

**THE EFFECTIVENESS OF QUIZLET ON EIGHTH-GRADE
STUDENTS' VOCABULARY MASTERY
AT MTSN 8 KEDIRI**

THESIS



BY :

**RISKA DWI NURAZIZAH
NIM. 21202117**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF KEDIRI
2025**

**THE EFFECTIVENESS OF QUIZLET ON EIGHTH-GRADE
STUDENTS' VOCABULARY MASTERY
AT MTSN 8 KEDIRI**

THESIS

Presented to :

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirements

For the Degree of *Sarjana* in English Language Education

BY :

**RISKA DWI NURAZIZAH
NIM. 21202117**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF KEDIRI
2025**

DECLARATION OF AUTHENTICITY

Name : Riska Dwi Nurazizah
Student's ID number : 21202117
Departement : English Language Education
Faculty : Tarbiyah
Title of Thesis : The Effectiveness of Quizlet on Eighth-Grade Students'
Vocabulary Mastery at MTsN 8 Kediri

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as a result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion on this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis of there is any subjection or claim from others.

This thesis is to fulfill the requirement for the degree of Sarjana (S1) in English Study Program, State Islamic Institute of Kediri.

Kediri, June 16th, 2025
The researcher



Riska Dwi Nurazizah
NIM. 21202117

APPROVAL PAGE

This is to certify that the *Sarjana's* Thesis of Riska Dwi Nurazizah has been approved by the Thesis Advisors for further approval by the board examiners.

THE EFFECTIVENESS OF QUIZLET ON EIGHTH-GRADE STUDENTS' VOCABULARY MASTERY AT MTSN 8 KEDIRI

By :

RISKA DWI NURAZIZAH
NIM. 21202117

Approved by :

Advisor I



Dr. Ary Setya Budhi Ningrum, M.Pd.
NIP. 198204302008012011

Advisor II



Dr. Dewi Nur Suci, S.S., M.Pd.
NIP. 198909142023212040

RATIFICATION SHEET

THE EFFECTIVENESS OF QUIZLET ON EIGHTH-GRADE STUDENTS' VOCABULARY MASTERY AT MTSN 8 KEDIRI

RISKA DWI NURAZIZAH
NIM. 21202117

Has been examined by the Board of Examiner of State Islamic Institute (IAIN) of
Kediri, on June 16th, 2025

1. Main Examiner

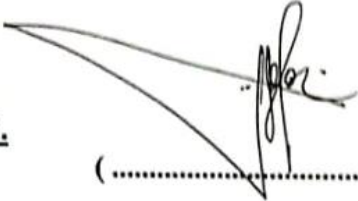
Drs. Agus Edi Winarto, M.Pd.
NIP. 196505272000031001



(.....)

2. Examiner I


Dr. Ary Setya Budhi Ningrum, M.Pd.
NIP. 198204302008012011



(.....)

3. Examiner II

Dr. Dewi Nur Suci, S.S., M.Pd.
NIP. 198909142023212040



(.....)

Kediri, June 16th, 2025

Acknowledged by Dean of Faculty of Tarbiyah
State Islamic Institute (IAIN) of Kediri



Prof. Dr. Hj. Munifah, M.Pd
NIP. 197004121994032006

MOTTO

“Don’t judge each day by the harvest you reap but by the seeds that you plant.”

-Robert Louis Stevenson-

DEDICATION

1. I express my deepest gratitude to Allah SWT for his mercies and blessings that enabled me to finish this thesis.
2. Prophet Muhammad Peace be Upon Him who has guided us from the Darkness into the light.
3. I am sincerely grateful to my beloved parents, Mr. Juwair and Mrs. Sudarmi, for their support, care, prayers, and all that they have done for me along the way.
4. I would like to express my gratitude to my sincere advisors, Mrs. Dr. Ary Setya Budhi Ningrum, M.Pd. and Mrs. Dr. Dewi Nur Suci, S.S., M.Pd. for their patience, guidance, and assistance in completing this thesis. Thank you very much for your help.
5. I would especially like to thank my dearest friends, Utih Syarwatin and Lily Sabrina, who encouraged and helped me through the challenging moments.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil 'alamiin. The researcher expresses sincere gratitude to Allah SWT for the strength, guidance, and opportunities that have enabled to finish this research. Peace and blessings are upon the Prophet Muhammad SAW, whose teachings guided the way from the darkness to the light. This thesis is presented to State Islamic Institute of Kediri in partial fulfillment of the requirements for the degree of Sarjana in the Department of English Language Education.

The researcher encountered many obstacles and challenges while conducting this research. She has received valuable support, encouragement, and suggestions from others. Without their assistance, it would not be possible to complete this thesis. The researcher also would like to thank to:

1. Dr. Wahidul Anam, M.Ag., as the Rector of State Islamic Institute of Kediri
2. Prof. Dr. Hj. Munifah, M.Pd., as the Dean of Education Faculty, State Islamic Institute of Kediri
3. Nur Afifi, M. App. Ling, Ph.D., as the Head of English Department, State Islamic Institute of Kediri
4. Dr. Ary Setya Budhi Ningrum, M.Pd. and Dr. Dewi Nur Suci, S.S., M.Pd., as my respectable advisors, for all the guidance, knowledge, suggestion, support, and pray.
5. Drs. Agus Edi Winarto, M.Pd., as my main examiner, for the helpful comments and suggestions which greatly improved the quality of this thesis.
6. Dini Istina Rohma, S.Pd. as the English Teacher of MTsN 8 Kediri for the help, direction, advice, and prayers.

7. All of the students VIII B and VIII C classes of MTsN 8 Kediri, who have been available to be the sample in my research.
8. All lecturers of State Islamic Institute of Kediri, especially of the English Department for their valuable thoughts and knowledge and English teaching for my study.
9. All of my friends from State Islamic Institute of Kediri have supported, helped, and understood each other until this thesis was completed.

The researcher realized that the research is still far from being perfect. Constructive suggestions and feedback from readers or other researchers interested in this study are highly appreciated.

Kediri, June 16th, 205
The Researcher

A handwritten signature in black ink, appearing to read 'Riska Dwi Nurazizah', with a horizontal line drawn underneath.

Riska Dwi Nurazizah
NIM: 21202117

ABSTRACT

Nurazizah, Riska Dwi. (2025). *The Effectiveness of Quizlet on Eighth-Grade Students' Vocabulary Mastery at MTsN 8 Kediri*. Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri

Advisor : (I) Dr. Ary Setya Budhi Ningrum, M.Pd. (II) Dr. Dewi Nur Suci, S.S., M.Pd.

Keywords : *Vocabulary, Quizlet, English Language Learning*

Vocabulary plays an essential role in enabling students to develop their English language skills. A lot of Indonesian learners struggle to understand English vocabulary. Some challenges that learners face are spelling words, grammatical forms, distinguishing between words with similar and different meanings, and idiomatic expressions. The teacher who has an important role in assisting students needs to identify the effective strategies to enhance students' interest and motivation during the learning lesson. To solve these problems, this researcher utilized Quizlet as a vocabulary learning tool. This research aimed to investigate the effectiveness of Quizlet on eighth-grade students' vocabulary mastery.

This research used a quantitative method with quasi-experimental design, which involves an experimental class and control class. The researcher employed Quizlet in experimental class and Quizizz in control class. The participants consisted of 60 students from MTsN 8 Kediri. Class VIII C as the experimental and class VIII B as the control class, consist of 30 students from each class. The research instrument was pre-test and post-test in a form of multiple-choices. The data was analyzed by using Mann-Whitney test through SPSS 22.

The results indicated that the mean pre-test score of the experimental class was 68.93, while the control class was 57.20. Following the treatment, the post-test mean score of experimental class was 81.47 and control class was 75.33. These findings show that the experimental class outperformed the control class. The Mann-Whitney test showed that the Sig. (2-tailed) is 0.046, which is less than 0.05 ($0.05 > 0.046$). It demonstrates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It implies that there is a significant difference between students who are taught using Quizlet and those who are taught using Quizizz in terms of students' vocabulary mastery. It can be concluded that using Quizlet is effective on eighth-grade students vocabulary at MTsN 8 Kediri.

TABLE OF CONTENTS

TITLE PAGE.....	i
DECLARATION OF AUTHENTICITY	ii
APPROVAL PAGE	iii
RATIFICATION SHEET	iv
MOTTO.....	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
ABSTRACT.....	ix
TABLE OF CONTENTS	x
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF APPENDICES	xiv
 CHAPTER I INTRODUCTION	 1
A. Background of the Study.....	1
B. Research Problem	5
C. Objective of the Study.....	6
D. Hypothesis.....	6
E. The Significance of the Study	6
1. The Students	6
2. English Teachers	7
3. The Further Researcher	7
F. Scope and Limitation	7
G. Definition of the Key Term	7
1. Vocabulary	7
2. Quizlet	8
3. Quizlet	8
 CHAPTER II LITERATURE REVIEW	 9
A. Vocabulary	9
1. The Definition of Vocabulary	8
2. Types of Vocabulary	10
3. Classification of Vocabulary	11
B. Quizlet	16
1. The Definition of Quizlet	16
2. Steps Using Quizlet	19
3. The Advantages and Disadvantages of Quizlet	22
C. Quizizz	23
1. The Definition of Quizizz.....	23
2. Procedure of Using Quizizz.....	24
3. Advantages and Disadvantages of Quizizz	28
D. Previous Study	28

CHAPTER III RESEARCH METHOD	31
A. Research Design.....	31
B. Variable	32
1. Dependent Variable.....	32
2. Independent Variable	32
C. Population and Sample.....	33
D. Instrument of the Study.....	34
1. Pre-Test.....	34
2. Post-Test	35
3. Validity	35
4. Reliability	37
E. Treatment Procedure	38
F. Data Collection.....	39
1. Pre-Test.....	40
2. Post-Test	40
G. Data Analysis	40
1. Normality Test	40
2. Homogeneity Test.....	41
3. Hypothesis Testing.....	42
CHAPTER IV FINDINGS AND DISCUSSION.....	43
A. Findings.....	43
1. The Result of Pre-Test	43
2. The Result of Post-Test.....	44
3. The Requirements of Hypothesis Testing.....	45
B. Discussion	48
CHAPTER V CONCLUSION AND DISCUSSION	51
A. Conclusion	51
B. Suggestion.....	52
1. For Students.....	52
2. For Teachers.....	52
3. For Further Research	52
REFERENCES.....	53
APPENDICES	58

LIST OF TABLES

Table 3.1 Research Design	31
Table 3.2 Sample of Research	33
Table 3.3 Blueprint of Pre-test	34
Table 3.4 Blueprint of Post-Test.....	35
Table 3.5 Output of Try Out Validity	36
Table 3.6 Instrument Reliability Category	37
Table 3.7 Reliability Result.....	37
Table 3.8 Treatment Procedure	38
Table 4.1 Descriptive Statistics of Pre-test	43
Table 4.2 Descriptive Statistics of Post-Test.....	44
Table 4.3 Normality Test.....	46
Table 4.4 The Result of Homogeneity Levene's Test	46
Table 4.5 Result of Hypothesis Testing	47

LIST OF FIGURES

Figure 2.1 Login Page of Quizlet.....	20
Figure 2.2 Features of Quizlet	20
Figure 2.3 Creating Flashcard	21
Figure 2.4 Flashcard Set.....	22
Figure 2.5 Quizizz Home Screen	24
Figure 2.6 Create Quiz	25
Figure 2.7 Choosing Type of Quiz	25
Figure 2.8 Multiple choice question.....	26
Figure 2.9 Final Display.....	26
Figure 2.10 Quiz is ready to be shared.....	27
Figure 2.11 Display of copy link to students	27

LIST OF APPENDICES

Appendix 1 Try-Out	59
Appendix 2 Pre-test.....	67
Appendix 3 Post-test	72
Appendix 4 Lesson Plan Experimental	77
Appendix 5 Lesson Plan Control	89
Appendix 6 Research Permit Letter	101
Appendix 7 Score of Experimental Class and Control Class.....	102
Appendix 8 Instrument Validity	104
Appendix 9 Documentation	107
Appendix 10 Curriculum Vitae	108