



The Effect of Quizlet Live Mode On Students' Vocabulary Mastery in Procedure Text

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ABSTRACT

This study aimed to investigate whether using Quizlet Live mode in Quizlet Application for ninth-grade students of SMPN 4 SAMPAS affected the students' vocabulary mastery in procedure text. This study followed pre-experimental study using a pre-test and post-test with a single group design. The sample was IX C class students, consisting of 28 students that were taken through random cluster sampling. The analysis was carried out using both the pre- and post-test data, which were then analyzed using the t-test and effect size formulas. The finding showed that the t-test result was 16,36 and the t-table with a degree of freedom (df) 27 and a significance level of 0.05 was 2.052. This data showed that the t-test was higher than the t-table (16,36 > 2.052). It demonstrated that the alternative hypothesis was accepted and the null hypothesis was declined. In addition, the treatment's effect size score was 2.83, which was regarded as a strong effect. Referring to the study's findings, it can be inferred that the utilization of Quizlet's live mode had a considerable effect on the students' vocabulary mastery in procedure text.

Keywords: *Live mode; Procedure text; Quizlet Application; Vocabulary Mastery*

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ABSTRAK

Tujuan utama dari studi penelitian ini adalah untuk menyelidiki apakah penggunaan mode Quizlet Live pada Aplikasi Quizlet untuk siswa kelas sembilan SMPN 4 SAMPAS mempengaruhi penguasaan kosakata siswa dalam teks prosedur. Penelitian ini menggunakan penelitian pra-eksperimen dengan desain pre-test dan post-test kelompok tunggal. Sampelnya adalah siswa kelas IX C yang terdiri dari 28 siswa yang dipilih menggunakan teknik kluster random sampling. Analisis dilakukan dengan memanfaatkan hasil perolehan data dari pre-test dan post-test, yang kemudian dianalisa dengan menggunakan rumus uji-t dan ukuran efek. Temuan dari hasil studi menunjukkan bahwa hasil uji-t adalah 16,36 dan t-tabel dengan besaran derajat kebebasan (df) 27 dan taraf signifikansi 0,05 adalah 2,052. Data ini memaparkan bahwa nilai dari uji-t lebih besar dari nilai t-tabel (16,36 > 2.052). Hasil ini memperlihatkan bahwa hipotesis alternatif penelitian ini dapat diterima dan hipotesis nol nya ditolak. Hasil penelitian juga mengungkapkan bahwa skor ukuran efek perlakuan adalah 2,83 dan dikategorikan sebagai efek yang kuat. Berdasarkan temuan dari studi penelitian ini, dapat dinyatakan bahwa pemanfaatan mode Quizlet Live memiliki dampak pengaruh yang kuat terhadap penguasaan kosakata siswa didalam teks prosedur.

Kata Kunci: *Aplikasi Quizlet; Mode Live; Penguasaan Kosakata; Teks Prosedur*

INTRODUCTION

English has indeed been regarded as the first global language that is widely used on a worldwide scale. It has been used in all sectors of our lives, starting from politics, economics, law, industry, and even education. It is utilized internationally as the major instrument to facilitate people for communication purposes (Saraswati et al., 2021). It has become a must for people to master English to be able to help them in mastering diverse types of knowledge in this current era. Therefore, English has become an important language that must be taught to students in the classroom.

In the Indonesian context, English is not used as a second language but rather as a foreign language. People only use English in the classroom rather than using it in their daily activities; as a result, their English proficiency is low (Boy Jon et al., 2021). According to a survey on English Proficiency Index (EPI) carried out in 2021 by Education First (EF), Indonesia ranks 80th among 112 countries around the globe (Education First, 2021). It shows that the level of English proficiency in Indonesia is shallow. Yosintha (2020) also argues that Indonesian students' English proficiency is low. Hence, it becomes essential for teachers to be able to make their students master English.

To make students master English, students need to learn and master language skills. Students must demonstrate a good ability in listening, speaking, reading, and writing. Before being instructed in those four skills, students must be introduced to some basic language components, such as grammar, vocabulary, pronunciation, structure, and spelling (Berliani & Katemba, 2021). However, the students must master vocabulary first since it is essential for language learning. Teaching a language without words is complex since almost all human interaction depends on words (Susanto, 2017). Learning a language will be difficult if the learners do not study vocabulary (Berliani & Katemba, 2021).

Moreover, vocabulary is crucial to help the students to develop their language skills. It is in line with Setiawan and Wiedarti (2020), who argue that having sufficient vocabulary knowledge will help students comprehend a text and convey their idea clearly without miscommunication. Alqahtani (2015) further asserts that vocabulary significantly contributes to all language skills. Therefore, it emphasizes that students should first acquire vocabulary to assist them in developing their language skills (Berliani & Katemba, 2021).

However, a limited English vocabulary becomes one of the crucial issues EFL students face in learning English. According to Chemir and Kitila (2022), vocabulary acquisition is often a significant challenge for EFL learners in acquiring English as a foreign language. It is in line with Asyiah (2017), who states that in a country that learned English as a foreign language, teaching English often faces difficulties and challenges due to the lack of students' vocabulary. This problem leads the students to have difficulties comprehending a text. Consequently, many students do not know what the text they read is about.

Moreover, Hibatullah (2019) also argues that the problem of international EFL students learning English is indeed limited in English vocabulary. It impacts their communication in the target language, in which most students cannot communicate

their opinion. He further mentions that it happens because of students' bad attitudes toward learning English. As a result, there are a lot of challenges the students face.

A similar problem also happened to the ninth-grade students of SMPN 4 Sambas. Most of the students still have limited English vocabulary. It can be seen from the researcher's observation doing the teaching practice in that class. When the researcher asked the students to mention the ingredient's name in the teaching procedure text, they mostly did not know the name of the ingredients in English. They tended to mention the ingredients in Bahasa instead of English. Furthermore, most of the students also seemed to be passive during the class and shy to answer the questions. Hence, the teacher must pay attention to this problem since the teachers are responsible for introducing the students to several new vocabularies (Setiawan & Wiedarti, 2020). Therefore, the researcher assumed that the student's vocabulary in this class needs to be enriched interestingly.

Since the procedure text is one of the texts that should be learned and produced by the students, the researcher decided to focus on enriching the student's vocabulary in this text. Based on the basic competence of English lessons for ninth graders in the 2013 curriculum, students are required to be able to produce written and spoken procedural texts in the form of recipes, instructions, and manuals (Kemendikbud, 2013). This text includes objectives, ingredients, tools, and steps of the text (Widuri, 2019). In addition, students ought to be able to write lists of nouns in the form of materials or ingredients and action verbs for writing the steps (Prihatna & Nugroho, 2015). Therefore, the researcher only focused on teaching nouns and action verbs that students need in making procedure texts.

To assist students in learning vocabulary, teachers need to discover innovative and engaging ways of teaching. One of the ways is by incorporating technology such as mobile phones or smartphones into the classroom, known as Mobile Assisted Language Learning (MALL). Mobile phones can be a good way since most students nowadays are experts with this technology. It is a helpful tool for supporting language teaching inside and outside the classroom (Alhadiah, 2020). Moreover, adopting MALL in a classroom can create enjoyable learning activities, real-time interaction, and contextual learning opportunities to support students to adapt quickly to the learning activity (Mortazavi et al., 2021). The varied activities in MALL are responsible for engaging students in learning activities and stimulating their motivation in language learning (Saraswati et al., 2021). In addition, the integration of MALL can effectively enhance learners' vocabulary acquisition and learning experience for students with different levels of English proficiency since it can provide a lot of new activities that can be adapted to the students' characteristics (Ahmad et al., 2017). Therefore, integrating MALL into the learning process must be adopted to create a new learning environment and make the teaching and learning process more enjoyable and effective.

There are a lot of realizations of MALL in vocabulary learning. One of the most popular tools of MALL to learn vocabulary is Quizlet Application. According to Setiawan and Putro (2021), Quizlet is an online flashcard platform that provides students with visual flashcards that can be accessed on mobile devices to effortlessly recall the meanings of words. A Quizlet application is viewed as being one of the most effective tools for studying English vocabulary using online flashcards

(Hikmah, 2019). This application provides other features that can support students in learning vocabulary, like Learn, Write, Spell, Test, Match, Gravity, and Live modes (Anjaniputra & Salsabila, 2018). Nation (2013) argues that Flashcards allow students to instantly understand the interconnections between the form and word's meaning. It means that the use of flashcards in this application can be a way to help the students study the form of words and their meaning simultaneously. Setiawan and Wiedarti (2020) found that using the Quizlet Application effectively improved the students' motivation to learn vocabulary rather than not using it. This finding showed that Quizlet positively affects students' vocabulary learning. Hence, the researchers believed that using Quizlet application for vocabulary learning could positively affect students' vocabulary.

Some previous research has evaluated the implementation of Quizlet Application as a vocabulary-learning tool. The first study is a research conducted by Karlina (2019), which examined the implementation of Quizlet as a medium for increasing students' vocabulary using Flashcards, tests, and Gravity. The result showed a significant improvement in students' scores after using Quizlet Application with those modes. The second study was conducted by Setiawan and Wiedarti (2020), which examined the use of Quizlet Application toward students' motivation and vocabulary acquisition through Flashcards, Match and Test modes. The result revealed that Quizlet was effective in improving students' motivation and students' vocabulary achievement. The last research is a study conducted by Sanosi (2018), which aimed to examine the effect of Quizlet application on students' vocabulary acquisition using Learn, Flashcards, Gravity, and Live, Write, Test, and Match modes. The finding showed that the improvement in students' vocabulary acquisition was significant. These studies showed that Quizlet Application was effective in increasing students' motivation and students' vocabulary. The last study is research conducted by Muthumaniraja (2020) which aimed to know the effectiveness of Quizlet Live compared to the traditional method of reviewing vocabulary. This study was conducted classroom method with a questionnaire as the research instrument. This study revealed that Quizlet Live, one of the technological tools, can generate greater student engagement than the traditional one.

The four previous research above revealed that Quizlet Application positively affected students' motivation and vocabulary improvement. However, those studies have differences from this current research in terms of their method and purpose. Most of the studies used above primarily used classroom action research and examined the use of Quizlet using several kinds of modes. In this current study, the researcher relied on pre-experimental research that examined the effect of one particular mode, namely Live mode, on students' vocabulary mastery. Although the study from Muthumaniraja (2020) also studied the effectiveness of Live mode, this study did not apply statistical analysis to analyze the effect of Quizlet live mode on students' vocabulary acquisition. Therefore, pre-experimental research with statistical measurement to determine the effect precisely needed to be conducted.

Moreover, Quizlet Live mode's latest version has complete vocabulary learning activities. The students can learn vocabulary, play collaborative games, answer

quizzes, and review vocabulary. According to Wolff (2016), Quizlet Live can develop the students' vocabulary since it creates a new environment and provides collaborative learning activities. Collaborative learning is responsible for creating a big chance for every student to learn together and assist each other in comprehending the lesson (Al-Ahdal & Alharbi, 2021). Hence, every student, both lower and high-level learners, can support each other to understand the words together. It is similar to Al-Malki (2020), who reported that collaborative learning in Live mode made their students enthusiastic about learning together and able to rapidly expand their vocabulary. Therefore, this learning activity is responsible for creating a support system in transferring knowledge to each other to achieve successful learning (Al-Ahdal & Alharbi, 2021).

Besides, Quizlet's live mode is also integrated with the competitive game. In Classical live and Checkpoint activities, the students have to compete with each other in groups or individually to win the game as quickly as possible (Sanosi, 2018). This kind of activity stimulates students' engagement in learning (Anjaniputra & Salsabila, 2018; Muthumaniraja, 2020). Moreover, they will try hard to understand and memorize the words to win the game repeatedly (Al-Malki, 2020). Moreover, at the end of the game, there is a reviewing vocabulary activity that aims to evaluate which vocabulary they had been mastered or not yet (Wolff, 2016). Hence, this attractive game, equipped with reviewing activity, can create long-term memory when the students play the game to learn vocabulary (Al-Malki, 2020; Anjaniputra & Salsabila, 2018; Muthumaniraja, 2020). With these complete activities for learning vocabulary, the researcher assumed that the specific study to examine the effectiveness of this mode with the new activities needed to be investigated. Hence, the researcher sought to investigate whether using Quizlet Live mode significantly affected students' vocabulary mastery.

Because of the problem faced by students and realizing the complete activity in Live mode, the researcher was interested in investigating the effect of Live mode in Quizlet Application on students' vocabulary mastery in procedure text. The researchers opted to utilize a pre-experimental method with one group pre- and post-tests to examine the statistical impact of Live mode in the Quizlet application on students' vocabulary mastery. Therefore, this study attempted to address the following questions: (1) Does the use of Live mode in Quizlet Application for ninth-grade students of SMPN 4 SAMBAS affect students' vocabulary mastery in the procedural text? (2) If it does, how strong is the effect of using Live mode in Quizlet Application on students' vocabulary mastery in the procedural text? The result of this study hopefully could give reasonable consideration to selecting Live mode in Quizlet Application for learning vocabulary in the classroom.

METHOD

An experimental research design was employed to examine the treatment given in this study. According to Creswell (2014), experimental research aims to investigate whether or not a given treatment affects a particular outcome. In this research, the researcher aimed to determine whether the Quizlet Live mode treatment influenced students' vocabulary. Hence, the most appropriate design for examining this treatment was through experimental research.

According to Ary et al. (2012), there are lots of types of experimental design, particularly pre-experimental design, true experimental design, factorial design, and quasi-experimental design. Pre-experimental research design was employed in this study since the researcher attempted to examine the influence of the independent variable on the dependent variable without considering other factors that affect students' vocabulary beyond the classroom. It meant that the researcher only aimed to focus on examining the effect of Quizlet Live mode on students' vocabulary. Therefore, pre-experimental research was needed to be used for this study.

However, this study employed a pre-test and post-test design with a single group. There were two major reasons why the researcher adopted this particular design. The first reason was that the researcher focused on investigating the effect of the treatment on the students' vocabulary in one class only. The second reason was that the researcher sought to analyze the difference properly among students' test results both before and after the treatment was applied. Through the pre-test and post-test, the researcher needed to determine the students' basic English vocabulary and their final vocabulary, respectively. Thus, the researcher could analyze the impact of the treatment on students' vocabulary acquisition using these tests.

Research Population and Sample

The population of this study included all ninth-grade students enrolled in SMPN 4 SAMBAS in the first semester of the 2021/2022 academic year. The total number of students was 115, which was divided into four classes: IX A, IX B, IX C, and IX D. Random cluster sampling was applied to determine the sample of the study. According to Ary et al. (2012), if the population is too large and it is not easy to get a list of all member names, it is preferable to study and take the samples naturally in a cluster, known as random cluster sampling. In taking the sample, the sample selected is not an individual but a group of individuals who naturally come together (Ary et al., 2012). Hence, the researcher merely selected one group and took all the group members as the study sample. The name of clusters was written down on the rolls of paper, each paper was named based on the class name, and then they were selected randomly. The result was that the IX C class was selected as the sample. Hence, the sample was all IX C students, consisting of 28 students.

Technique and Tool of Data Collection

Measurement techniques were employed to determine the impact of treatments on the result of students' test scores. According to Blerkom (2009), measurement is a process of giving a valuable number to the subjects based on the degree representing their quality. It meant that measurement needed to be done to know the quality of students' vocabulary mastery of a system of numbers. The measurement was based on the results of the pre-test and post-tests administered to the students.

The test instrument was a vocabulary test composed of a pre-test and a post-test. The test questions focused on the list of nouns or ingredients and action verbs included in the procedural text. The test was divided into two types of questions: multiple choice questions and completions. The number of tests was 35 questions

that consisted of twenty-five multiple choice questions and ten completing sentences questions. For the multiple-choice questions, the students were asked to find the best answer that was appropriate to the context of the sentences. In completing sentence questions, students were asked to fill in the gap using appropriate action verbs in a sentence. The students were given forty-five minutes to do both tests. Before administering the treatment, the researcher conducted a try-out to ensure the quality of both tests. It was intended to examine the tests' validity, level of difficulty, discriminating power, and reliability.

Validity

Validity of an instrument is required for a test to examine precisely what it sets out to measure. According to Cohen et al. (2007), validity is the quality of an instrument to measure its intended goals. Content validity was employed by the researcher to validate the instrument. The purpose of content validity was to determine whether or not the instrument utilized was relevant to the topic's domain. To ensure that the content was relevant to the topic learned by students, the researchers formulated the instrument based on the specification table below:

Table 1. Table of Specifications

Vocabulary	Number	Total number
Noun	1, 3, 4, 5, 6, 7, 8, 9, 13, 17, 20, 23,	12
Verb	2,10, 11, 12, 14, 15, 16, 18, 19, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35	23

To validate whether the instrument had fulfilled the requirement of the excellent test or not, the researcher administered a content validation sheet to the three English teachers who are currently the teachers of the target school for more than 10 years. The content of the validation sheet was adapted from Basuki and Hariyanto (2015), which consisted of the content, construction, and linguistic aspects. The researcher revised the instrument based on the feedback from the teachers who acted as the validators of the instrument.

Based on the content validation sheet results, all the teachers agreed that the test items fulfilled the requirement of good items in terms of content, construction, and linguistics aspects. However, the first expert (T1) gave a note on the linguistic aspect, which suggested the researcher to revised the option in the post-test to use systematical and consistent alphabetical order and to use several consistent full stops in the gap of completing sentence questions. The second expert (T2) also suggested selecting one option and removing the similar possible answer for question 11 to prevent multiple answers on the item test. The researcher revised the instruments based on the suggestions above. To conclude, the researcher assumed that the instrument had already been valid since the test items were formulated based on the appropriate content in the specifications table and fulfilled the criteria of good items based on expert judgment. It was because the fundamental characteristic of content validity is primarily the result of logical analysis or evaluation by the content experts that evaluate whether the test had accurately represented the content of the test and good items or not (Ary et al., 2012).

Level of Difficulty

A test item can be considered a good item if the difficulty of the question is neither too easy nor too difficult. According to Blerkom (2009), a moderately difficult item might be regarded as the best item since it can distinguish between the students who have been well prepared for tests and those who are not. However, both easy and difficult items need to be integrated. Brown (2004) stated that the primary goal of easy items is to produce a sense of accomplishment in lower-performing students and to act as a starting exercise, but very hard items may be a task for the high-performing students to keep completing the test items.

The level of difficulty was analyzed using the level of difficulty formula as suggested by Gronlund (1993):

$$P=B/T$$

Descriptions:

P : Level of difficulty

B : The total number of students who correctly respond to the item.

T : The entire student participated in the test.

The classification of the level of difficulty of each item was based on these criteria:

Table 2. Level of Difficulty

Difficulty Level Index	Qualification
Minus - 0.29	Revised (R)
0.30 - 0.49	Difficult (D)
0.50 - 0.79	Moderate (M)
0.80 - 1.00	Easy (E)

(Gronlund, 1993)

Referring to the result of the difficulty level of pre-test, there were six items categorized as Easy (E), 23 items categorized as Moderate (M), and six items classified as Difficult (D). Besides, the post-test analysis demonstrated differences in test items classified as Easy, Moderate, and Difficult. In post-test, there were five items identified as Easy (E), 23 items categorized as Moderate (M), and eight items categorized as Difficult (D). Both analyses showed that no item had a level of difficulty under 0,3. Hence, it could be inferred that no item needed to be revised regarding its difficulty.

Discriminating Power

Test items must be capable of distinguishing between learners who have been properly prepared for testing and those who are not. To analyze the quality level of test items in differentiating the students who have good and bad scores, a discriminating power analysis needs to be conducted. The researcher used the formula proposed by Gronlund (1993) as follows:

$$DP = \frac{HG - LG}{\frac{1}{2} N}$$

Descriptions:

DP : Discriminating power

- HG : Upper group
 LG : Lower group
 ½ N : Half of the students in the upper and lower group

The classification of the level of discriminating power of each item was based on these criteria:

Table 3. Item Qualification

DP	Item Qualification
0.00 – 0.20	Poor and revised (R)
0.20 – 0.40	Sufficient (S)
0.40 – 0.70	Good (G)
0.70 – 1.00	Excellent (E)

(Gronlund, 1993)

Based on the data of discriminating power of pre-test, six items had sufficient quality (S), 24 items had good quality (G), and 5 had Excellent quality (E). Besides, through the analysis and interpretation of data of the post-test, it could be found that there are nine items had sufficient quality (S), 20 items were categorized as good quality (G), and six items had excellent quality (E). Both analyses showed that no item had a level of difficulty under 0,20. Hence, it could be concluded that no item had poor quality (needed to be revised) in differentiating the students' scores in the high and lower groups.

Reliability

A reliable test should be consistent in producing a similar result. Blerkom (2009) states that reliability is the consistency of an instrument to measure specific characteristics to produce a similar result. It is essential to measure the reliability of an instrument. To understand exactly the reliability of the test, the researcher employed a formula from Kuder Richardson (KR21). The formula is stated as follows:

$$Kr21 = \left(\frac{K}{K - 1} \right) \left(1 - \frac{M (K - M)}{K (SD)^2} \right)$$

(Ary et al., 2012)

Where:

KR 21 : Reliability coefficient of the instrument.

K : The number of test items.

M : the average test score.

SD : the standard deviation of the test score.

The standard deviation of the instruments was calculated using the formula from Ary et al. (2012, p.191). The formula is as follows:

$$SD = \sqrt{\frac{\sum x^2 - \left[\frac{(\sum x)^2}{N} \right]}{N - 1}}$$

Where:

SD : Standard deviation of the test scores

N : Number of students

$\sum x^2$: Total amount of the squared

$\sum x$: Total amount of the scores

The classification of the reliability of each of the tests was based on these criteria:

Table 4 Reliability Coefficient of The Test Score

Coefficient	Reliability of the test
<0.60	Unacceptably Low Reliability
0.60–0.69	Marginally/Minimally Reliable
0.70–0.79	Reliable
0.80–0.90	Highly Reliable
>0.90	Very Highly Reliable

(Cohen et al., 2007, p. 506)

Referring to the result of reliability for pre-test and post-test, the pre-test's reliability level was 0,79, and the post-test was 0,75. As stated by Cohen et al. (2007), the reliability of the test in the range of 0.70-0.79 can be categorized as "reliable". Therefore, it may be concluded that the items were reliable and can be applied to measure the student's vocabulary mastery in procedure text.

Data Analysis

The data collected were analyzed and examined through a number of process steps. The first step is to provide the score on both students' tests; the second step is to calculate the mean score of the tests; the third step is to determine the mean difference between the result of pre-test and post-test; the fourth stage is to determine the value of t-test and t-table; the fifth step is to examine the hypothesis by comparing t-test and t-table, the final step is to examine the size of the effect of the treatment. The t-test and effect size formulas were taken from Ary et al. (2012). The first research question was answered from the result of hypothesis testing with the criteria "Ha is accepted if t-test value is higher than t-table ($t\text{-test} > t\text{-table}$) and Ha is rejected if t-test is lower than t-table ($t\text{-test} < t\text{-table}$). In the end, the effect of the treatment was analyzed through the effect size formula to investigate how strong the effect of the treatment was on students' vocabulary mastery of procedure text.

FINDINGS

The result of students' mean scores for pre-test and post-test

Regarding the pre and post-test scores of students in class IX C, the total score achieved in the pre-test was 1774 and in the post-test was 2242. To get the test mean score, the researcher divided the data by 28, or the number of students who participated in the research. Based on the computation of the mean score, it was obtained that the average pre-test score was 62.29, while the post-test was 80.08. Based on the mean score classification, the student's scores on the pre-test were categorized as "average to good," while the post-test mean score was categorized as "good to excellent." The mean difference between pre-test and post-test was also significant; the mean difference was 17,79. This data demonstrated that the students' scores had an enhancement from the pre-test to the post-test.

The result of t-test

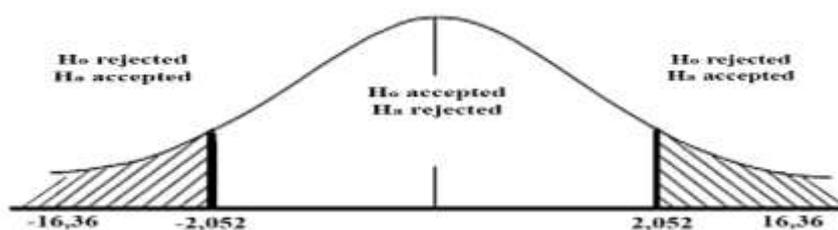
The analysis of the t-test on the students' scores was obtained using the t-test formula. However, to calculate the t-test, the researcher should calculate the different scores squared, then summed (D^2), and the difference scores summed then squared ($\sum D^2$). Based on the calculation, it was found that the score of different scores squared, then summed (D^2) was 9752 and the difference scores summed then squared ($\sum D^2$) was 8857. These two scores were inserted into the t-test formula to achieve the final t-test value.

From the result of t-test calculation, it was discovered that the result of the t-test of the treatment was 16,36. From the degree of freedom (df)=27, it was obtained that the t-table with significant (α) at level 0.05 and a level of confidence of 95% was 2.052. The data indicated that the t-test was greater than the t-table ($16,36 > 2,052$). It implied that the outcome of the test enhanced from pre-test to post-test.

Hypothesis testing

According to the hypothesis of this study, the alternative hypothesis is accepted if the value of t-test is significantly bigger than t-table ($t\text{-test} > t\text{-table}$), and the alternative hypothesis is declined if the t-test is smaller than t-table ($t\text{-test} < t\text{-table}$). The result of the t-test revealed that the score of the t-test was significantly greater than the t-table ($16,36 > 2.052$), at a degree of freedom (df)=27 and at a 95% confidence level and level of significance of 0.05 (5%). It indicated that H_a , which stated that "The use of Live mode in Quizlet Application for ninth-grade students of SMPN 4 SAMBAS affects the students' vocabulary mastery in procedure text" is accepted. Meanwhile, H_0 , which mentioned, "The use of Live mode in Quizlet Application for ninth-grade students of SMPN 4 SAMBAS does not affect the students' vocabulary mastery in procedure text", is rejected. Hence, it could be concluded that using Quizlet live mode for ninth-grade students of SMPN 4 Sambas affected their vocabulary mastery in procedure text. The figure of hypothesis acceptance can be seen as follow:

Figure 1. Hypothesis Testing



The effect size of the treatment

Since the results of the hypothesis testing indicated that H_a was accepted or the use of Quizlet Live for ninth-grade students of SMPN 4 Sambas affects students' vocabulary mastery in procedure text, the researchers needed to investigate how strong the effect arises as the result of the treatment. To investigate how strong the effect of the treatment was, the analysis of the size of the effect of the Quizlet Live mode was computed using the formula of effect size. The score of the t-test = 16,36

and the number of students = 28 were computed to obtain the significance of the effect.

From the computation of the formula, the result showed that the size of the effect obtained was 2,83. Referring to Cohen et al. (2007), treatment can be regarded to possess a strong effect if the value of effect size is greater than one (>1). Hence, it can be stated that the use of Quizlet Live mode for the ninth-grade students of SMPN 4 Sambas had a strong effect on students' vocabulary mastery in procedure text.

DISCUSSION

This study was conducted to investigate whether or not the use of Quizlet Live mode affected students' vocabulary mastery in procedure text. Based on the findings of the research, it was discovered that there were considerable differences in the pre-test and post-test results. The mean score of students on the pre-test was 62.90, while the mean score for the post-test was 80.08. It demonstrated an increment in students' achievement after adopting the Quizlet Live mode.

Referring to the t-test and t-table data, the t-test was more significant than the t-table ($16,36 > 2.052$). This comparison showed the effect of the treatment on the students' vocabulary. The effect test's size revealed that the effect's power was very strong. It could be concluded that the use of Quizlet live mode strongly affected students' vocabulary mastery. This finding indicated a similar result to Sanosi (2018), who found that the Quizlet application significantly impacted students' vocabulary acquisition. This finding was also consistent with Muthumaniraja (2020), who stated that the Quizlet live mode was effective in helping students in studying the vocabulary more deeply. Therefore, it can be assumed that Quizlet Live mode was effective and preferable for enhancing students' vocabulary mastery.

In addition to the improvement in the number of students' vocabulary, students successfully used the vocabulary in the proper context. This could be seen when students were asked to make procedural texts, and most could use all the vocabulary well. This happened after they successfully understood the meaning and concept of the vocabulary through Flashcards, which consisted of the form of words, meanings, and examples or the use of vocabulary in sentences. It was in line with Nation (2013), who stated that learning vocabulary through Flashcards that present the form, the meaning, and the words' example in sentences can help students learn the form of vocabulary, the meaning, and the use of vocabulary in the proper context. Hence, Flashcards in Quizlet that are equipped with meanings and the word used in sentences significantly impact students' vocabulary mastery.

Related to the implementation of Quizlet live in the classroom, the researcher assumed that there were several factors and reasons why the treatment impacted students' vocabulary. First, Quizlet live mode can stimulate students' enthusiasm in the learning process. It could be seen when students were asked to play collaborative games on the Classic activity. Most of the students participated actively in answering all the questions. They were very excited to compete with the other group in order to be the winner. This activity stimulates students' interest in learning the vocabulary more seriously. This is in line with Al-Malki (2020), who

found that competitive game in Quizlet is one of the factors that can make students more excited to learn vocabulary faster.

In addition, the collaborative game activity in Quizlet live mode can generate students' engagement to learn vocabulary together in a group. It could be seen when the students played the game; they supported and helped each other find the answer through their devices. Hence, students, both lower and high-level learners, can support each other in studying the words together. According to Al-Ahdal and Alharbi (2021), collaborative learning activity is responsible for creating a support system in transferring knowledge to each other to achieve successful and meaningful vocabulary learning. Hence, the students can understand and grasp the meaning and concept of vocabulary properly through discussion in the group.

Moreover, the vocabulary review activity might be responsible to strengthened students' vocabulary. It can be observed at the end of the activity where the students learned again what vocabulary they had not been able to answer yet. After the reviewing activity, the teacher checked the students' understanding by asking about all the vocabulary they had learned. Most of the responses showed that they were able to answer it well. It indicated that almost all of the students understood their vocabulary. It was in line with Al-Malki (2020) and Muthumaniraja (2020), who claimed that this attractive game equipped with reviewing activity was able to create long-term memory for students in learning new words. Therefore, repetitive activities by reviewing vocabulary at the end of the activity are good for creating long-term memory of all the words learned.

In addition to the result of this study, there were also some problems that researchers faced in this study. First, the researcher found that there were some students who still did not bring their smartphones during the lesson even though the teacher had instructed them. To overcome this, the researcher asked them to study in pairs with those who brought smartphones. Second, students tended to be noisy when they were looking for friends in their group when carrying out collaborative game activities. To overcome this, the researcher controlled the group members one by one. Third, the researcher had a limited time allocation since the school still applied two sessions in a day, so the learning time lasted only 45 minutes. To overcome this, the researcher coordinated with other teachers to request additional time for the lesson. When this was allowed, the learning process ran smoothly and successfully.

CONCLUSION

Referring to the findings and discussion of this study, it can be inferred that the implementation of Quizlet Live mode strongly affected students' vocabulary mastery in procedural text. It was supported by the increase in students' pre-test and post-test. The students' mean scores in both tests were enhanced from "average to good" to "good to excellent". Moreover, the use of Quizlet indicated a significant effect on students' vocabulary mastery. It was proven by the difference between the t-test (16,36) and the t-table with a degree of freedom of 27, which was (2.052). It demonstrated that the t-test value was assumed as greater than the t-table (16,36 > 2.052). Furthermore, the analysis of effect size revealed that the treatment had a strong effect on students' vocabulary. It can be observed through the result of

effect size computation, which was 2,83, which can be regarded as a strong effect ($2,83 > 1$). From this analysis, it could be concluded that the use of Quizlet live mode for ninth-grade students of SMPN 4 Sambas strongly affected their vocabulary mastery in procedural text. The findings of this research suggest that the ninth-grade English teachers at junior high schools can benefit from making use of Quizlet, which can be recommended to them. To determine Quizlet's efficacy, further researchers may choose to perform research on a subject identical to the previous one, but focusing on a different grade level.

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