item scores. The researchers also analyzed the data using the SPSS program to prove the hypotheses made previously.

III. RESULT AND DISCUSSION

In this study, the researchers used the statistical calculation of the t-test formula to determine the influence of using the Quizlet application on students' motivation to learn English vocabulary. In testing normality, the researchers use Kolmogorov-Smirnov Z on SPSS version 25 to calculate the normality of data.

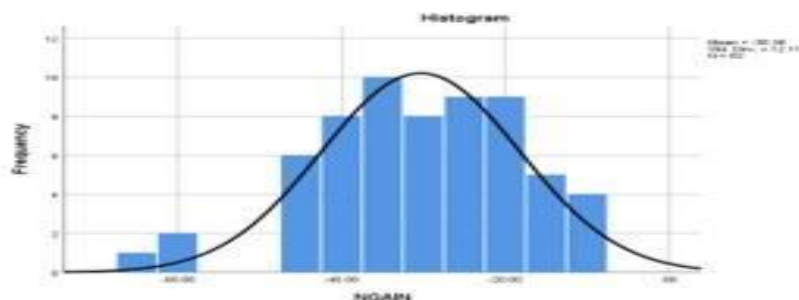
Table 1. Normality Test

Class	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pre-Treatment Experiment Class	.076	31	.200*
Pre-Treatment Control Class	.142	31	.113
Post-Treatment Experiment Class	.124	31	.200*
Post-Treatment Experiment Class	.093	31	.200*
N-Gain Experiment Class	.124	31	.200*
N-Gain Control Class	.092	31	.200*

*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

Source: SPSS 25



Source: SPSS 25

Figure 1. Normality Curve

Based on the normality test results, the value sig. of the pre-test and post-test in the two classes (experimental class and control class) are both greater than α

(0.05). This means that all data are normally distributed.

In testing homogeneity, the researchers uses the Levene test. The uniformity test results obtained are as follows:

Table 2. Homogeneity Test

Class	Levene Statistic	df1	df2	Sig.	Result
Pre-Treatment	4.413	1	60	.040	Not Homogeneous
Post-Treatment	2.120	1	60	.151	Homogeneous
N-Gain	2.251	1	60	.139	Homogeneous

Source: SPSS 25

The results of the homogeneity test show that the value sig. of the post-test in the experimental class and N-Gain are both greater than 0.05 but have a value of sig. of the pre-test in the experimental class is

less than 0.05. Hence, we can conclude that the data is homogeneous.

In order to answer the hypothesis, the researchers used independent sample t-test in analyzing the data. Here the result of that:

Tab 3. Independent Sample T-Test

Score	Mean	t	df	Sig. (2-tailed)	Result
Pre-Treatment Experiment Control	4,226 78,946 76,129	1,779	51,874	.081	There is not a significant effect
Post-Treatment Experiment Control	9,194 82,817 76,688	3,208	60	.002	There is a significant effect
N-Gain	9,12903	3,180	60	.002	There is a significant effect

Source: SPSS 25

From the above table, the sig. value (2-tailed) of the post-test in experiment class and the N-Gain score is 0.002. It is less than 0.05 ($0.002 < 0.05$), so it can be concluded that there is a significant effect on the use of Quizlet application in learning vocabulary. Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It can be inferred that there is a significant impact between the experimental class and the control class on the motivation to learn English vocabulary using that application. In addition, according to the scoring method, the post-treatment test score in the experimental class has an average score of 82.817, higher than the post-treatment test score in the control class with an average score of 76.688.

The learning process results of the experimental class using the Quizlet application taught by the researchers were good due to improvements in post-test. In addition, the score of the experimental class was higher than the control class. There is a significant difference between pre-processing and post-processing. It can be concluded that H_o was rejected and H_a was accepted, which means that the Quizlet application has an impact on students' motivation to learn English vocabulary. This shows that using the Quizlet app can influence English vocabulary learning motivation. Using media in the learning process can help students increase their motivation to learn.

IV. KESIMPULAN

Based on the results, it can be concluded that the motivation scores of students in the experimental class showed positive and meaningful results after learning English vocabulary using the Quizlet application. It can be inferred that there is a significant impact between the experimental class and the control class on the motivation to learn English vocabulary using the Quizlet application. It can be concluded that applying Quizlet has an impact on students' motivation to learn English vocabulary. So, you must use the Quizlet application to learn English vocabulary. The researchers also hope this study can contribute to studying students' motivation to learn English

vocabulary and can provide broader knowledge as well as actively contribute to the use of the application Quizlet to improve students' motivation.

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