



IMPLEMENTATION OF THE USE OF QUIZLET BASED ENGLISH LEARNING MEDIA IN CLASS VIII OF MTS NURUL HUDA

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Abstract: Learning cannot be separated from the application and use of learning media. Quizlet digital flashcard media can be used as an alternative learning media to achieve learning objectives. The problems in this research are: (1) how to implement digital flashcard-based Quizlet learning media in English language learning at MTS Nurul Huda? (2) how to implement digital flashcard-based learning media Quizlet in English language learning at MTS Nurul Huda? (3) what is the impact of implementing digital flashcard-based learning media Quizlet in English language learning at MTS Nurul Huda. This study used qualitative research methods. Research location at MTS Nurul Huda. Data collection techniques in this research used several techniques, namely (1) direct observation, (2) in-depth interviews, (3) documentation. Analysis was carried out using an interactive analysis model. The data validity techniques in this research are technical triangulation and source triangulation. This research is limited to the implementation stage. The instruments in this research consisted of teacher and student interview guidelines. Student interviews/analysis, as well as teacher and student response questionnaires. Media data processing techniques show that the Quizlet flashcards developed obtained a percentage of 83% and 92% so they were included in the 'Very Eligible' category. The teacher and student response questionnaire also showed that the Quizlet flashcard about Degrees of Comparison received a positive response from teachers and students because the percentage of assessment of this media by teachers was 96% and by students was 88% in the 'Very Good' category. Therefore, Quizlet flashcards in the Degree Of Comparison material are suitable for use as an alternative medium for learning English.

Keywords: Implementation Flashcard Quizlet, Degree of Comparison, Learning English Language

INTRODUCTION

Learning is a communication process between teachers, students and student teaching materials which will not be successful without the help of tools or media for conveying messages. Therefore, teachers need to learn how to choose and use media that makes learning objectives more effective in the teaching and learning process (Nurdyansyah, 2019, pp. 45–46). This statement means that effective learning requires media that is selected and used appropriately by the teacher. Nurrita (2018, p. 172) also stated that learning media can foster students' interest in learning. Attractive media will be a stimulus for students in the learning process, the development of learning media is very necessary for formal education institutions.

One of the subjects in grade 8 middle school is English with one of the ingredients being the degree of comparison. Grammar has many elements of language; one of them is the degree of comparison of an adjective or adverb that describes various levels of quality, quantity, or relationship. From the explanation above, it is very important for students to understand and express the fact that two objects or people are similar or different. In this era of globalization, English is very important in international communication, because English is one of the international languages in the world. The importance of English in this era cannot be denied. Many aspects of our lives cannot be separated from the influence of English because it has many roles in the fields of technology, social culture, economics, arts, science, education and so on. Mastering English is a must and a challenge for everyone. The general aim of learning English is to develop communicative competence in English both spoken and written.

To welcome the global era and communication, we need to learn English not only orally but also in written form because almost all information in this world is usually spoken and written in English, such as newspapers, magazines, the internet, products, television, etc. -other. radio. As an international language, English is used by many people throughout the world, both as a first and second language. In addition, English is also the key to opening the door to scientific and technical knowledge necessary for economic, political and educational development in many countries in the world. Grammar has many elements of language; one of them is the degree of comparison of an adjective or adverb that describes different levels of

quality, quantity, or relationship. From the explanation above, it is very important for students to understand and express the fact that two objects or people are the same or different.

In the process of learning comparative degrees, many students still experience difficulties in making or understanding comparative or superlative forms even though they differentiate the forms and uses of each function. Their difficulties include sometimes being confused about adding the suffix -er/-est or the prefix more/most, omitting or misplacing the use of be (is, am, are, was, were), and using the article in superlative form. “There are many definitions of degrees of comparison according to several experts. (Banegas, 2021)”. From the statement above, it is very important for learning to use interesting learning media. One medium that can attract students' interest in learning is flashcards. This is supported by Syahputri et al. (2021, p. 334) who write flashcards can provide enjoyment and interest to students because they contain pictures, symbols, use of attractive colors, and short texts about learning material, then students will be more interested in flashcards than reading material in printed books.

Apart from that, flashcards can also be used as educational games so that students can more easily play, remember and develop their knowledge. in English language material, especially in degree comparison material, using digital-based flashcard learning media, namely Quizlet, can attract students' interest in studying degree comparison material. Gelfgren (2012, p. 1) in his book entitled *Fun with Flashcards* writes that flashcards can be printed with various backgrounds, sizes, types of writing and themes. However, Reddy et al. (2016, p. 1815) stated that although flashcards in physical form have been around for a long time, the new generation of flashcards in digital form are already quite popular. popular and can be found in various software. Therefore, there are two types of flashcards, namely printed flashcards and digital flashcards. One of the digital flashcard learning media is Quizlet according to D. E. Sari (2019, p. 10), providing a breath of fresh air for the world education, especially online-based digital learning media. The urgency of online-based learning media is also increasing because the millennial generation almost never leaves their smartphones, the Quizlet application, which is free and offers various interesting features, can be used to become a breakthrough learning media for all ages and scientific disciplines.

There are several studies that identify the impact of using Quizlet on learning and learning outcomes, including: 4 studies by Sailin et al. (2019, p. 53) which shows that the use of Quizlet in science subjects improves learning outcomes and gets a positive response from

students, namely that students feel happy and enjoy using Quizlet. Some students also feel competitive in using Quizlet, they are motivated to study science subjects.

METHODOLOGY

This research will use qualitative methods. According to Arikunto (2019), descriptive research is research that is intended to investigate a condition, situation or other event, then the results will be presented in the form of a research report. Based on the opinions of experts, this qualitative method was used to help researchers obtain research results by observing and interviewing students regarding the use of the Flashcard Quizlet application to improve English language learning with comparative degree material as a learning medium.

The characteristics of qualitative research are used to obtain grounded theory, namely theory that originates from data and not from hypotheses. Thus, research produces theory. Second, really prioritize and respect the perceptions or opinions of participants or sources. Much of the researcher's attention focuses on participants' perceptions and meanings, including: (a) identity; (b) action; (c) social interaction; (d) influential aspects and (e) action interactions. Third, the research design is natural, so it does not use a standard research design as in quantitative research. Fourth, qualitative research aims to understand, look for the meaning behind the data, find the truth, both empirical, logical and theoretical truth. Fifth, the subjects studied, the data collected, the data sources required, and the data collection tools can change according to needs. Sixth, data collection was carried out phenomenologically, namely understanding symptoms or phenomenology in depth. Seventh, prioritize the process over the results. Qualitative research focuses more on the emergence of symptoms. In other words, researchers are not looking for answers to the question "what" but rather "why". Eighth, researchers function as instruments or data tools, so they cannot be separated from the activities being researched. Ninth, data analysis can be carried out during the process and after it takes place. Tenth, the research results are in the form of exposure and interpretation at certain times and situations. And finally or eleventh, qualitative research is also called naturalistic research.

FINDINGS AND DISCUSSION

The research findings were explained using qualitative descriptive analysis with the research title "IMPLEMENTATION OF USE OF QUIZ-BASED ENGLISH LEARNING

MEDIA IN CLASS VIII MTS NURUL HUDA". This research uses interview and observation methods as data collection techniques. The researcher interviewed 5 participants out of a total of 39 class VIII participants because the researcher used a purposive sampling method where the five participants would represent data related to the research focus and research objectives.

The first stage in this development research is the assessment/analysis stage which will be carried out in June 2024. This stage consists of a needs assessment and front-end analysis which will be carried out simultaneously through interviews with two English teachers and 5 students as well as distributing a questionnaire via Google Form which received responses from 39 class VIII students at MTS NURUL HUDA. This data is collected and processed to see the learning conditions of the desired degree of comparison material and the actual conditions as well as obtain detailed information about the media being developed.

The researcher carried out pre-action before conducting the research, the researcher made initial observations to find out the students' speaking learning which was carried out in class VIII MTS Nurul Huda. This observation was carried out to determine field conditions before the research took place. The results of the research in pre-action conditions will be used as a reference to determine the actions that researchers will take in this research. This survey was carried out using the following steps: (1) field observation and (2) interviews with students. Observations carried out took the form of field observations and interviews with the students concerned. The researcher carried out basic English learning first in class to determine the enthusiasm of the participants and selected some of the most active students who would be used as the main research material. Next, the researcher interviewed 5 selected participants.

Researchers asked several questions regarding their experiences while learning English using the Cake application. The questions that the researcher asked the participants were essay questions, so the answers from the participants were purely based on their own experiences while learning English using the Quizlet application. From these activities it is known that in fact the condition of class VIII students is 39 students consisting of 21 male students and 19 female students. Researchers made observations of the student learning process. After the lesson was finished, the researcher interviewed several students. From interviews and questionnaires, it is known that there are problems in learning English with degree of comparative material in class VIII MTS Nurul Huda.

The needs assessment and initial to final analysis of teachers was carried out using a qualitative approach through interviews with 2 English teachers at MTS NURUL HUDA. Interviews were conducted on 20 and 21 June 2024. The interviews provided the following conclusions.

Tabel 1 Teacher Assessment/Analysis Interview results

Question inductor	Conclusion of Interview Results
Expected learning conditions for degree of comparison material	Teachers want students to understand and learn degrees of comparison material in a fun way
Actual conditions of degree of comparison learning	There are still difficulties in understanding the degree of comparison material for students and the actual conditions are still far from expectations.
Characteristics of degree of comparison material	The degree of comparison material is quite complex
Learner characteristics	The PPD system which uses a random system and is not based on grades means that schools do not attract students who are interested in studying. Students are also more focused on gadgets and everything related to social media so they don't focus on studying.
English learning situation with degree of comparison material	Degree of comparison material learning is carried out using lecture and discussion learning models because students are less active. Students are more silent and unfocused so they have to be lectured, focused and given material first.

Supporting technology	Simple technology used using PPT (PowerPoint).
Knowledge and use of digital flashcards	The two resource persons had never used Quizlet digital flashcards in learning English, therefore, Quizlet flashcard media was a new medium for the resource persons.
Digital flashcard media	Both speakers were interested in the Quizlet flashcard learning media because students are more interested in the digital world so they can learn on their own and it will be fun when students can play while learning.
Aspects in digital flashcards	The basic concepts in the media are presented briefly, namely word comparison. The media developed should also contain attractive images, tables, definitions, examples and material that is easy to understand.

The results of the English teacher interviews revealed that the actual conditions for learning degree of comparative material at MTS NURUL HUDA were not as expected. One English teacher stated: “I want my children to understand the degree of comparison of materials. They are not smart, which is fine, but they understand the concept.”

(Teacher 1, question point 1)

Data on the needs assessment and initial-final analysis of students were obtained through qualitative and quantitative approaches, namely through interviews with 5 people and distributing questionnaires to class VIII students at MTS NURUL HUDA which received 39 respondents.

The conclusions from interviews with 5 class VIII students at MTS NURUL HUDA are as follows.

Table 1 Student Assessment/Analysis Questionnaire Results

NO	Question Indicator	percentage
1.	Students feel that the learning conditions for the degree of comparison material are as expected	40 %
2.	Students feel that the degree of comparison material is difficult subject matter	85%
3.	Students feel that the degree of comparison material contains difficult topics,	85%
4.	Students like learning English using degree of comparison material using the lecture method	56%
5.	Students like learning English by playing games	90%
6.	Students like digital media in learning	58%
7.	Students feel that teachers teach in a fun way	58%
8.	Students feel that teachers often teach using digital media	53%
9.	Students have a supported cellphone/laptop/PC English learning	90%
10.	Students feel that learning English requires interesting digital media	94%
11.	Students feel that Quizlet digital flashcards are needed as a digital	83%

	learning medium	
12.	Students have heard about Quizlet digital flashcards	39%
13.	Students have used Quizlet digital flashcards	84%
14.	Students are interested in using Quizlet digital flashcards	85%
15.	Students feel that digital flashcards must contain attractive images	90%
16.	Students feel digital flashcards should be easy to use	87%
17.	Students feel that digital flashcards must have attractive features	90%
18.	Students feel that digital flashcards must have attractive features	85%

The results of interviews with 5 students revealed that the actual conditions of English learning at MTS NURUL HUDA were not as expected. One student stated that he wanted chemistry learning with interesting media and teachers who were not too serious when teaching, but he also expressed:

"The teacher is too serious in his teaching, and the average child is tense when studying with him."

"The teacher is too serious about teaching, the average child is tense when studying with him."

(student 1 question 2)

Another student also expressed:

"The hope is that we can understand quickly and the atmosphere is calm but firm. "We want the media to have lots of pictures so it's easier to learn."

"The hope is that we can understand quickly and the atmosphere will be relaxed but firm. "We want the media to have lots of pictures so it's easier to learn."

(student 5 points question 1)

However, the actual conditions did not match the student's expectations because the student further stated:

"In fact, it's difficult to understand, you have to repeat it several times to understand the material.

"The atmosphere is also not pleasant because the teacher is quite strict so I get a little nervous every time I study, it makes me tense."

"In fact, it's difficult to understand, you have to repeat it several times to understand the material.

"The atmosphere is also not pleasant because the teacher is quite strict so I get a little nervous every time I study, it makes me tense. "

(Student 5 point statement 2).

The indicator statement "Students feel that the conditions for learning English are as expected" only received a percentage of 38% in the disagree category. The existence of a discrepancy between the actual conditions and the expected conditions indicates that a change in English learning can be made. Therefore, this research developed Quizlet flashcards which can be a change in the learning process. The percentage for the statement indicator "Students feel that the English subject of degree of comparison material is a difficult subject" is 87%. Then, the indicator for the statement "Students feel that the English subject of degree of comparison contains difficult concepts" is 85% so that both statements are categorized as strongly agree. One of the materials in English subjects is Degree of Comparison. The Degree of Comparison material was also considered difficult because 4 out of 5 students interviewed felt the Degree of Comparison material was difficult. Therefore, interesting media is needed so that it encourages students to study difficult material.

Student preferences regarding learning methods influence the learning process. Based on the results of interviews, there are students who like learning English by playing games, but there are also students who like learning using the lecture method. One student stated:

"I prefer it when the teacher explains because when I play games I'm afraid I'll get carried away too casually."

"I prefer it if the teacher explains because if I play games I'm afraid I'll get carried away too casually."

(Student 3 question 5)

Students prefer learning English by playing games compared to the lecture method because the indicator for the statement "Students like learning English by playing games" got a

percentage of 83%, while the indicator for the statement "Students like learning English using the lecture method" was only 56%. This means that learning English by playing games is preferred by students. Students' preferences regarding preferred media were also analyzed. The student assessment/analysis questionnaire indicated that students liked digital media in learning English because they got a percentage of 90%. However, teachers have not fully used digital media because students do not agree with a percentage of 53% that teachers often teach English using digital media. Students also still disagree about teachers teaching English pleasantly with a percentage of 58%. Then, 3 students interviewed also felt that the teacher did not teach in a fun way and still only used textbooks. Therefore, media is needed that can make the learning process enjoyable.

The application of digital media requires supporting technology so that the availability of technology such as cellphones/laptops/PCs owned by students is also identified. Students strongly agree with the existence of cellphones/laptops/PCs that support chemistry learning because they get a percentage of 90%. This means that students have devices that will support the application of the media being developed. The statement "I think English learning requires interesting digital media" received a percentage of 94%. This shows that students need digital media in learning English. The assessment/analysis questionnaire included a picture of one of the existing digital learning media, namely a picture of the Quizlet flashcard display and students also strongly agreed regarding "Quizlet digital flashcards are needed as a digital medium for English learning" because the percentage was 83 %. Students' knowledge of this media is only 39%. The statement "I have used Quizlet digital flashcards" only got a percentage of 34%. Based on the results of the interviews, the five students interviewed had never used Quizlet flashcards. Therefore, students feel that digital media in the form of Quizlet flashcards is needed even though they have not used it. This can be caused by students feeling interested in using this media. One of the students interviewed stated:

"Quite interested in trying to use it, I want to try it because I've never used it before."

"Quite interested in trying to use it, I want to try it because I've never used it before."

(Student 4 question 9)

Students' interest in using this media is also supported by the results of the assessment/analysis because the statement "I am interested in using Quizlet digital flashcards" received a percentage of 85%.

DISCUSSION

Learning media is an important element in the learning process. Various types of learning media can be materials used by teachers to provide knowledge to students. The use of interesting media can also foster students' interest in learning (Nurrita, 2018, p. 172). The use of media should be a teacher's concern in every learning activity so that teachers need to choose and use learning media that makes the teaching and learning process more effective (Nurdyansyah, 2019, p. 46). The currently popular learning media is digital-based learning media, namely audio-visual media. The presence of audio visuals can increase student learning motivation at all levels of education. Digital-based learning media can be in electronic form such as e-books, web, e-modules, interactive multimedia CDs, and so on (Sitepu, 2021, p. 243).

Zahwa & Syafi'i (2022, p. 62) state that ongoing learning should have important points that make the learning process more fun, challenging, motivate learning, and make learning more interactive and inspiring. The educational process must also be balanced with technological developments to make it easier to achieve a certain atmosphere so that learning will feel comfortable, interesting and easy to understand. Learning also requires media to help students understand the material in learning. Therefore, this research was conducted so that digital learning media can motivate students to learn and help teachers create enjoyable learning. This research uses research that aims to use existing products. And this research stage is only limited to the implementation stage.

CONCLUSION

Based on the research that has been carried out, the development of Quizlet-based digital flashcard learning media on Degree of Comparison material can be carried out using the implementation research method. The stages of implementing Quizlet-based digital flashcard learning media in the Degree of Comparison material in this research are as follows. The first stage is assessment/analysis. Based on this stage, it can be concluded that the Quizlet flashcard learning media on degree of comparison material is needed at MTS NURUL HUDA so it is worth developing. The assessment/analysis stage also includes analysis of the KD used, namely KD 3.9 and 4.9 of the 2013 curriculum.

The second stage is design (design). The design stage includes preparing and validating storyboards as well as validating teacher and student response questionnaire Interview instruments.

The third stage is development which includes the development of Quizlet flashcards. The fourth stage is implementation which includes the application of the media to chemistry teachers and class VIII students at MTS NURUL HUDA. Two English teachers filled out teacher response questionnaires, while 39 students filled out student response questionnaires so that teacher and student responses to the Quizlet flashcard material on chemical bonds could not be known. The percentage of teacher responses was 96% and the percentage of student responses was 88%, so both were in the very good category. This indicates that the Quizlet flashcard media that has been developed has received a positive response from teachers and students. Based on the research that has been carried out, the researchers' suggestions are as follows. This research is still limited to the implementation stage. Due to time constraints, the evaluation stage was not carried out. Therefore, it is hoped that an evaluation stage can be carried out in future research to assess the effectiveness of Quizlet-based digital flashcard media on the degree of comparison when used in learning.

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