

**IMPLEMENTATION OF QUIZLET APPLICATION TO ENHANCE THE TENTH GRADE
STUDENTS' WRITING SKILLS AT SMK BATIK 2 SURAKARTA**



**Submitted as a Partial Fulfilment of the Requirements Getting Master Degree of Education in
Department in Department of English Education Faculty of Teacher Training and Education**

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BATIK 2 SURAKARTA**

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IMPLEMENTATION OF QUIZLET APPLICATION TO ENHANCE THE TENTH GRADE STUDENTS' WRITING SKILLS AT SMK BATIK 2 SURAKARTA

Abstrak

The research aimed to identify (1) whether Quizlet Application learning enhances the writing skill (2) the teaching and learning situation when Quizlet Application. The pretest-posttest non-randomized control-group design included as quasi-experimental method was applied in this research. The participants were the tenth-grade students of senior high schools in Mantingan who were selected through purposive sampling technique. Besides, mixed-method sampling was used to assign the experimental and control groups. To collect the data, two instruments, observation checklist and test, were used. Those instruments were validated by expert judgment. Furthermore, Anates V4 program was applied to measure the reliability of the instrument. Data were analyzed by using the parametric statistical technique of Independent Sample t-test through SPSS 23.0 program. The enhancement of the students' writing accuracy can be seen in the result of the test. The mean score of post test is 85 and the mean score of pre test is 64. Among the aspects of writing, the highest to the lowest improvement of each aspect can be seen as follows: 1) language use, 2) content, 3) vocabulary, and 4) mechanics. The findings of the research, the writing skill of students who use Quizlet Application were enhanced more effective than those who do not use the application. Further, the students' writing skill were much higher after using the Quizlet Application than before. Those findings were indicated by significant values with $p < 0.05$.

Keyword : implementation, writing, Quizlet Application

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi (1) apakah pembelajaran Aplikasi Quizlet meningkatkan keterampilan menulis (2) situasi belajar mengajar saat Penerapan Quizlet. Rancangan kelompok kontrol non-acak pretest-posttest termasuk sebagai metode kuasi-eksperimental diterapkan dalam penelitian ini. Partisipannya adalah siswa kelas X SMA se-Mantingan yang dipilih melalui teknik purposive sampling. Selain itu, sampling metode campuran digunakan untuk menetapkan kelompok eksperimen dan kontrol. Untuk mengumpulkan data, digunakan dua instrumen yaitu daftar periksa observasi dan tes. Instrumen tersebut divalidasi dengan expert judgment. Selanjutnya, program Anates V4 diterapkan untuk mengukur reliabilitas instrumen. Data dianalisis dengan menggunakan teknik statistik parametrik Independent Sample t-test melalui program SPSS 23.0. Peningkatan ketelitian menulis siswa dapat dilihat pada hasil tes. Nilai rata-rata post test adalah 85 dan nilai rata-rata pre test adalah 64. Di antara aspek-aspek penulisan, peningkatan tertinggi hingga terendah dari setiap aspek dapat dilihat sebagai berikut: 1) penggunaan bahasa, 2) isi, 3) kosakata, dan 4) mekanika. Hasil penelitian menunjukkan bahwa keterampilan menulis siswa yang menggunakan aplikasi Quizlet lebih efektif daripada siswa yang tidak menggunakan aplikasi Quizlet. Selanjutnya, keterampilan menulis siswa jauh lebih tinggi setelah menggunakan Aplikasi Quizlet daripada sebelumnya. Temuan tersebut ditunjukkan dengan nilai signifikansi dengan $p < 0,05$.

Kata Kunci : implemantasi, menulis, Quizlet Aplikasi

1. INTRODUCTION

Writing skill is one of four skills that plays crucial roles in human life. It has a power of permanent record and is a form of expression in which those are means of communication. In communicating with others, people often exchange their ideas, thoughts and even express their feelings for certain purposes in written form. In everyday life, writing is used

to share news and information in the form of articles, newspapers or even short messages. The form of short stories or cartoons is also used to share ideas and entertain the readers. Moreover, a written text can also be found in the grocery list which is always used in household life.

As stated by Graham and Perin (2007:3) writing skill is a determinant of academic success and becomes a basic requirement to participate in social life and the global economy. In the academic field, writing can be used to demonstrate knowledge. Students used to write their ideas in a paper in the form of an essay, journal or even in a diary. The need for mastering writing skills is increasing both in technology and globalization era. It is easier for the students to communicate appropriately with their friends through email, sharing blogs or even chatting with their friends who are abroad if they have proper ability in writing. Besides, there are many student competitions that demand the students to write an essay in English written text. English is very important and has many functions for students especially in daily communication and academic purposes. That is why it is necessary for the lecturer to provide suitable strategies in teaching writing in the classroom.

Based on the situation toward the learning process of tenth grade students of one of Vocational High School Batik 2 Surakarta consisting of 32 students, it showed that students writing skill was still low. Based on observation and interview, those problems happened because of two causes. Firstly, the class was teacher-centered. Teacher explained the material about a certain passage in the book. After that, teacher asked the students to answer the question directly. By using this traditional method, teacher didn't provide interesting learning activities which could create opportunities to the students' to practice language in an attractive way. Secondly, the teacher didn't use media to make the learning process more interesting. Additionally, using media and contemporary technology to acquire vocabulary has a beneficial impact on students' motivation, which encourages them to pay close attention to what they are learning. In other words, it's important to encourage pupils to learn new words from the media.

Information and communication technology (ICT) can be employed as one of the answers to these issues in the twenty-first century. ICT is used to enhance the effectiveness and efficiency of learning activities in accordance with the learning principles of the 2013 curriculum (Mulyasa, 2018). Additionally, using ICT to teach vocabulary encourages student autonomy, actively engages them in the learning process, and improves their critical thinking abilities (Vahdany & Majidi, 2015). Additionally, the

smartphone, another ICT tool, has a number of mobile applications that can be utilized intelligently and successfully for vocabulary learning (Jafari & Chalak, 2016; Mahdi, 2017; Gurkan, 2018).

As a result, the researcher offers a model that is thought to be adequate and suitable to address these issues. The Quizlet app is a tool that may be used to promote pupils' writing abilities. The Quizlet (QA) app is known as a practical and enjoyable method for learning new vocabulary (Davie & Hilber, 2015). Numerous vocabulary tasks are also available, including B. matching the words, multiple choice, and false and true. Additionally, quality control helps pupils' vocabulary grow (Toy & Buyukkarci, 2019). According to Wahjuningsih (2018), using QA has certain advantages for students' learning and vocabulary development, including: The Quizlet application (QA) outperforms the conventional method in terms of improving students' vocabulary exam scores and making vocabulary learning more engaging and enjoyable (Kalecky, 2016). However, it is still maintained that utilizing the Quizlet app does not promote student autonomy in vocabulary learning. It has been observed that QA does not entirely inspire children to learn vocabulary in the classroom. In secondary schools, QA for vocabulary learning has not been widely used.

In addition, by implementing Quizlet Application, it will give big opportunities to the students to practice the language frequently. In this case, students will get lots of chance to train the skill of writing. When students are often exposed to use English orally, their writing skill gradually improves. Since Quizlet Application learning offer lots of advantages, the researcher wants to do a classroom action research entitled "IMPLEMENTATION OF QUIZLET TO ENHANCE THE TENTH GRADE STUDENTS' WRITING SKILLS AT SMK BATIK 2 SURAKARTA".

One of the linguistic abilities that falls under the category of productive talents is writing ability. wherein the pupils are required to produce a specific literary product According to Celce Murcia's definition from 2000, productive abilities are the process of producing written words as a kind of communication that must be read and understood. To put it another way, the content needs to be understandable and meaningful for the readers to get the intended meaning. Writing is a method of expressing ideas, thoughts, and knowledge that should be taken into account as a means of language acquisition and communication, claims Foster (2013). Additionally, writing is a social activity that involves communication between partners. It is not just a means of exchanging

information and ideas information or a means of expressing oneself through language (Taki & Fardafshari, 2012).

In daily life, writing is used for communication. It is a tool for exchanging ideas, thoughts, and emotions. It is backed up by Coulmas' observation from 2003 that the main objective of writing is to transmit meaning. Writing can be used to make and maintain contact with others, to convey information, to express thoughts, feelings, and reactions, as well as to entertain and persuade, according to Browne (1999).

According to Troyka (1987:3) and Rahardian (2003:11), writing is a means of communicating with readers in order to inform, convince, and entertain. Additionally, Nunan (1993) and Halliday (1985) propose that written language is utilized for actions (e.g., public signs, product labels, televisions, radio directions, doorbells, menus, and telephones, newspapers, periodicals, ads, announcements, and political brochures); for information (such as directories, ballots, and computer manuals); and for pleasure (eg, comic travel, fiction books, poetry and drama, newspaper articles, film subtitles). The aforementioned phrase surely applies to many facets of life. It simplifies a person's life since writing can be used to communicate the value of writing. process (Hyland, 2003).

It focuses on the process of writing and producing a text. To produce written text, there must be a sequence of steps that reflect the nature of a writing process. Writing involves numerous steps, including planning, drafting, editing (reflecting and rewriting), and producing a final product, according to Harmer (2004).

Writing is a productive skill so that the focus is on producing information, Linse (2005). Besides that, writing down information and ideas is not easy. The students need to think about what they have to write and they are going to write. Writing is claimed to be one of the most difficult skills, it is supported by the fact that the students face some problems during writing. According to Sulasti (2003), the issues that students have the most trouble with include how to write, what to write, a lack of vocabulary terms, and structural incompetence. There are further issues that Msanjila has raised (2005).

ICT (Information and Communication Technologies) are defined by Ghasemi and Hashemi (2011) as technological devices and tools that individuals can use to communicate, create, distribute, save, and manage information. Examples include computers, smartphones, radios, televisions, and the internet. In a similar vein, it is said that ICT encompasses any technologies that can store, retrieve, manipulate, transmit, or receive information in digital form (Ntongieh, 2016). ICT is also seen as an application of technology with a sound notion that is employed in business, science, and social media,

even if it is also used in peoples' social and recreational activities (Turvey, et. Al, 2014). ICT are therefore seen as significant technological tools that are widely employed by people worldwide in their daily activities.

The term ICT tools or digital tools can be viewed as any technological domain (Leask & Pachler, 2014). It is further said that many people might categorize ICT tools as more collaborative (e.g. blogs) and others as less collaborative (e.g. RSS feeds); some of them are in sync (e.g. Skype), and the rest are out of sync (e.g. LinkedIn). Furthermore, Turvey and others (2014) suggest that ICT is a more appropriate term as it has a broader meaning and is widely used in many aspects, so there is no need to rename ICT to computer. Therefore, the ICT term is still widely used by many researchers and has different meanings.

Teachers can use Quizlet to give the content, and students can utilize it to study on a computer or mobile device. More than 50 million active students and teachers utilize it as an online learning tool worldwide, making it one of the most well-known apps (Quizlet, 2016). Both teachers and students can use the program without restriction on computers and mobile devices. It is anticipated that they will learn whatever they want to know without having to practice as a result of this program. The words and pictures that will be utilized can be chosen by teachers and students alike (Ashcroft & Imrie, 2019). Additionally, it provides some flexible, engaging, and useful activities.

Another name for the Quizlet application is a digital flashcard that may be utilized on both computers and mobile devices (Wright, 2016). A flashcard is described as a learning tool by teachers in the class that is likely to have a picture, a number, and words in the Merriam-Webster dictionary. Furthermore, according to Nation (2001), flashcards make it simple for students to understand how words' forms and meanings relate to one another. As a result, the Quizlet program is regarded as a digital flashcard that offers graphic cards to be utilized on electronic devices like smartphones in order to assist learners in jointly memorizing the form and meaning of words.

Students can learn the vocabulary on their own using the Quizlet app on a smartphone. This is due to the quality assurance design being suitable for independent learners (Sanosi, 2018). Additionally, students appreciate using the Quizlet app to learn new words (Lander, 2016). Contrarily, according to Cinar and Ari (2019), the educational background of students' fathers has an impact on their vocabulary acquisition. He goes on to say that if the students' father has a higher degree, the Quizlet program can be used effectively.

Quizlet is nevertheless seen to be expensive for kids to use because the program requires an internet connection (Dizon, 2016). It is advised to give students access to equipment like modems, portable WiFi, etc. so they can utilize this program without restriction. Additionally, Wahjuningsih (2018) offers some benefits of using Quizlet, including the ability for students to learn vocabulary at any time and anywhere, the introduction of QA as a new method of memorization, and the opportunity for students to actively participate in their vocabulary learning by working together to answer the application's questions. In conclusion, this program helps kids learn language in a variety of ways.

2. METHOD

In order to assess the impact of utilizing the Quizlet application on students' motivation and performance in vocabulary learning, a quasi-experimental research approach was used in this study. A researcher can choose and arrange the study, see how non-random assignment is carried out, contrast the control and experimental groups, and manage various parts of treatment planning using this design (Shadish, Cook, and Campbell, 2002). Additionally, this approach is applied in a class setting appropriately. Additionally, the non-randomized control group design was employed in this investigation (Phakiti, 2014). In this study's design, the comparison group (control group) and the experimental group were each given a separate course of action. The illustration below shows the model design used in this research.

This research is conducted at one of Vocational High Schools in Surakarta. The atmosphere in this school is very nice because the school is located in the city. The number of students in this school ranges from the tenth to twelfth grade students. It has many classrooms, 2 teacher's rooms, a mosque, and a library. The research is conducted in the academic year of 2022/2023.

In this study, two different types of data are collected. Both qualitative and quantitative data are present. The qualitative data is presented as interview transcripts, field notes, and questionnaire forms. The writing score represents the quantitative data. These four types of information are utilized to determine if Quizlet Application can improve the writing abilities of students in the tenth grade at SMK BATIK 2 SURAKARTA, as well as how the teaching and learning environment is affected when Quizlet Application is employed. The teacher, the students, the class's teaching and learning activities, and documents are the sources of the data used in this study.

The quantitative data is analysis by using descriptive statistical formula, while qualitative data is analysis by using McKaren's method (Burns, 1999: 157-160). After collecting and calculating the pre-test and the post-test of students' writing score, means of each indicator had been compared with the passing grade in order to know whether the students' writing skill increase or not after the researcher implemented Quizlet Application.

3. RESULT AND DISCUSSION

Pre-test, treatment, and post-test are the three steps in the research implementation process. In the paragraph that follows, these actions are further outlined and explained. In the first step, The researcher prepared the lesson plan, the media, and the instrument prior to carrying out the study, which started with administering the pre-test to participants in both the experimental and control groups. The researcher then discussed the lesson plans with the teacher serving as the supervisor while consulting the lesson plans. The researcher then requested permission from the principal and the instructor of the two classrooms that would serve as the experimental and control groups to teach English in them. Teachers were also consulted in the researcher's request to permit student usage of the smartphone during therapy. The timetable for the pre-test, the course of treatment, and the post-test was then established.

The second steps, Four sessions of teaching and learning were conducted by the researcher. Each meeting had a time allotment of two 45-minute blocks. Both the experimental and control groups of students were taught using the generated lesson plans. Students in the experimental group utilized smartphones and the Quizlet app to pick up new language. Additionally, the control group students didn't use QA when learning vocabulary. The experimental and control groups received the identical instruction from the researcher using the same study materials.

The last steps, The post-test was administered to the students in both the experimental and control groups at this stage by the researcher. He administered the same pre-test vocabulary exercise. The class got 45 minutes to complete all of the questions. They were required to write their thoughts and messages to the researcher after finishing the test.

This discussion part includes a discussion of the research's findings. It was discussed in the ninth SMK BATIK 2 SURAKARTA how the Quizlet program affected the students' writing ability. The study's conclusions show that the Quizlet program can improve students' writing skills. The statistics showing an improvement in the steps were proof of that.

When utilizing this application, the majority of the pupils felt more motivated and didn't get bored acquiring writing skills so quickly. The study by Anjaniputra and Salsabila (2018), which discovered that students using the Quizlet application appear enthusiastic and that this application even lessens their ennui while learning vocabulary, supports this. They compete with one another through this game to achieve the best outcomes. They made an effort to rapidly connect the words' meanings to the words themselves. Most of them also participated in the game multiple times. They did this in order to finish the game quickly and obtain a higher score.

Most students choose to work separately on the Quizlet application's objectives in order to avoid betraying their buddies. This is corroborated by Korlu and Mede's (2018) research, which showed that using Quizlet improved student performance and increased their level of independence in vocabulary learning. The earlier research, however, revealed that using QA did not encourage students to learn vocabulary on their own (Kalecky, 2016).

According to this study, pupils seem more eager to pick up new words when using the Quizlet app than when learning them the old-fashioned way. Their preparation of their learning resources is seen in their actions. Without any instruction from the teacher, students hand over their iPhones and start using the Quizlet (QA) app. This assertion is in line with another study, which discovered that students were enthusiastic about utilizing QA for vocabulary acquisition (Hikmah, 2019).

The findings of this study demonstrate that, in comparison to students who did not use Quizlet, utilizing this program helps students' writing abilities. The current study's findings are in line with those of Christanti (2018), who claimed that the Quizlet application enhanced students' writing skills.

Students utilizing the Quizlet application were able to explore their ideas more readily and build their sentences more skillfully as a result of the explanation. The students' comprehension of the simple past tense also improved. A retelling text could be written in the past tense. The Quizlet application that uses images turned out to be highly helpful for writing abilities. According to Harmer's (2007:134–156) theory, images can be employed in the classroom, this is related.

The Quizlet app inspired pupils to practice their writing skills. They exuded such happiness and pleasure in the photos. By posing inquiries, they also contributed to class participation. As they finished the chores, they appeared to be quite motivated. The majority of them remembered to carry and check their dictionary. It validated Brinton's

(2001) claim that media aids in student motivation for teachers.

Using the Quizlet app also added interest to the teaching and learning process. The students worked on the assignments in groups, pairs, or independently in addition to listening to the professors' explanations. They participated actively in the learning process as a result. In conclusion, the study's findings indicate that the Quizlet app helps enhance writing skill.

4. CLOSING

The implementation of Quizlet Application enhanced students' writing skill. The students got motivated while making the project. It met with the students' interest. The students felt happy following some activities in the class such as conducting the project activity and evaluation activity. The students actively participated and looked very enthusiastic. The students' writing skill enhanced; the students were able to use suitable vocabulary and grammar the words correctly. The students also understood while the researcher addressed the questions. They could comprehend the topic being discussed. Lastly, the students were fluent to writing in English with grammatical correct sentences. The indicators of writing were enhanced by Quizlet Application. It was also proven by the analysis of writing post-test three steps. The mean score enhanced from 64 into 85.

Furthermore, the changes also happened in class situation. From the observation, the data showed that the students gave enthusiastic reaction after Quizlet Application had been implemented. In the previous, the class was teacher-centered. The teacher talked more often than the students. However, the situation shifted, the classroom situation became more alive. The students got more motivation to writing in English. There were some activities, the students felt happy to make the project. During the collaboration of the groups, all students participated actively to do the project. All students contributed to writing in English.

When the students got difficulties in writing, other students would help. The classroom situation became students-centered. The researcher's role was as the facilitator, while the students were as the performers. The researcher moved around to monitor the class and gave attention to each group. In the class, the students felt excited and full of pleasure while joining the class.

The writing skill of students who use the Quizlet Application (QA) were enhanced more effective than those who do not use the application. Further, the students' writing skill were much higher after using the QA than before. Moreover, the writing skill of the students taught using conventional methods are also enhanced much higher, as can be seen

in the differences between the scores obtained pre-test and post-test. Nevertheless, the students' writing skill who were taught using conventional method have a lower achievement than those who use QA.

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