

**THE EFFECTIVENESS OF QUIZLET ON TEACHING
GRAMMAR AT ELEVENTH GRADE STUDENTS OF SMA
NEGERI 1 BANTARSARI CILACAP**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof.K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

by

**Warnindah
Student Number. 1817404045**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESSOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2023**

STATEMENT OF ORIGINALITY

Here with I,

Name : Warnindah
Students Number : 1817404045
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education

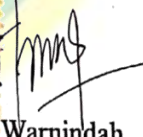
Declare that the thesis I have compiled with title “The Effectiveness of Quizlet on Teaching Grammar at Eleventh Grade Students of SMA Negeri 1 Bantarsari Cilacap“ is truly my own work and it is not plagiarism of someone else’ thesis. I am fully aware that I have quoted some statements and ideas from several resources. all the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanction (revocation of graduation predicate and bachelor degree).

Purwokerto, 7 December 2022

I who declare,




Warnindah
S.N.1817404045

APPROVAL SHEET

This Thesis, Entitled
**THE EFFECTIVENESS OF QUIZLET ON TEACHING GRAMMAR AT
ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BANTARSARI
CILACAP**

written by Warnindah (Student Number. 1817404045) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on Friday, 13 January 2023 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

Purwokerto, January, 30 2023


Approved by:

Examiner I/Head of
Examiner/Supervisor



Khairunnisa Dwinalida, M.Pd.
NIP.19921115 201903 2 034

Examiner II/Secretary,




Agus Husain As Sabiq, M.Pd.
NIP.19870811 202012 1 006

The Main Examiner



Dr. H. Munjin, M.Pd.I.
NIP.19610305 199203 1 003

Legalized by:

Head of Education Department,

Dr. Maria Ulpah, M.Si.
NIP.19801115 200501 2 004

OFFICIAL NOTE OF SUPERVISOR

To : The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
in
Purwokerto

Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, I convey that:

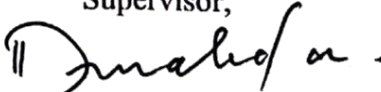
Name : Warnindah
Student Number : 1817404045
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : The Effectiveness of Quizlet on Teaching Grammar at
Eleventh Grade Students of SMA Negeri 1 Bantarsari
Cilacap

I recommended this thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana Pendidikan (S.Pd.)* / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 7 December 2022

Supervisor,


Khairunnisa Dwinalida, M.Pd
NIP. 19921115 201903 2 034

MOTTO

" Love The Life That You Live"



DEDICATION

I Dedicate This Thesis To:

My Self

My beloved parents, Kasidin and Sulastri

My lovely brothers, Rujito and Jafar Sodik

My Cherished Friends

All Readers Who Read This Thesis



PREFACE

In the name of Allah, the most graceful, the most praise be to Allah, for blessing me with His mercy and guidance to finish this thesis entitled The Effectiveness of Quizlet on Teaching Grammar at Eleventh Grade Students of SMA Negeri 1 Bantarsari Cilacap could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. This research would like to express the deep gratitude and appreciation to :

1. Prof. H. Suwito, M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Dr. Suparjo, S. Ag., as the I Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Prof. Dr. Subur, S. Ag., M. A., as the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Dr. Sumiarti, M. Ag., as the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
5. Desi Wijayanti Ma'rufah, M. Pd., as Coordinator of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
6. Khairunnisa Dwinalida, M. Pd., as the supervisor who has guided, directed, supported and provided many suggestions for this study from thesis proposal until finishing this thesis.
7. All the lectures in Faculty Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

8. All staffs and officials of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
9. Mardiyono, M.Pd. as the headmaster of SMA Negeri 1 Bantarsari.
10. Endah Wahyu Setyorini, S.Pd. as the English Teacher of XI MIPA 2 and XI MIPA 3 of SMA Negeri 1 Bantarsari who has given a chance and guidance to do experiments in the class.
11. All staffs in SMA Negeri 1 Bantarsari.
12. The students of XI MIPA 2, XI MIPA 3 and XII MIPA 3 who gave a chance to do experiments in them.
13. Beloved parents, Kasidin and Sulastri who always gave their best, supports, loves and prayed the best for their daughter.
14. Beloved brothers, Rujito and Jafar Sodik who take cares their sister in any condition.
15. Suratman and Nani Wiyanti who supported a laptop.
16. Old friends, Retno and Riza who help and shared knowledge.
17. Angelina Stephani Natasha, who give motivations and positive vibes.
18. Cherished friends who take cares : Ikhfina, Laila, Ulya, Medita, Prima, Chika, Andi, Anggar and Teguh.
19. Ozi as Riza's brother who help installed SPSS software.
20. All of my classmates of TBI A 2018, who have shared great memories for 4 years.
21. Everyone who has contributed to finish the study.

Purwokerto, 7 December 2022

The Researcher



Warnindah
S.N.1817404045

THE EFFECTIVENESS OF QUIZLET ON TEACHING GRAMMAR AT ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 BANTARSARI CILACAP

Warnindah
S.N 1817404045

Abstract: The problems of this research were students' difficulties in mastering grammar because of monotonous activity and less interest to learn. Quizlet application was proposed as a new alternative media to engage students' interest in learning grammar. This study aims to find there was a significant different or not between the experiment class and control class. This study used quasi experimental design and quantitative approach. The population of this research was the eleventh-grade as much as 172students . The sample was chosen by purposive sampling, with 35 students in experimental class and 35 students in control class. This study used pre-test and post-test to collect the data and was analyze used IBM SPSS V 25. The result of Independent Sample T-test showed that the sig.value was 0.298, it means that there was not significant effect. The use of Quizlet to teaching grammar at this school was less effective, but can still use to learn other English subject.

Keywords : *Grammar, Learning Grammar in Quizlet*



TABLE OF CONTENT

| | Page |
|---|-------------|
| COVER PAGE | 0 |
| STATEMENT OF ORIGINALITY | i |
| APPROVAL SHEET | ii |
| OFFICIAL NOTE OF SUPERVISOR | iii |
| MOTTO | iv |
| DEDICATION | v |
| PREFACE | vi |
| ABSTRACT | viii |
| TABLE OF CONTENT | ix |
| LIST OF TABLES | x |
| LIST OF PICTURES | xi |
| LIST OF APPENDICES | xii |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of The Study..... | 1 |
| B. Operational Definition..... | 3 |
| C. Research Question..... | 4 |
| D. Aim and Significances of Research..... | 4 |
| E. Structure of The Research..... | 6 |
| CHAPTER II LITERATURE REVIEW | 7 |
| A. Theoretical Description..... | 7 |
| B. Previous Studies | 17 |
| C. Hypothesis | 20 |
| CHAPTER III RESEARCH METHODOLOGY | 21 |
| A. Type of The Research..... | 21 |
| B. Time and Location of The Research | 21 |
| C. Population and Sample of The Research..... | 21 |
| D. Variable of The Research | 22 |
| E. Techniques of Data Collection | 22 |
| F. Techniques of Data Analysis..... | 27 |
| CHAPTER IV FINDINGS AND DISCUSSION | 29 |
| A. Findings..... | 29 |
| B. Classroom Treatment..... | 41 |
| C. Discussion | 42 |
| CHAPTER V CONCLUSION,IMPLICATION, AND SUGGESTION | 47 |
| A. Conclusion..... | 47 |
| B. Implication | 47 |
| C. Limitation Of The Study | 48 |
| D. Suggestion | 48 |
| BIBLIOGRAPHY | 50 |
| APPENDICES | I |

LIST OF TABLES

| | Page |
|--|------|
| Table 3.1 The Population of The Research | 22 |
| Table 3.2 Sample Of The Reseach | 22 |
| Table 3.3 The Material | 23 |
| Table 3.4 Validity Pre Test | 24 |
| Table 3.5 Validity Post Test..... | 25 |
| Table 3.6 Indicator of Reliability Test | 26 |
| Table 3.7 Result of Reliability Test Pre-Test..... | 26 |
| Table 3.8 Result of Reliability Test Post-Test | 27 |
| Table 4.1 The Result of Pre-Test and Post-Test | 30 |
| Table 4.2 The Result of Pre-test and Post-test in Control Class..... | 31 |
| Table 4.3 The Result of Pre-test and Post-test in Experiment Class..... | 32 |
| Table 4.4 Result of Normality..... | 33 |
| Table 4.5 Result of Homogeneity Test of Variances | 34 |
| Table 4.6 Result Paired Samples Statistics | 35 |
| Table 4.7 Result of Paired Sample Test in Control Class..... | 35 |
| Table 4.8 Percentage Score Pre-Test and Post-Test in Control Class..... | 36 |
| Table 4.9 Result of Paired Samples Statistics Experiment Class..... | 36 |
| Table 4.10 Result of Paired Sample Test in Experiment Class | 37 |
| Table 4.11 Percentage Score Pre Test and Post-Test in Experiment Class | 37 |
| Table 4.12 Indicator of Media Effectiveness Level | 38 |
| Table 4.13 Result of Group Statistic of Pre-Test..... | 39 |
| Table 4.14 Result of Independent Samples Test of Pre-Test..... | 39 |
| Table 4.15 Result Group Statistic of Post -Test..... | 40 |
| Table 4.16 Result Independents Sample of Post Test..... | 40 |

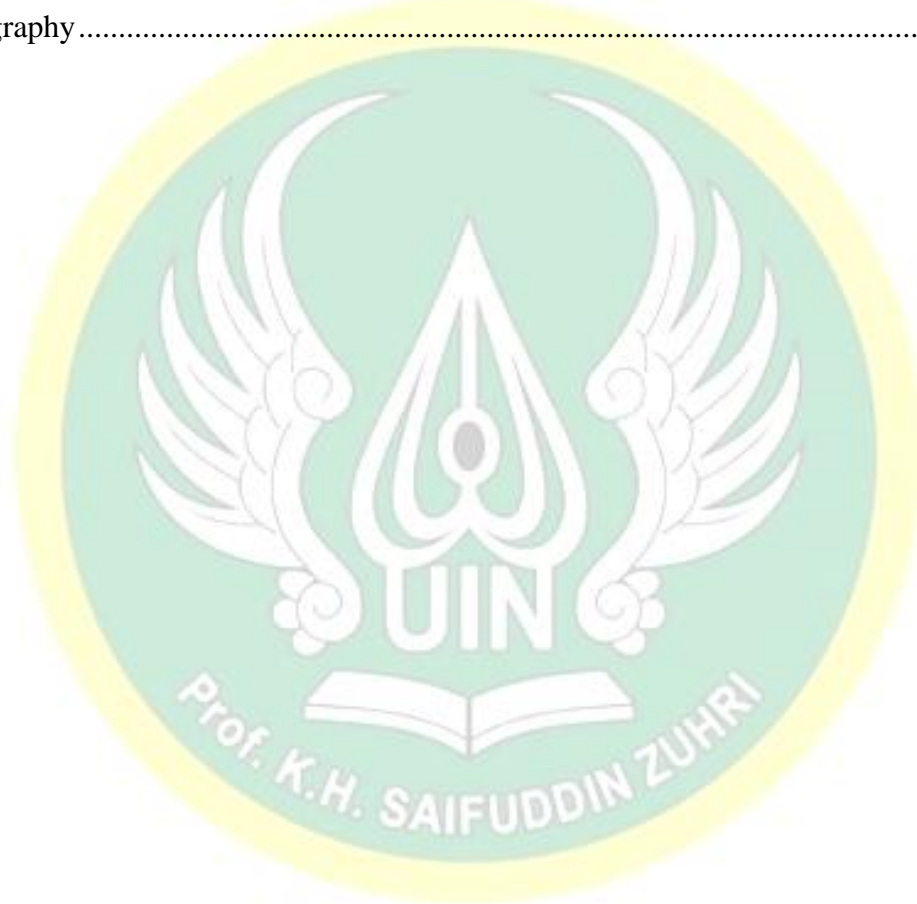
LIST OF PICTURES

| | Page |
|---|------|
| Picture 2.1 Click Create Button | 14 |
| Picture 2.2 Create a New Study Set Page | 15 |
| Picture 2.3 Create a Class | 15 |



LIST OF APPENDICES

| | Page |
|--|------|
| Appendices 1 Surat Keterangan Telah Melaksanakan Riset..... | II |
| Appendices 2 Result Of Pre Test and Post Test..... | III |
| Appendices 3 Result of Validity | IV |
| Appendices 4 Soal Pre Test and Post Test..... | VI |
| Appendices 5 Contoh Pembelajaran Ketika Menggunakan Quizlet..... | XI |
| Appendices 6 RPP..... | XIII |
| Biography..... | XIX |



CHAPTER I INTRODUCTION

A. Background of The Study

Grammar is one of keys for English learners that can help them to have a good communication with others. There were some students' problems in mastering grammar because of some factors. One of the factors, the students felt difficult when they made a sentence correctly. Because of that the students thought if grammar were the most difficult English subjects to be mastered. Other factor, especially since covid-19 pandemic, learning process was originally an offline class must be turned into an online class. This certainly has an impact, which students need adaptation with the learning media that they used. Another impact they should change their learning style through smartphones or computers.

According to the curriculum 2013 that was applicable, for English subject had limited time lesson which only 2 lesson hours in a week. It means that the students have to be smart in their time management to set their learning style because the time in classroom was very limited. Moreover, the teaching strategy still used traditional method that mostly teacher explain the material only used from book or paper. It was monotonous and made the students had less interest in learning process. It means, there needs something new to engage students' interest and achievement in learning grammar. Therefore, the teachers should find out the best techniques that applied to their students.

Technology is currently developing very rapidly, especially in the area of education. For students who utilize English as a foreign language, especially in the media, effective teaching has been mostly essential. In order to increase students' interest in learning English, effective media are needed (Baqiatu Sallamah & Husein As Sabiq, 2020). By using right media can attract student's attention from the teacher explanation not only from

dictionaries or handbook sources. There are some studies have proposed to increase students' interest in learning English such as used new alternative media, one of them is using Quizlet Application. In accordance with statement from English teachers of SMA Negeri 1 Bantarsari, the students did not familiar with this application as one of their media to learning because of their limited knowledge. In fact, this application already many people used as new platform learning.

Recently, teaching trends as well as huge technological advances, it is allowed the teachers to take advantage by using application through many varieties of applications for online learning. As a consequence, the teachers may design customized learning content based on their student's grammatical competency and abilities (Jentia et al., 2019). This application provides the students with unrestricted access and allows them to take part in a variety of activities that will assist them in comprehending the material as completely as possible. Moreover, this application also had interactive interface learning (Yuliyanto & Fitriyati, 2019). It means, Quizlet application will be urged to the students' think about grammar as a not difficulties English subject to learn.

There are several studies was proposed about the use of Quizlet application on several skills. As stated by Sari in her research on 2019, it is suitable for many disciplines, such as to setting materials or teaching materials for their students by using flashcards and learn feature. Another benefit, this application is accessible anywhere and anytime also can used by a laptop or smartphone. It means with many benefits from the features in Quizlet that can used to facilitate teachers and students, it will made learning process are flexible, not rigid, and challenging

On the other hand, a research conducted by Hikmah in 2019, she advantage such as, it is effectively increased student's interest when learning informatics terms in English, reduced student's monotony, provided a new non-threatening environment, and increased student's

confidence in studying English. This platform gained positive feedback from the students because when they played game features, it was essentially because they received feedback as they passed through learning tasks and pleased them (Hikmah, 2019).

Other research by Jentia, Evie, Fransisca, and Melor in 2019, showed that students and teachers agreed if Quizlet can be used as an improvement learning medium in learning English. They can utilizing the existing features in there such as teachers can setting learning materials by themselves according to the student's abilities. Another benefit, it is had beneficial for the teacher be able to employ ICT (Information and Communication Technology) in teaching and adapting to the learning style of their student's grammar proficiency (Jentia et al., 2019).

Based on the several studies that have explained about the use of Quizlet, all of them have succeeded in using Quizlet as a medium in several skills. Recently, there is no research found regarded the effectiveness of Quizlet in teaching grammar at eleventh grade students of SMA Negeri 1 Bantarsari, Cilacap Regency. To find out the effectiveness of Quizlet, experiment methodology was required in this research. As a consequence, this study will investigate the effectiveness of Quizlet in teaching grammar to eleventh grade students, entitled " The Effectiveness of Quizlet on Teaching Grammar at Eleventh Grade Students of SMA Negeri 1 Bantarsari Cilacap"

B. Operational Definition

1. Quizlet Application

Grammar in Quizlet seeks to maximize grammar acquisition through the design of grammar-related study sets. Quizlet is a free mobile and web-based learning application that provides students study tools such as flashcards, spell checkers, learning, tests, and writing (Hikmah, 2019). This application created by Andrew

Sutherland.

2. Teaching Grammar

Teaching grammar is the way to teach grammar and demonstrate how a language functions in actual use. In teaching grammar, there are two strategies that may be applied: deductive and inductive. As related with statement by Thornbury, deductive approach begins with an explanation of the core assumptions and then it is applied to specific situations. In contrast, an inductive approach begins with a few examples from which the rule can be inferred (Thornbury, 1999).

C. Research Question

Based on the study's background, the research question of this research ; Is there any significant effect of Quizlet on Teaching Grammar at Eleventh Grade Students of SMA Negeri 1 Bantarsari Cilacap?

D. Aim and Significances of Research

1. The aim of the Research

Based on the research question, the purpose of this study is to find out whether there a significant effect on students grammar outcomes or not by using Quizlet at eleventh grade students of SMA Negeri 1 Bantarsari Cilacap.

2. Significances of the Research

The results of this research are expected to provide the following benefits:

a. To teachers

- 1) When teaching English to their students, the teachers should be enhance an alternative media.

2) This report expected provide the new recommendations to English teachers, especially those at SMA Negeri 1 Bantarsari in Cilacap Regency. Other benefit, it can be used for selecting alternative media in teaching grammar to senior high students.

b. To readers

The result of this study may provide a additional knowledge and insight to readers who will do same topic in this research.



E. Structure of The Research

To do systemic research, it is necessary to classify the structure of this research. This research consists of five chapters as follows:

Chapter I presents an introduction of the research. In this section presented background of the study that found some problems, operational definitions that correlated with this topic, research question, objectives and significances the research.

Chapter II explains the theories from other references that related to the effectiveness of Quizlet in teaching grammar.

Chapter III presented a research method that deals with the research design, time and place of the research, population, sample, instruments to obtaining data, techniques collecting data, and analyzing data.

Chapter IV presented finding and discussion. This section explained the research result, which discusses data description, data analysis and conclusion.

Chapter V explained conclusions, implications, limitation of the study, and suggestions of the research.

CHAPTER II

LITERATUR REVIEW

A. Theoretical Description

1. Grammar

a. Definition of grammar

According to Thornbury statement, grammar is conventionally seen as the study of the syntax and morphology of sentences. It means that grammar is a rule about word structure made as a perfect sentence. The use of grammar, is to communicate meanings of a very precise kind. To be an expert language user, english learners should study grammar because with grammar skill it can help them to organize their words and messages(Thornbury, 1999). Other reason, in a sentences should be included in word learning because the word patterns occur with grammar. Therefore, having a good knowledge of grammar is important to avoid misunderstandings,because the wrong meaning language will interfere the communication and conversation with.

b. The Importance of Grammar

Grammar is important because it matters a lot when it comesto expressing our ideas such as in a formal situation. With Good grammar knowledge can help to know how craft words into coherent sentences, and how to form those sentences into paragraphs which successfully convey the meaning (Yee Bee Choo & Vivian Kwon, 2017). In other hand, grammar is importance to the students because if the students had good grammar knowledge, it helps them in correction of mistakes and improve students writing skills. It is lined with statement of Yulianto, because grammar can convey a meaning to other, it can help them good conversation with other people(Yuliyanto & Fitriyati, 2019).

2. Teaching Grammar

a. Definition of Teaching Grammar

Teaching grammar is to show how a language works. Accurate grammar teaching will guide the learner how to use the language properly according to the context. Explaining grammar rules in detail information to students and students just written practice that does not involve imagination might bored them. Therefore, the teacher must be able to choose the best learning strategies and media in accordance with the students' grammar proficiency (Larsen-Freeman, 1982).

b. The Rules of Grammar Teaching

There are six rules of grammar teaching according to Scott Thornbury as follows(Thornbury, 1999):

- 1) The rule of teach grammar in context. This can relate to both of the language context and context of use (meaning). It means, the teacher should separate an object from this context in order to attract attention and re-contextualize it as as soon as possible.
- 2) The rule of use. Teach grammar to help students understand and produce real language. Always give students the chance to communicate through grammar.
- 3) Economic rule. Minimize presentation time to improve practice time.
- 4) The rule of relevance. Teach only the grammar that the students are struggling with. Find out what they already know.
- 5) The law of nurture. Teaching does not constantly result in learning. Learning languages is a continuous thing. Make it as ideal settings for grammar learning.
- 6) The rule of appropriacy. All of these criteria should be interpreted based on the student's level, needs, interests, expectations, and learning styles.

c. Techniques in Teaching Grammar

Teaching grammar is the way to teach grammar and demonstrate how a language functions in actual use. There are two strategies that may be applied to teach grammar, they are deductive and inductive. According to Thornbury, a deductive approach begins with an explanation of the core assumptions and then it is applied to specific situations. In contrast, an inductive approach begins with a few examples from which the rule can be inferred (Thornbury, 1999).

In other hand, as stated by Bezusa and Samoylyukevych in 2020 there are four techniques that can be applied in teaching grammar in their paper such as follow (Bezusa & Samoylyukevych, 2020).

1) Using Song and Poems

The use of songs in teaching grammar can provide an alternative classroom activity such as in listening, speaking, writing and reading abilities. This method can made students feel enjoy and relax with atmosphere in classrom. Meanwhile poems contextualize a grammar lesson effectively. It is serve as an unique tool for practicing a specific grammatical structure, in particular structure , such as jazz chants.

2) Using Games

The use of games in teaching grammar is to attract students interest to study grammar. If students instructed to understand a structural patterns and have to use them in daily life, they feel it is difficult task. It will make them feel burdened. Therefore, teachers can use games to overcome their difficulty.

3) Using Story Telling

One of the modifiable methods that can be used as a practical and organic grammar teaching tool is storytelling. Contextualizing grammar and sentence structure points can produce in amusing and entertaining stories.

4) Using Another Media

The use of media can help to kindle the learning interest of students. The technology of computer tools like internet, ICT, social media, application or video clips can help students to interact with materials. In the Covid-19 Pandemic 1 years ago, media can be used as an educational tool to present materials. Teachers should be innovative in order to help students develop their skills through provide learning-oriented content that will attract to students. Although they are learning online, the teacher should concentrate on their development learning (Aenun Muthoharoh; Alisa Zumrotul 'Ulya, Euis Nawangsari; Salamatus Riska Fatin; Maulana Mualim, 2022)

d. The Step in Teaching Grammar

According to Widodo in his journal, there are some steps that teacher can used to teaching grammar in the class(Handoyo Puji Widodo, 2006):

1) Building Up Student's Knowledge of The Rule or Rule Initiation

The planned procedure begins with some direct questions and concept sentences in which the grammar item to be taught is highlighted. These activities are designed to increase students insight of the grammatical items taught. At this point, teacher mustask students to respond to the questions orally. This can boost student's confidence in communicating with the grammatical item the students have learned.

2) Aims To Elicit The Functions of The Grammatical Item Taught Accompanied With Examples

This step aims to provide students with proper description of how the language focus has been used so they are able to apply it appropriately in communicative settings. The teacher directly tellsthe students some components of the sentence, such as the verb form and regularly utilized time signals.

3) Focuses Upon Familiarizing Students With Grammatical Item in Use

In this step, the teacher offers some tasks, checks for student comprehension, and encourages active student participation. To summarize in third step, a sequence of exercises aimed toward form-function exposure provided students with multiple chances to become familiarized with functions and forms.

4) Checking Students Comprehension or Rule Activation

At this step, the teacher evaluates student comprehension to determine whether the students have comprehended what they have been taught. The evaluation can take the form of sentence construction. It is used to have students apply the grammatical concept learned productively rather than receptively. In this case, the students must work collaboratively.

5) Expanding Student's Knowledge or Enrichment

The last step focuses on increasing the student's understanding of the grammatical item being taught. Other activities are used by the teacher in this case to reinforce some concepts and even to relate new ones. The teacher allows students to work independently and can assign homework or assignments based on activities or tasks from the lesson.

e. Difficulties in Learning Grammar

According to Ameliani in her research on 2019, there are some students difficulties when learning grammar (Ameliani, 2019) :

- 1) Most students agree that grammar is the most difficult subject. Because they are confused about how to arrange phrases and words in reference to grammar.
- 2) Other difficulties that students commonly faced include making sentences or paragraphs that related to tenses. They made a mistake in properly using tenses.
- 3) Almost the students have difficulties as choosing suitable verbs.

They do not always employ the correct tenses, which makes the sentence meaningless.

3. Teaching Media

Commonly, teaching media is the tools that may be used by teachers to deliver the materials to their students when learning process. In other hand, it can be used to reach the learning goals. In other word, media is all aids or tools which should be used by teacher and learner to attain certain education objectives (Egerton, 2011). It is lined with Ruis and Waluyo statement, which learning media is all the things that includes materials and facilities that will be used by the teacher to carry out the instruction and facilitate the achievement of students goals in learning process (Ruis & Waluyo, 2009). The facilities may included traditional materials such as whiteboards and black board, pamphlets, charts, slides, overheads, real objects, flash cards and videotapes or films. Other materials and new methods such as by using computer, DVD, CD-ROM, internet, and interactive video conferencing. It means, with the many tools will be made students interest to tried when learning English subject.

4. ICT (Information and Communication Technologies)

a. Definition

The term of ICT means Information Communication Technology, and it is often used about computers technology in schools. On the other hand, ICT refers to all technologies that can store, retrieve, modify, transmit, or receive information in digital form (Arnell, 2012). Furthermore, ICT is defined as the application of technology that has many aspects that are beneficial in people lives. In trade, business, science, and social media, for example. They also used it not only at work but also in their daily lives as a manner of living. To summarize, ICT was regarded as one of the important technological tools that can be widely used by all people in their daily lives (Setiawan et al., 2021).

b. ICT in Teaching Grammar

Currently, the use of ICT in teaching is not new information for teachers and students. The presence of technology helps a lot to facilitate teachers in preparing materials, conducting learning and evaluations. Teaching grammar with technology often occurs not only in software programs, specifically made for language learning but communicative or learning technologies that are accessible for various purposes (Bikowski, 2018).

5. Quizlet Application

a. Definition of Quizlet

Quizlet is a free website that provides students with learning tools such as flashcards, study, and game modes. This app also offers free study tools for people of all ages that can be used both inside and outside of the classroom, with friends. This application, on the other hand, is accessible via iOS and Android software. Quizlet is a digital flashcard application that provides picture cards that can be accessed via electronic devices such as smartphones to assist learners in memorizing the form and meaning of words (Sari, 2019).

b. Quizlet in Teaching Grammar

Quizlet was developed to give benefit for teachers and students when learning grammar subject. Teachers could monitor their students work and also provide feedback as student's progress from lower to more advanced level thinking skills. Grammar in Quizlet aimed to boost grammar acquisition through the creation of grammar-related study sets (Jentia et al., 2019)

As many people know, learning grammar takes a long time to understand and master. Students could carry out grammar learning activities in a tension sense because they are charge of their own learning, which is especially beneficial for non-native speakers. Quizlet Grammar also allows students to learn collaboratively by permitting them to create flashcards together. Because it can be

accessed through use of smartphone or website, this application can also be used outside the classroom.

c. History of Quizlet

According to Durratul Khikmah's journal research, Quizlet was created in 2005 from a student from a California high school and his name was Andrew Sutherland. This application developed specifically from his personal experience while learning French. Following that, in January 2007, this application was made available to the general public through a website (Hikmah, 2019). Then, Quizlet was released as an ios mobile application in August 2012. In August 2013, Quizlet was released for Android mobile users. It means this application already more easy to access in some medium (Siti Ismahani, 1968).

d. How To Use Quizlet

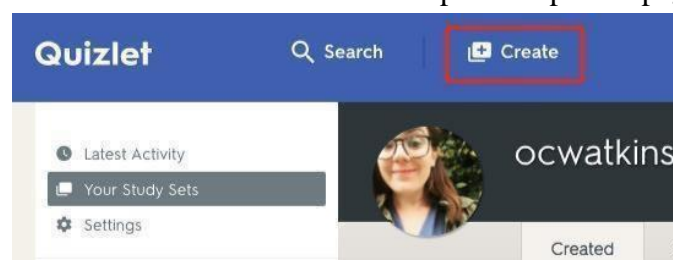
There are several steps How To Use Quizlet for students and teacher (College, 2017) :

1) Register Quizlet Account

- a) To sign up for Quizlet, visit <https://quizlet.com>.
- b) Select the Sign Up option.
- c) To finish the registration process, follow the instructions on the screen.

2) Creating Quizlet Study Set

- a) Started with select **Create** at the top of our profile page.



Picture 2.1 Click Create Button

b) After that, it will take to the *Create a new study set page*



Picture 2.2 Create a New Study Set Page

c) After inserting terms and definitions, Quizlet enables the teacher to input terms, definitions, and pictures into individual study sets.



Picture 2.3 Create a Class

3) Create a Class

- a) In most recent activity section, choose Create a Class. Enter the name and description of the class.
- b) Uncheck the box below the class description if the teacher does not want students to be permitted to contribute their own study sets or invite new members.
- c) Continue typing school name, then select the correct school name from the list.
- d) Select Create Class

4) Add Students Into The Class

The teacher or instructor can enroll students in the course by choosing one of the two options mentioned below:

- a) Select the "Add Members" button.
- b) Share the class join link with the students.

e. Using Quizlet in The Classroom

There are some way of Quizlet application that can be used in the classroom activity as follow (Steidinger, 2017):

- 1) An interactive learning activity (Quizlet Live) in the traditional classroom.

Students use their computer, tablet, or smartphone to join the game at <https://quizlet.com/live> when a teacher creates one from a selected study set (by entering the game's "join code"). For Quizlet to create a team, which is chosen at random by the system, six participants (i.e., students) must be present. A team must restart the quiz from the beginning if they respond wrong to a question. As a result, the program prioritizes accuracy over speed. Team members must coordinate with one another before responding to each question because each player will be given a separate set of answer options. The interaction that develops during game play will improve student comprehension and information exchange (Steidinger, 2017).

- 2) A learning object for an online learning activity or for students to study

To enable students to engage with course information using any of six study modes, instructors can embed study sets into a course management system (LMS) or website (i.e., flashcards, write, spell, test, match, and gravity). When a Quizlet study set is integrated into the LMS, the software enables learners to select from any of the six activities, allowing them to customize their learning. These educational tools can be used by students to learn new material or prepare for tests (Steidinger, 2017).

f. Advantages and Disadvantages of Quizlet

There are some advantages and disadvantages by using Quizlet Application such as following (College, 2017) :

1) The Advantages of Quizlet

- a) It offers as a memorization tool to aid student learning.
- b) Quizlet provides various learning modes, including four studymodes and two study games.
- c) It permits students to communicate their work with classmates and groups.
- d) There is no requirement to download the application.
- e) It is accessible through mobile devices and a website.

2) The Disadvantages of Quizlet

Some flashcards made by other users might give misleading or wrong information. Be aware that the sets are user created (like all things Web 2.0), it is might include inaccurate information and can be a problem in ownership of works. Even though Quizlet can be accessed flexibly, but to access it needed internet connection.

B. Previous Studies

Based on the multiple sources related to this research, there are some publications and previous research that correlate with this research subject.

The First is the study stated by Yusuf Yuliyanto dan Nur Rokhmah Fitriyatiin in 2019, in their conference proceeding entitled Boosting Students' Interest In Learning Grammar By Using Quizlet. After analyzing tdata based on the questionnaire sheets that had been distributed, the result shows that the participants mostly said that Quizlet is helpful to help them. It can be said Quizlet will be able to increase the students' grammar mastery because the students will be

more engaged in learning due to its interactive interface. The similarity with this research is using Quizlet in learning grammar. The difference is in the method and object of the research. The research by Yulianto and Fitriyati used a qualitative approach, while this research used a quasi-experimental design. The object of their research is students of semester 2nd and 4th from the English Department of Tidar University, meanwhile on this research is the eleventh-grade senior high school students (Yuliyanto & Fitriyati, 2019).

The second on Hastuti's thesis in 2021 has conducted a research entitled Utilizing Learn English Grammar Mobile Application in Improving the Student's Grammar at SMP Negeri 14 Palopo. The major goal of this study is to find out how to utilize the Learn English Grammar mobile application and the student's responses to the Learn English Grammar mobile application in improving the student grammar at SMP Negeri 14 Palopo. The similarity with this research is the focus on the utilization of using applications in learning grammar. The difference in the method and object of the research. A research by Hastuti used classroom action research, while this research used a quasi-experimental design. The object of her research in the ninth grade of junior high school students, meanwhile on this research in the eleventh grade of senior high school students (Hastuti, 2021).

The third is a thesis by M. Rizky Setiawan in 2020, entitled The Effectiveness of Quizlet Application in Enhancing Senior High School Students' Motivation and Vocabulary Achievement. This study aimed to examine the effectiveness of Quizlet Application in enhancing students' vocabulary mastery and motivation. The similarity with this research is by using Quizlet as a learning media, using the quasi-experimental method, and the object is senior high school students. The difference is in the location of focus, that the research by Rizky focuses on students' motivation and vocabulary

achievement, while this research focuses on teaching grammar (Setiawan et al., 2021)

The fourth is a journal article that has been done by Cynthia, Evie, Francisca, Tujang, and Melor in International Invention & Innovative Competition (InIIC) journal entitled Quizlet: Putting Grammar in Educational Apps. This action research investigated the effectiveness of educational apps (Quizlet) in improving students' grammar. The findings revealed that both primary and secondary school pupils showed positive improvements in their grammar after the intervention. The similarity with this research is on the location focuses on grammar, using pre-test and post-test as data collection, and using the Quizlet application as media. The difference in the object of the research. The object of this research in this research is senior high school students, while their objects are primary school students and secondary school students (Jentia et al., 2019).

The fifth, a thesis that has been done from Siti Ismahani in 2020, entitled The Effect of Quizlet Application on The Vocabulary Mastery of Students in Class VII Mts Al-Washliyah Bah Gunung 2020. This study aims to determine the effect of Quizlet application on the students vocabulary mastery that observed and researched at Mts Al-washliyah Bah Gunung. The study by Siti Ismahani has similarities with this research; both use an experiment design and use Quizlet application. The difference are in focus of the skills, that research by her is focused on vocabulary mastery, while this research is on grammar mastery. Another difference are in subject of the research. This research subject in eleventh- grade students of senior high school, meanwhile her research in seventh-grade students (Siti Ismahani, 2020).

C. Hypothesis

According to Sugiyono, definition about hypothesis is a short-term answer for the formulation of a research problem. Which is the formulation of issue in the form of a research question (Sugiyono, 2013).

Based on background of the study as explained, hypothesis in this research are :

H₀: Null Hypothesis, there is no significant effect of Quizlet in teaching grammar.

H_a: Alternative Hypothesis, there is any significant effect of Quizlet in teaching grammar.

If the result from each test is similar or higher than critical value of $\alpha=0.05$, therefore the null hypothesis (H₀) is rejected because there is a significant effect of Quizlet Application in teaching grammar at eleventh grade students of SMA Negeri 1 Bantarsari, Cilacap Regency.

While, if the result lower than the critical value of $= 0.05$, the null hypothesis (H₀) is accepted, indicating that there is no significant effect of Quizlet Application in teaching grammar to eleventh grade students of SMA Negeri 1 Bantarsari.

CHAPTER III

RESEARCH METHODOLOGY

This section discusses all research methods and explains the research process to answer the research topic that is described in chapter one. This chapter is divided into sub-chapters. They are research type, research place and time, data collection techniques, and data analysis methods.

A. Type of The Research

This study applied quasi-experimental research at eleventh grade students at SMA Negeri 1 Bantarsari, Cilacap Regency. As a sample of research, this study used two classes: experiment class and control class. The experiment class was given Quizlet application, while the control class did not receive any treatment. The aim of this quasi-experiment study was to examine the effectiveness of Quizlet in teaching grammar at eleventh grade students of SMA Negeri 1 Bantarsari Cilacap.

B. Time and Location of The Research

This research was conducted in SMA Negeri 1 Bantarsari Cilacap Regency. It is located at K.H. Syarbini Street, No. 2 Bantarsari. This research was held from 10 August until 30 September 2022, in the academic year 2022/2023.

C. Population and Sample of The Research

The population of this research was the eleventh-grade students of SMA Negeri 1 Bantarsari, Cilacap Regency in the academic year 2022/2023 which consist of 172 students from five classes; XI MIPA 1, XI MIPA 2, XI MIPA 3, XI IPS 1, and XI IPS 2. Purposive sampling was applied to select the sample, that included classes with similar academic scores. Those following factors were considered in the purposive sampling technique:

1. In eleventh grade populations, students receive material based on the same curriculum, with the same qualification of teachers.
2. Students are the subject of research at the same level.
3. The age of the students in the class is relatively the same.

In addition, this research used pilot study that needed a trial class to test the instrument validity and XII MIPA 3 was chosen as trial class. Therefore, this study used XI MIPA 2 as experiment class, XI MIPA 3 as control class, and XII MIPA 3 as a trial class.

Table 3.1 The Population of The Research

| Class | Population |
|-----------|------------|
| XI MIPA 1 | 34 |
| XI MIPA 2 | 35 |
| XI MIPA 3 | 35 |
| XI IPS 1 | 34 |
| XI IPS 2 | 35 |
| Total | 172 |

Table 3.2 Sample Of The Research

| Description | Class | Sample |
|------------------|-----------|--------|
| Experiment Class | XI MIPA 2 | 35 |
| Control Class | XI MIPA 3 | 35 |
| | Total | 70 |

D. Variable of The Research

In this study used two variables, they are experiment variable and non experiment variable. The experiment variable was the experiment class (XI MIPA 2) that given treatment by Quizlet Application, while non experiment variable was the control class (XI MIPA 3) that did not received treatment.

E. Techniques of Data Collection

In this research to collecting the data used :

1. Test

The pre-test was a multiple choice test that consist of 15 questions adopted from the midterm exam and competency test on student worksheets. The allocation time for test was 25 minutes. The pre-test activity was held on August 8, 2022 in control class (XI MIPA 3) at

13.15 until 13.40. Then, in experiment class (XI MIPA 2) was conducted a pre-test on August 9, 2022 start from 15.45 WIB until 16.10 WIB.

After conducting pre-test, the experiment class was given the treatments for 3 meetings that coordinated with their schedule. During learning process, students allowed to operate their smartphone to acces Quizlet application, but only when the teacher give the instruction to started open the Quizlet Application. In several meetings, they studied about these materials as showed in table 3.3 below:

Table 3.3 The Material

| Meeting | Material |
|-----------|---------------|
| Meeting 1 | Passive voice |
| Meeting 2 | Passive voice |
| Meeting 3 | Passive voice |

The post test has given to experiment and control class after the treatment was finished. Post test activity was held on September 29, 2022 in control class (XI MIPA 3) at 16.00 – 16.25. Meanwhile, post test in experiment class (XI MIPA 2) was held on September 30, 2022 at 15.45 – 16.10.

2. Instrument Testing

This study used a pilot test, pre-test and post test to test the instrument. Those instruments to collect data that were analyzed regarding the effectiveness of Quizlet Aplication as medium on teaching grammar.

a. Validity Test

The validity test was carried out at SMA Negeri 1 Bantarsari Cilacap Regency by being tested on 30 students in class XII MIPA 3. The validity test was carried out on each test instrument, the pre-test validity test and post-test validity test using same standard. The type of question is multiple choices with 35 questions each other.

The reason for choosing XII MIPA 3 as trial class, because this class is one grade above the research's subject and have received the material first. Another reason, this class has an academic score that is relatively same as the research subject. To find out whether the instrument validity is valid or not, the results of validity test must be compared with the r_{table} on statistics. The r_{table} for 35 students with a significance level of 5% (0.05) is 0.3610. Validity test of items in this study using the product moment formula from Pearson:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

r_{xy} : correlation coefficient

N : number of subjects

X : score the question that looking for validity

Y : total score

XY : multiplication of the score of the question and the total score

XX^2 : sum of squares of item scores

XY^2 : sum of squares of item score

After find out score of r_{hitung} , next step is compare the score of r_{hitung} , and r_{table} with 5% (0,05) significance level. If the value of r_{hitung} , $> r_{table}$ value, it means that the data is valid. Meanwhile, if the value of r_{hitung} , $< r_{table}$, it means the data is not valid. The results of validity test that have been carried out using product-moment formula that supported by IBM SPSS V 25 software for windows.

Table 3.4 Validity Pre Test

| No | Number of Question | Description | N |
|-------|---|-------------|----|
| 1 | 2,3,4,7,8,10,12,14,15,16,18,19, 20, 21, 23, 24, 27, 28,29,30,31,32,33 | Valid | 25 |
| 2 | 5,6,9,11,13,17,22, 25, 26,34. | Invalid | 10 |
| Total | | | 35 |

From the result of validity pre test, it calculated from 35 items of multiple choice questions that related to grammar material there ten (10) items are invalid because the value of $r_{\text{hitung}} < r_{\text{table}}$. The invalid items that should not use are number 5,6,9,11,13,17,22, 25, 26, and 34. There are 25 items of valid items can be used as pre test instrument. The detail of result validity pre test attach in appendixes sheets.

Table 3.5 Validity Post Test

| No | Number of Question | Description | N |
|----|---|-------------|----|
| 1 | 1,2,3,5,6,7,8,10,14,15,16,18,19, 20, 21, 22, 24, 25, 27, 28, 29,30,31,32,33,34. | Valid | 26 |
| 2 | 4,9,11,12,13,17,23, 26, 35. | Invalid | 9 |
| | | Total | 35 |

The result of validity instrument post test, from 35 items of multiple choice questions that related to grammar material, there are nine (9) items are invalid, because value of $r_{\text{hitung}} < r_{\text{table}}$. The invalid items that should not use are number 4,9,11,12,13,17,23, 26, and 35. In conclusion, there are 26 valid items that can used as the test instrument post test to the respondents. In addition, the detail of result validity instrument of post test attach in in appendixes sheets.

b. Reliability Test

The use of reliability test is to determination of instrument tests in revealing the respondent's phenomenon even though it is carried out at different times. According to Ghozali, reliability test was measured by using Cronbach's Alpha (α) if the results shows > 0.60 , it is reliable (Ghozali, 2011).

The test criteria as follows:

- 1) If the value of Cronbach's alpha > 0.6 , then the research instrument is reliable.
- 2) If the value of Cronbach's alpha < 0.6 , then the research instrument is not reliable.

The following alpha formula that usually used to calculate the reliability test :

$$r_{11} = 1 - \frac{V_s}{V_r}$$

r_{11} = instrument reliability

V_r = variant of respondent

V_s = leftover variant

Table 3.6 Indicator of Reliability Test

| r Value | Categories |
|-------------------------|------------|
| $0,0 < r_{xy} \leq 0,2$ | Very Low |
| $0,2 < r_{xy} \leq 0,4$ | Low |
| $0,4 < r_{xy} \leq 0,6$ | Moderate |
| $0,6 < r_{xy} \leq 0,8$ | High |
| $0,8 < r_{xy} \leq 1,0$ | Very High |

The value of r_{11} obtained was consulted with a significant level of 5%. The instrument assumed reliable if the value of $r_{11} > r_{table}$. For multiple choice test, r_{table} was obtained from 30 respondents with a significance level of 5% (0.05 which the r_{table} is 0.361. It means, the r_{hitung} of pre test must be higher than r_{table} (0.361) is reliable.

Table 3.7 Result of Reliability Test Pre-Test

| Reliability Statistics | | | |
|------------------------|--|---------|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | r-table | N of Items |
| 0.872 | 0.873 | 0.361 | 35 |

Based on the table result of reliability test, it can be concluded the instrument multiple choice in this study is reliable, because score of $r_{\text{hitung}} > r_{\text{table}}$ which is $0.873 > 0.361$. It can be concluded, the category of reliability pre test is very high reliable because r_{hitung} is 0.873 ($0,8 < r_{xy} \leq 1,0$ is very high).

Table 3.8 Result of Reliability Test Post-Test

| Reliability Statistics | | | |
|------------------------|---|---------|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items (r-hitung) | r-table | N of Items |
| 0.663 | 0.661 | 0.361 | 35 |

Based on the result table of reliability test, it can be concluded the instrument multiple choice in this study is reliable, because the value of $r_{\text{hitung}} > r_{\text{table}}$ which is $0.661 > 0.361$. Therefore, the category of reliability in post test is high reliable because 0.661 was categorized high reliable ($0,6 < r_{xy} \leq 0,8$).

F. Techniques of Data Analysis

Pre-test and post-test result used to analyze the effectiveness of Quizlet Application in teaching grammar. This research supported by IBM SPSS V 25 for windows to assist data analysis techniques.

The data analysis techniques that used are :

1. Normality test

Normality test used to measure ordinal scale data, intervals, and ratios. It is useful to determine whether data that obtained is normally distributed or not. The basis for decision making is, if the value of $r_{\text{hitung}} > r_{\text{table}}$, then H_0 is rejected. If value of $r_{\text{hitung}} < r_{\text{hitung}}$, then H_0 is accepted. The Statistical hypothesis that used are (Nuryadi et al., 2017):

H_0 : sample is normally distributed

H_a : the data sample is not normally distributed

To analyse the graphical normality assessment, this research was supported by IBM SPSS V 25.

2. Homogeneity test

Homogeneity test is a statistical test procedure that is intended to shows two or more groups of sample data come from population which has same variance and similarity. The calculation of homogeneity test can be done in various ways and this study supported by software IBM SPSS V 25 to calculate the homogeneity test (Nuryadi et al., 2017).

3. Hypothesis

To find out the significant difference score between class that given Quizlet application as a treatment and class without treatment, by comparing the result from pre- test and post test result. The hypothesis will be stated as the following: The Effectiveness of Quizlet Application in Teaching Grammar at Eleventh Grade Students of SMA Negeri 1 Bantarsari Cilacap.

On the other hand, this research used Paired sample T-test to analyze the data. Paired sample T-test is one method of testing the hypothesis where data that used is not independent (Nuryadi et al., 2017). Paired sample T-test was applied to compute the differences between the result of pre-test and post-test in both classes.

According to Nuryadi, the basis of decision paired sample t-test is divided into two (Nuryadi et al., 2017):

- a. If the value of Sig. (2-tailed) $<$ Research Alpha (0.05), then H_0 is rejected and H_a is accepted.
- b. If the value of Sig. (2-tailed) $>$ Research Alpha (0.05), then H_0 is accepted and H_a is rejected.

CHAPTER IV

FINDINGS AND DISCUSSION

The research data, analysis, and discussion are presented in this chapter. The pre-test and post-test were used to gather data. To analyze the data in this study, the Paired Sample and Independent Sample T-tests were applied. Several points related to the results and discussions will be presented in this case.

A. Findings

1. Data Description

The data collected during the research, presented in the findings section. The purpose of this research was to determine how effective Quizlet application was as a media to teaching grammar. This study used quasi-experiment design in SMA Negeri 1 Bantarsari Cilacap. The Populations in this study were students in eleventh grade students. The sample was selected by a purposive sampling technique and consist of 35 students from XI MIPA 2 as the experimental class and 35 students from XI MIPA 3 as the control class. The first step to collect data, this research did pre test in experimental and control class. After did a pre test, the next step was given treatment in experimental class by using Quizlet application and in control class without any treatment.

After collecting data from both groups, this study used pre-test and post-test to analyze the data, which is facilitated by IBM SPSS V 25 software for Windows. The software was also employed to compute several scores, such mean, standard deviation, minimum score, maximum score, and paired sample T-test. The Independent Sample T-test was used in another test to determine the difference between the control and experiment groups. Based on data that had been collected during the study, the table as showed in table 4.1 below:

Table 4.1 The Result of Pre-Test and Post-Test

| NO | EXPERIMENT CLASS | | CONTROL CLASS | |
|-------------|------------------|--------------|---------------|--------------|
| | PRE TEST | POST TEST | PRE TEST | POST TEST |
| 1 | 64 | 84 | 40 | 80 |
| 2 | 16 | 56 | 16 | 60 |
| 3 | 20 | 48 | 44 | 64 |
| 4 | 44 | 80 | 44 | 60 |
| 5 | 60 | 84 | 40 | 56 |
| 6 | 72 | 88 | 44 | 76 |
| 7 | 24 | 64 | 76 | 80 |
| 8 | 16 | 60 | 68 | 76 |
| 9 | 56 | 84 | 52 | 64 |
| 10 | 52 | 64 | 52 | 80 |
| 11 | 64 | 80 | 40 | 72 |
| 12 | 56 | 76 | 44 | 84 |
| 13 | 44 | 64 | 44 | 88 |
| 14 | 64 | 92 | 68 | 80 |
| 15 | 52 | 84 | 40 | 60 |
| 16 | 60 | 88 | 72 | 80 |
| 17 | 48 | 80 | 60 | 76 |
| 18 | 50 | 64 | 84 | 88 |
| 19 | 56 | 76 | 32 | 60 |
| 20 | 20 | 68 | 52 | 68 |
| 21 | 60 | 88 | 44 | 68 |
| 22 | 44 | 64 | 40 | 76 |
| 23 | 40 | 64 | 40 | 60 |
| 24 | 24 | 76 | 36 | 68 |
| 25 | 40 | 60 | 48 | 72 |
| 26 | 56 | 84 | 52 | 80 |
| 27 | 52 | 80 | 48 | 60 |
| 28 | 44 | 64 | 48 | 64 |
| 29 | 48 | 84 | 64 | 76 |
| 30 | 52 | 80 | 32 | 68 |
| 31 | 36 | 60 | 28 | 44 |
| 32 | 44 | 80 | 48 | 88 |
| 33 | 44 | 76 | 36 | 76 |
| 34 | 16 | 60 | 48 | 64 |
| 35 | 64 | 88 | 60 | 80 |
| Mean | 45.77 | 74.06 | 48.11 | 71.31 |

a. Pre Test and Post Test in Control Class

The pre-test did on August 8 , 2022 in XI MIPA 3 as the control class while the post test did on September 29,2022. The result in this class that without any treatment in learning activity as showed in following table :

Table 4.2 The Result of Pre-test and Post-test Control Class

| No | Statistic | Control Class | |
|------------------------------|-----------|---------------|-----------|
| | | Pre Test | Post Test |
| 1 | N | 35 | 35 |
| 2 | Minimum | 16 | 44 |
| 3 | Maximum | 84 | 88 |
| 4 | Mean | 48,11 | 71.31 |
| 5 | Median | 44 | 72 |
| 6 | Mode | 40 | 80 |
| Mean different = 23.2 | | | |

From the table 4.2, there are 35 data from pre-test and post-test results in control class. The first data from pre-test results, showed that mean score only 48,11. It means, the students got low mastery in learning grammar because the minimum criteria score was 75. The median was 44, while mode was 40. The second data from the post-test, there are 35 data. It shows that mean score only 71.31 and it was categorized the students had increased score but not too high. The median was 72, while mode was 80.

Based on pre-test and post-test scores, mean differences as much 23.2. It means there increased scores as much 23.2 from pre test to post test. Other differences from minimum score in pre-test was 16 and maximum score was 84. Meanwhile, minimum score in post-test was 44 and maximum score was 88.

b. Pre-Test and Post-Test Experimental Class

Pre-test did on August 9, 2022 while post test did on September 30, 2022. The result in experimental class that given treatment applied Quizlet Application as media in learning activity as the following table :

Table 4.3 Result of Pre-test and Post-test Experiment Class

| No | Statistic | Experiment Class | |
|-------------------------------|-----------|------------------|-----------|
| | | Pre test | Post test |
| 1 | N | 35 | 35 |
| 2 | Minimum | 16 | 48 |
| 3 | Maximum | 72 | 92 |
| 4 | Mean | 45.77 | 74.06 |
| 5 | Median | 48 | 76 |
| 6 | Mode | 44 | 64 |
| Mean different = 28.29 | | | |

From table 4.3, there are 35 data from pre-test and post-test results in experimental class. The first data from pre-test result, showed that mean score was 45.77. It was categorized that students got low mastery in learning grammar, because the minimum criteria score was 75. The median was 48, while mode was 44.

The second data from the post-test result, there are 35 data. It showed that mean score was just 74.06. it was categorized the students had increased score but still not get minimum criteria score (KKM 75). The median was 76, while mode value was 64.

From pre test and post test result in experimental class, the mean differences was 28.29. It means , in this class had increased scores as much 28.29 from pre test to post test. Other differences from minimum score in pre-test, was 16 and maximum score was 72. On the other hand, the minimum score in post-test was 48 and maximum score was 92. It can be concluded, after given the treatment by using Quizlet

Application, the result in experimental class had higher result than in control class.

2. Inferential Statistics

a. Normality

In this study, normality test was analyzed by using IBM SPSS V 25 software for windows. The hypothesis for normality test formulated as below:

H₀ : the data are normally distributed

H_a : the data are not normally distributed

The criteria of acceptance or rejection of hypotheses for normality test are as follows :

H_a is accepted if sig. $\alpha > 0.05$

H_a accepted if sig. $\alpha > 0.05$

The result of normality test was analyzed in program computer SPSS V 25 for windows, as follow :

Table 4.4 Result of Normality

| | | Tests of Normality | | | | | | |
|-------|--------------------------------|--------------------|---------------------------------|------|------|--------------|------|------|
| | | CLASS | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | | Statistic | Df | Sig. | Statistic | df | Sig. |
| SCORE | PRE TEST EXPERIMENT (EC) | .169 | 35 | .012 | .916 | 35 | .011 | |
| | PRE TEST EXPERIMENT (EC) | .184 | 35 | .004 | .918 | 35 | .013 | |
| | PRE TEST CONTROL (CC) | .163 | 35 | .019 | .954 | 35 | .149 | |
| | POST TEST CONTROL (CC) | .160 | 35 | .024 | .948 | 35 | .099 | |
| | | | | | | | | |

From the result tests normality in table above, showed the result probability score of statistics in experimental class and control class were higher than significant level 5% (0.05). it means can be assumed if data meets assumption normal distribution, because higher than > significant level of 5% (0.05). Therefore, this result can be use for the further test.

b. Homogeneity

A homogeneity test used to determine whether the data obtained from both groups have homogeneous variance or not. This homogeneity test used pre test and post test data in both sample classes. In this test used IBM SPSS V 25 for windows and levene statistic.

Table 4.5 Result Homogeneity Test of Variances

| Test of Homogeneity of Variances | | | | | |
|----------------------------------|--------------------------------------|------------------|-----|--------|------|
| | | Levene Statistic | df1 | df2 | Sig. |
| Pre test | Based on mean | .742 | 1 | 68 | .392 |
| | Based on median | .606 | 1 | 68 | .439 |
| | Based on median and with adjusted df | .606 | 1 | 67.852 | .439 |
| | Based on trimmed mean | .740 | 1 | 68 | .393 |
| Post test | Based on mean | .034 | 1 | 68 | .854 |
| | Based on median | .079 | 1 | 68 | .780 |
| | Based on median and with adjusted df | .079 | 1 | 55.321 | .780 |
| | Based on trimmed mean | .040 | 1 | 68 | .842 |

From the table, significance level of homogeneity in pre-test was $0.392 \geq 0.05$. This data indicated mean score of pre-test in experiment and control class was homogeneous. Meanwhile the significance of homogeneity in post test was $0.854 \geq 0.05$. It was indicated that mean score of post test in the experimental class and the control class was homogeneous. The conclusions, the results in experimental class and control class were homogeneous.

c. Paired Sample T-Test

In this research, the first data was obtained from the control class without treatment and the second data from the experimental class that was given a treatment by using quizlet application. The results of Paired Sample T-test in control class that calculated by IBM SPSS V 25 software for windows are presented in tables below:

Table 4.6 Result Paired Samples Statistics Control Class

| Paired Samples Statistics | | | | | |
|---------------------------|--------------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | pre test cc | 48.11 | 35 | 14.108 | 2.385 |
| | post test cc | 71.31 | 35 | 10.380 | 1.755 |

The statistic table of paired sample statistic shows the descriptive value of each variable in the paired samples. The mean score of pre test is 48.11 from 35 data and the distribution of data (Std. Deviation) is 14.108 with standar error mean (Std. Error Mean) is 2.385.

Meanwhile, mean score of post test is 71.31 from 35 data and the distribution of data (Std. Deviation) is 10.380 with standar error mean (Std. Error Mean) 1.755. Based on the result that previously explained, it can be assumed if results in post test is higher than pre test results.

Table 4.7 Result of Paired Sample Test in Control Class

| Paired Samples Test | | | | | | | | | |
|---------------------|----------------------------|--------------------|----------------|-----------------|---|--------|--------|----|-----------------|
| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | pre test cc - post test cc | -23.200 | 11.794 | 1.994 | -27.251 | 19.149 | 11.637 | 34 | .000 |

An analysis of the result above, it showed if value of Sig. (2-tail) was $< \text{Alpha}$ which $0.000 < 0.005$. It means , H_a is accepted and H_0 is rejected. There was an increased score from pre test to post test in control class. However, in SMA Negeri 1 Bantarsari Cilacap has set an indicator of student learning success with a minimum score of 75 (based on KKM).

Based on the following calculations, the results in control class before and after treatment as showed in table 4.8 :

Table 4.8 Percentage Score Pre-Test and Post-Test Control Class

| Class | Pre Test | | Post Test | | N |
|---------|----------|------------|-----------|------------|----|
| | Complete | Incomplete | Complete | Incomplete | |
| Control | 2 | 33 | 17 | 18 | 35 |
| | (5.8%) | (94.2%) | (48.6%) | (51.4%) | |

From the table, there was an increase in percentage of completeness from 5.8% in the pre-test and 48.6% in post test. In contrast, incompleted column showed there was a decreased score from students result were originally categorized as incomplete was 94.2% down to 51.4%.

Table 4.9 Result of Paired Samples Statistics Experiment Class

| Paired Samples Statistics | | | | | |
|---------------------------|--------------|-------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre Test EC | 45.77 | 35 | 15.664 | 2.648 |
| | Post Test EC | 74.06 | 35 | 11.453 | 1.936 |

The result of paired sample statistic in experiment class, showed the descriptive value of each variable in the paired samples. The mean score of pre test was 45.77 from 35 data and the distribution of data (Std. Deviation) was 15.664 with standar error mean (Std. Error Mean) was 2.648

Meanwhile, mean score of post test was 74.06 from 35 data and the distribution of data (Std. Deviation) was 11.453 with standar error mean (Std. Error Mean) was 1.936. Based on the result in experiment class that previously explained, it means the result of post test in experiment class was higher than pre-test.

Table 4.10 Result of Paired Sample Test Experiment Class

| Paired Samples Test | | | | | | | | | |
|---------------------|----------------------------|--------------------|----------------|-----------------|---|---------|---------|----|--------------------|
| | | Paired Differences | | | | | T | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pre Test EC - Post Test EC | -28.286 | 9.800 | 1.656 | -31.652 | -24.919 | -17.076 | 34 | .000 |

Based on analysis result paired sample test in experiment class, valued of Sig. (2-tailed) < alpha. The results from Sig. (2-tailed) is 0.000 < 0.05. It means, H_a is accepted and H_0 is rejected. There was an increased score from pre-test to post-test in experiment class. Based on the following calculations, results in experiment class before and after treatment by using Quizlet Application as follows:

Table 4.11 Percentage Score Pre Test and Post-Test Experiment Class

| Class | Pre Test | | Post Test | | N |
|------------|-----------|--------------|-------------|-------------|----|
| | Complete | Incomplete | Complete | Incomplete | |
| Experiment | 0 (0%) | 35 (100%) | 21 (60%) | 14 (40%) | 35 |

From the table percentage score in experiment class, showed there was an high increase in percentage of completeness which from 0 % in pre-test to reach 60% in post test. In contrast, to the incompleted column there was a decrease score of students were originally categorized as

incomplete was 100% down to 40%. It means there was an effect after given the treatment in this class but not too high..

Table 4.12 Indicator of Media Effectiveness Level

| Achievement Level | Categories |
|-------------------|--------------------|
| 85-100% | Very effective |
| 75-85% | Effective |
| 55-75% | Less effective |
| 0-55% | Not effective |
| <20% | Very not effective |

Based on the result analysis that previously explained, the effectiveness of Quizlet Application in the experiment class was reached 60%, it mean less effective categorized. Even though it less effective, the hypothesis is accepted because there was an effect but not too high on students learning outcomes from pre-test to post-test scores in experiment class.

d. Independent Samples T-test

Independent Sample T-test used to determine the differences mean of two populations/groups independent data. The basis decision Independent Sample T-test is divided by two as follows (Nuryadi et al., 2017) :

1. if $t_{count} > t_{table}$ significantly different (H_0 rejected)
2. if $t_{count} < t_{table}$ Not significantly different (H_0 accepted)

The results of Result of Group Statistics of pre-test calculated by IBM SPSS V 25 software for windows are presented in this table 4.13 below:

Table 4.13 Result of Group Statistic Pre-Test

| Group Statistics | | | | | |
|-------------------|------------------|----|-------|----------------|-----------------|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| learning outcomes | Experiment Class | 35 | 45.77 | 15.664 | 2.648 |
| | Control Class | 35 | 48.11 | 14.108 | 2.385 |

According to the table, it can be seen that mean score of pre-test in experiment class was 45.77 and the mean score of pre-test control class was 48.11. Mean difference between both classes had little differences, it can be inferred that students understanding in learning grammar are relative same because both classes are homogeneous and same level ability.

In Levene's Test for quality of column variances have significance value of 0.392 ($p > 0.05$). It showed that two of variances were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test must be based on equal variance assumed.

Table 4.14 Result of Independent Samples Test of Pre-Test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| learning outcomes | Equal variances assumed | .742 | .392 | -.657 | 68 | .513 | -2.343 | 3.563 | -9.453 | 4.768 |
| | Equal variances not assumed | | | -.657 | 67.269 | .513 | -2.343 | 3.563 | -9.455 | 4.769 |

Table 4.15 Result Group Statistic of Post -Test

| Group Statistics | | | | | |
|-------------------|---------------|----|-------|----------------|-----------------|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| Learning Outcomes | Experiment | | | | |
| | Class | 35 | 74.06 | 11.453 | 1.936 |
| | Control Class | 35 | 71.31 | 10.380 | 1.755 |

According to table result group statistic of post test, mean score in control class is 71.31 and mean in experiment class is 74.06. Therefore, mean score of students learning outcomes about grammar materials in experiment class is higher than control class.

Table 4.16 Result Independents Sample of Post Test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| learning outcomes | Equal variances assumed | 1.171 | .283 | 1.050 | 68 | .298 | 2.743 | 2.613 | -2.471 | 7.956 |
| | Equal variances not assumed | | | 1.050 | 67.353 | .298 | 2.743 | 2.613 | -2.472 | 7.957 |

From table 4.21, result independents sample test of post test, Levene's Test for quality of column variances have significance value of 0.283 ($p > 0.05$). It showed that the two of variances were homogeneous, then the use of variance to compare the population mean (t-test for Equality of Means) in t-test based on equal variance assumed.

3. Hypothesis testing

To find out the significant difference score between class that given Quizlet application as a treatment and class without treatment, by comparing the result from pre- test and post test result, this research used Independent T-Test of testing the hypothesis. From the table result of paired sample test in both classes, the sig. 2 tailed was $0.000 < 0.05$. As related to the basis for decision making in the independent t-test, it can be concluded that H_0 is accepted and H_a is rejected. In relation on the table of independent t-test of post test, sig. 2 tailed was $0.298 > 0.05$, as the basis for decision making in the independent t-test, it can be concluded that H_0 is accepted and H_a is rejected. Therefore, it was no significant difference between mean students learning outcomes in control class and experiment class.

B. Classroom Treatment

There were 3 meetings for did the treatment that focuses in passive voice materials. Before the treatments given to the students, this this research prepare the lesson plan, teaching material and Quizlet application that will be used as new media. In experiment class, before given the quizlet application, this research setting the materials in Quizlet application. The first create teacher account, made a class for experiment class, prepare class code to the students, insert passive voices materials by using flashcard features and finishing all flashcard as much needed. First meetings, was explained about Quizlet application, create students account and joined class code. Next steps, give explanation about how to used this application and introduce some features in this application.

Then, started the materials by showing all flashcard one by one and explained the materials about passive voice. After that, students asked to click learn (mempelajari) features, the researcher explained how to try it and the students tried each other on their smartphone. After that, students asked to try "match" features. In this features, the flashcard will be set to random

position and the students have to answer the question correctly. If students can answer it correctly, the flashcard will be correct match. On the other hand, for ice breaking time the teacher play live quiz features that displayed by lcd projector and students stand by with their phone. In this section, students divided with their classmate seat did a game together. This quiz still used same flashcard as like in match features but in different way to reminder students understanding about the materials that already explained. The students who active in the class and got higher score when did a live quiz usually given a reward. In the next meeting, still used same steps and sometimes mix the features according to class conditions.

Meanwhile in control class that without any treatment, the steps are prepare the lesson plan and teaching material. In this class also had 3 meetings. The differences are, in this class mostly used students handbook, presented material by power point and displayed by lcd projector. Teaching method as like explained materials, try active class with asked students to answer the questions, did ice breaking time and give task to the students. The students who active the class will be get a reward from the researcher. In the next meeting still used same method. After finished the treatment in experiment and control class.

C. Discussion

From the data analysis that had been done, the purpose of this study is to find out if any significant effect of using Quizlet application in teaching grammar at eleventh grade students of SMA Negeri 1 Bantarsari Cilacap Regency. The use of Paired Sample T-test is to know there any significant or not from difference result on student outcomes after studying grammar materials between before and after received the treatment using Quizlet Application. The descriptive analysis of the processed data was described used paired sample statistics. The average score of pre test as shown in mean table which in control class was 48.11 and post-test was 71.31. The respondents in control class as much 35 students.

In experimental class, the average score as showed in paired sample statistics of pre test is 45.77 while post test is 74.06 with same respondents as much 35 students. Based on explanation of two statistic table of paired samples, both classes had little differences mean score of pre-test scores as much 45.77 in experiment class and 48.11 in control class. Therefore, the mean (average) of pre-test and post-test in both classes can be assumed there was a difference. It can be seen in experiment class from, 45.77 was increased as much 28.29 to 74.06. While in control class increased as much 23.2 to 71.31. It means that there was an increase in mean score for both classes and mean difference as much 5.09 point. In short, mean score in experiment class is higher than control class.

This result was agreement with Dizon's research in 2016, which showed that the students' mean score in post test conducted after using Quizlet Application is higher than those mean scores in pre test before using Quizlet Application. It means that Quizlet Application can support the students' score enhancement also can improve students learning outcomes (Dizon, 2016). From the results of the descriptive analysis were confirmed by testing the hypothesis with the Paired Sample T-test, in control class and experimental class, the sig value was obtained. (2-tailed) of $0.000 < 0.05$. It means that H_a is accepted and H_0 is rejected because there is any effect of using Quizlet in experiment class after given the treatment. As previously stated, there is a significant difference between average (mean) score before treatment and average (mean) score after treatment in experiment class and did not treatment in control class.

The difference between t_{count} and t_{table} in control class and experiment class, there was effect value in experiment class which is higher than the control class. It can be referred that the class which had received the treatment, got more effect than the class that did not received any treatment. The data also supported by the completeness percentage in achieving score in the post test control class from just 2 % to 48.6% completeness. Meanwhile in experiment class from 0% to 60% completeness.

Based on previously statement, the students got any improvement score. In relation with some expert the use of Quizlet Application can be applied in teaching grammar. This statement related with Jentia's research in 2019, which stated Quizlet Application it enables teachers to create intended learning content according to students grammar proficiency and students are able to enhance their grammar proficiency accordingly to the pace and time of their learning (Jentia et al., 2019). The output of independent sample t-test that had obtained, the value of sig. Levene's test for equality of variances t_{hitung} is higher than t_{table} . Which in pre test is 0.657 and in post test 1.050 ; $1.050 > 0.657$. It means, there was a difference average of post test scores in control class and experiment class which in post test is higher than pre-test.

In SMA Negeri 1 Bantarsari Cilacap had minimum score which was 75 in English subject. Referred to the result in both classes that mean score of post test in control class just 71.31 and in experiment class is 74.06, it means did not get the minimum score. In other hand, from the analysis of the results of increasing mastery of learning outcomes test above, the effectiveness of Quizlet Application in the experiment class was 60% which category mean is still less effective.

This research found some reason why this application after treatment for some meetings still less effective because some factors. First, this study had limited time for applied this application. It made students did not get maximum results and experience with this application. Other factors, started from result of pre-test both classes were quite low score and after treatment still did not get significant result. Then, sometimes students suddenly had bad signals when practiced this application. As consequence when practice it need more time.

Even though there was no significant effect, it can be seen students get increased score while not too higher. It means, this application as learning media still can help students to learn english subject. On the other hand, even though in this research,quizlet still less effective, there are some the implementation of Quizlet Application as a new alternative media

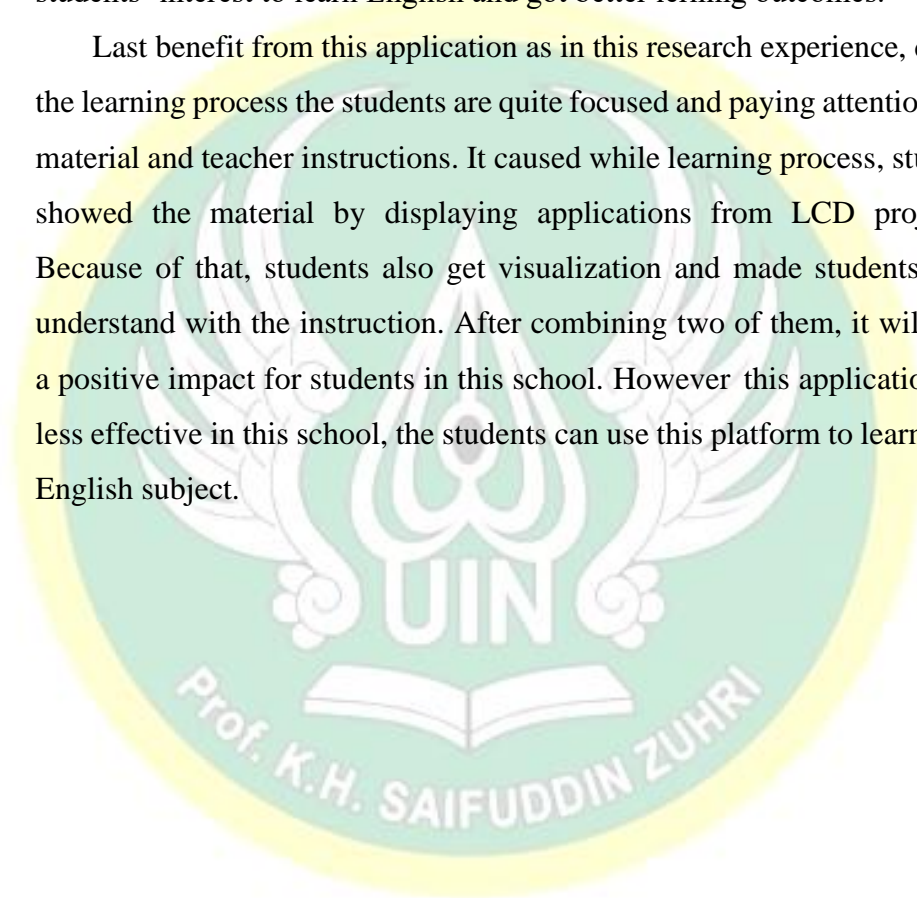
that made students got better score. The first, students got more interest in learning activity. It because during the learning process they were enthusiast to try features on QuizletApplication. As it explained by Arnell in her journal, stated from students' perspective that ICT-based online flashcards (better known as Quizlet) canhelp students memorize the materials easily. It is because Quizlet aplicationequipped with many features that made it easy for the students(Arnell, 2012) .

Other things that already found through Quizlet application, made students happy in learning process and they did not feel monotonous while learning process. It caused they used Quizlet Application in learning process which is never they tried before. It is supported with the statement from Jentia, Evi, Francisca, and Melor in 2019, that the effect of using Quizlet will allow positive behavioural changes among the students and they can learn in new fun way and engaging way especially learning also in outside the classroom (Jentia et al., 2019). It is lined with the explained from Yulianto and Fitriyati on 2019, that the interactive interface in Quizlet Aplication will be comfy students and made they for not assuming if grammar as a boring subject (Yuliyanto & Fitriyati, 2019).

Another benefit from using this application, the teacher can monitoring their students worksheet and give feedback in their learning progress from lower level thinking skills to higher level thinking skills. The example can be seen when students tried live quiz feature ,the teacher can be seen how students progress while they do the assignment there from begin until end. It means, using Quizlet Application can enables teachers to create intended learning content according to the students grammar proficiency Another advantages from this application is, the teachers be able to utilise new alternative media in learning process (Jentia et al., 2019). Because of that, it can be assumed Quizlet Application should be applied as innovative way in teaching grammar as part of using other media (Bezusa & Samoylyukevych, 2020).

In this research, it was also found that the implementation of quizlet as a learning media made the students motivated in learning activity, because during the lessons they were enthusiast dan active to finish their instruction from the teacher. As it explained by Dwinalida and Riza Afifah in their research that there was the correlation between learners' motivation and language learning strategies (Riza afifah & Khairunnisa dwinalida, 2022). The use of strategy in learning target language can be an aspect to influence students' interest to learn English and got better lerning outcomes.

Last benefit from this application as in this research experience, during the learning process the students are quite focused and paying attention with material and teacher instructions. It caused while learning process, students showed the material by displaying applications from LCD projector. Because of that, students also get visualization and made students more understand with the instruction. After combining two of them, it will have a positive impact for students in this school. However this application still less effective in this school, the students can use this platform to learn other English subject.



CHAPTER V

CONCLUSION, IMPLICATION, LIMITATION, AND SUGGESTION

This section presents the conclusion, implications, and some recommendations based on the results as below :

A. Conclusion

The purpose of this study was to determine the effectiveness of the Quizlet Application in teaching grammar to eleventh grade students at SMA Negeri 1 Bantarsari, Cilacap. The quantitative data revealed that the students performed well on the post-test. The data was obtained by comparing the pre-test and post-test mean scores, which were then calculated using IBM SPSS V 25 for Windows. If that findings of the control and experiment classes were compared, it showed that students' comprehension in studying grammar after using Quizlet the classes scores had increased, but the experiment class's score was higher than the control class.

Based on the findings and discussion, it can be assumed that there was an effect but not significant effect on students' achievement after the class that was taught utilizing the Quizlet Application. It means this Application if applied especially in this school still less effective. Even though not significant, the result indicated after the Quizlet Application applied to teach grammar, the students got higher score than pre-test scores. On the other hand, this application still can use to as new alternative media to learn English subject.

B. The Implication of Research Result

1. Theoretical implication

The results showed that Quizlet Application made students got better score but not significant effect and still less effective applied especially in this school. Even though still less effective,

the implications between results of this study with the theory from Yusuf Yulianto and Nurul Rokhmah Fitriyati on 2019, their research are quite related, because the students get an increased interest in learning grammar and effected in their learning outcomes because of using Quizlet (Yuliyanto & Fitriyati, 2019).

2. Practical implication

The results of this research can be used to suggest to teachers to utilize online media when teaching English, especially grammar. The benefit of using this applications is that teachers might employ different media, particularly to increase student learning outcomes. Furthermore, teachers can make the learning process more fun. Another implication, the students can use Quizlet Application to learn other English subject.

C. Limitation of The Study

This research has limitations of the study, due limited time. In this research restrictions were made to suit the time allocation. This research only had 3 meeting that focuses in passive voice materials. Because of that, the treatment did not maximally and need more time.

D. Suggestions

1. For Teachers
 - a. The teacher's learning media and teaching method should be enhanced.
 - b. The teacher should be more adaptable and recognize what the students' need and developed interactive learning.
 - c. Teachers must be more effort and enthusiastic when teaching their students to get best learning outcomes.
2. For the School

The Quizlet Application could be used as one of the

media teaching English subjects and instead expanded to other topics. This media can attract students' interest and offer as a fresh alternative platform.

3. For Other Research

This research did not involve a variety of topics. It suggests that other research should conduct a study using some aspects in a related theme.



BIBLIOGRAPHY

- Aenun Muthoharoh1; Alisa Zumrotul 'Ulya; Euis Nawangsari; Salamaton Riska Fatin; Maulana Mualim. (2022). The Use of YouTube As A Medium for Teaching English Writing Skill During Covid-19 Pandemic. *Tarling : Journal of Language Education*, 5(2), 129–147. <https://doi.org/10.24090/tarling.v5i2.5748>
- Ameliani, A. N. (2019). *2019 Proceeding of 1 st Conference of English Language and Literature (CELL) Innovative Teaching of Language and Literature in Digital Era Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang*.
- Arnell, A. (2012). The use of ICT in the teaching of English grammar. *Linnaeus University School of Language and Literature*.
- Baqiatus Sallamah, I., & Husein As Sabiq, A. (2020). *Journal of Research and Innovation in Language Does Instagram as Learning Media Affect Students' Writing Skill on Recount Text?: An Experimental Research ARTICLE HISTORY* (Vol. 2, Issue 3). <http://ojs.journal.unilak.ac.id/index.php/>
- Bezusa, A., & Samoilyukevych, I. (2020). Innovative Techniques for Teaching Foreign Languages. *Теорія І Практика Навчання ...*, 6(11), 2018–2021. http://eprints.zu.edu.ua/30945/1/Збірник_студ_конф_2020_правка.pdf#page=31
- Bikowski, D. (2018). Technology for Teaching Grammar. *The TESOL Encyclopedia of English Language Teaching*, July, 1–7. <https://doi.org/10.1002/9781118784235.eelt0441>
- College, T. S. (2017). *Quizlet : Creating and Embedding Study Sets Creating a Quizlet Account Creating a Quizlet Study Set*. Educational Technology and Online Learning Texas Southmost College. <https://www.tsc.edu/>
- Egerton, H. E. (2011). Teaching Media. In *A Short History of British Colonial Policy*. <https://doi.org/10.1017/cbo9780511783319.020>
- Handoyo Puji Widodo. (2006). Approaches and procedures for teaching grammar. *English Teaching: Practice and Critique*, 5(1), 122–141.
- Hastuti. (2021). *Utilizing Learn English Grammar Mobile Application in Improving the Students ' Grammar At Smp Negeri 14 Palopo*. State Islamic Institute Of Palopo.
- Hikmah, D. (2019). Quizlet: A Digital Media for Learning Informatics Terms. *IJoEEL*, 01(01), 1–9.
- Jentia, C., Peter, A., Nisha, E., Sahathevan, A. / P., Lina, F., Tujang, A., Melor, &, Yunus, M., Engkilili, S., Ppd, / A, Antu, L., & Kaya, J. B. (2019). Quizlet: Putting Grammar in Educational Apps. *International Invention & Innovative Competition (InIIC)s*, 2, 174–178.

- Larsen-Freeman. (1982). Teaching Grammar. *World Englishes*, 2(2), 252–265. <https://doi.org/10.1111/j.1467-971X.1982.tb00530.x>
- Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). *Buku ajar dasar-dasar statistik penelitian*.
- Riza afifah, & Khairunnisa dwinalida. (2022). *The Effectiveness of Snowball throwing technique in teaching Grammar at Eighth Grade Students in SMP N 1 Gandrungmangu*. <https://www.e-journal.unper.ac.id/index.php/ALTICS>
- Ruis, N., & Waluyo, and M. T. (2009). *instructional media*. 1–25. <https://mmursyidpw.files.wordpress.com/>
- Sari, D. E. (2019). Quizlet: Aplikasi Pembelajaran Berbasis Smartphone Era Generasi Milenial. *Jurnal Pendidikan Ilmu Sosial*, 29(1), 9–15. <https://doi.org/10.23917/jpis.v29i1.8150>
- Setiawan, M. R., Pancoro, N., & Putro, S. (2021). *Quizlet Application Effect On Senior High School Students Vocabulary Acquisition*. 4.
- Siti Ismahani, Mp. (1968). *The Effect Of The Quizlet Application On The Vocabulary Mastery Of Students In Class VII Mts Al-Washliyah Bah Gunung*. State Islamic University Of North Sumatera Medan.
- Steidinger, K. S. (2017). *Using Quizlet in the Classroom*. <https://www.natcom.org/>
- Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.
- Thornbury, S. (1999). How To Teach Grammar. In J. Harmer (Ed.), *October* (Vol. 51). Bluestone Press.
- Yee Bee Choo, & Vivian Kwon. (2017). Using Multimedia Interactive Grammar to Enhance Possessive Pronouns among Year 4 Pupils. *Journal of English Education*, 2(1, June), 34–42.
- Yuliyanto, Y., & Fitriyati, R. (2019). Boosting Students' Interest In Learning Grammar By Using Quizlet. *ICoLLiT (International Conference on Language, Literature and Teaching)*, 2, 118–121.