



Unlocking Vocabulary Potential: How Quizlet Enhances Learning for Seventh-Grade Students

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DOI: <https://doi.org/10.56855/ijcse.v3i3.1179>

Received July 30, 2023; Accepted September 7, 2024; Available online November 5, 2024

Abstract: Students struggle to understand their teacher due to difficulties in memorizing vocabulary and comprehending word definitions. This research focuses on two key questions: (1) How do seventh-grade students at MtsN 1 Bengkalis respond to using Quizlet as a learning tool? and (2) How does Quizlet help improve their vocabulary knowledge? The study aims to enhance vocabulary learning for seventh graders and assess their reactions to using Quizlet at MtsN 1 Bengkalis, Riau, during the 2022/2023 academic year. The research method used is classroom action research. The findings show a significant improvement in students' vocabulary knowledge across three tests. The average score in test 1 was 60.6, in test 2 it rose to 68.75, and in test 3 it further increased to 80.0. In conclusion, Quizlet has proven to be an effective tool for improving vocabulary learning in students.

Keywords: Developing vocabulary learning, Flashcard, Quizlet, Classroom Action Research.

1. Introduction

Vocabulary acquisition is essential in English language teaching, enabling students to comprehend and communicate effectively. Mastery of vocabulary is crucial for language skills such as speaking, writing, reading, and listening. As Nation and Webb (2017) emphasise, vocabulary forms the core of language learning. However, English learners, particularly in Indonesia, face challenges due to structure, pronunciation, and usage differences between English and their native language. Many students struggle with English vocabulary, resulting in poor comprehension and limited proficiency. Low motivation and difficulty in memorisation often hinder their progress. This study addresses these issues using Quizlet, an interactive tool designed to enhance vocabulary learning. The research explores two key questions: (1) How do seventh-grade students at MtsN 1 Bengkalis respond to using Quizlet as a teaching tool? (2) How does Quizlet improve their vocabulary knowledge? The study aims to enhance vocabulary learning and assess students' responses to Quizlet during the 2022/2023 academic year at MtsN 1 Bengkalis, Riau

Vocabulary is a critical challenge in language learning due to the difficulty of acquiring new terms at a required level. Jamal (2016) emphasises vocabulary development as a pragmatic process involving diverse knowledge types and skills, while Aisyah (2017) highlights its crucial role in bilingualism, especially in learning

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English as a second language. Vocabulary is essential for effective communication, and as Schmitt (2000) and Nation (2001) state, vocabulary and language use reinforce each other, with solid vocabulary knowledge improving communication and learning outcomes.

Effective vocabulary teaching requires students to understand and apply their knowledge. A strong vocabulary is vital for English learners, supporting listening, speaking, reading, and writing skills. However, many teachers face challenges structuring vocabulary instruction (Berne & Blachowicz, 2008). Thornbury (2002) stresses that vocabulary is a fundamental part of word knowledge, essential even for native speakers. Teachers must use engaging and appropriate teaching methods to foster students' vocabulary development. Alqahtani (2015) notes that successful vocabulary teaching requires active engagement, especially when teaching children, and emphasises adapting methods to student needs.

Quizlet is a user-friendly, accessible tool for vocabulary development (Vargas, 2011). It offers digital flashcards, which can be customised and shared, making learning interactive and collaborative (Nation, 2001; Wright, 2016). As a versatile tool for vocabulary instruction, Quizlet helps overcome common challenges such as low motivation and difficulty memorising words. Its engaging design makes it an effective platform for teachers and students, facilitating vocabulary learning dynamically and innovatively.

Table 1 - The description of the types of learning modes accessible on Quizlet

Learning Mode	Description	Website	Mobile Apps
Learn	Learning is applied through access to challenging levels. The questions are multiple-choice and short answers. Each question is kept short and easy to understand.	Accessible	Accessible
Flashcard	The flashcard displayed explains the definition and picture of the word, and students can flip it by clicking with the mouse to see the word's meaning in the picture displayed.	Accessible	Accessible
Write	Here, students will write the meaning of the word shown in the picture. If students find the definition difficult or incorrect, help will be provided.	Accessible	Available
Spell	There will be an audio spelling out the displayed word to train your hearing and the correct way of writing.	Accessible	Non-Accessible
Test	There will be four types of tests: written, multiple-choice, matching, and true-or-false. Each score will be displayed so students can see where the error lies.	Accessible	Accessible
Match	In this game, students will look for definitions with words that match and vice versa. Moreover, it can, too, beat the picture with the right word.	Accessible	Accessible
Gravity	In this game, students will write a word that matches their definition within the allotted time.	Accessible	Non-Accessible
Live	In this session, you will be connected directly and filled in by students who are grouped or have received a unique code to join Live in Quizlet. When Live is started, each device or student who joins has a different order of questions. The winner is the student with the most correct answers and the first to complete the question.	Accessible	Non-Accessible

As demonstrated in Table 1, Quizlet offers a comprehensive design for vocabulary learning. It enables students to interact interactively with words, images, definitions, and correct pronunciation. The platform's user interface is carefully designed to ensure ease of use and enhance the learning experience. Moreover, Quizlet incorporates a "learning through play" approach, making vocabulary acquisition more enjoyable. Based

on this description, it can be concluded that Quizlet effectively supports students in learning new vocabulary in a fun and engaging way.

Quizlet is an effective tool for vocabulary learning, offering easy access and interactive features tailored to engage students. Rezaei et al. (2014) highlight Quizlet's learning-through-play approach, which stimulates interest in vocabulary acquisition. The platform allows students to learn through images, matching definitions, and other interactive tasks, keeping them engaged and preventing boredom (Dizon, 2016). Additionally, Quizlet prepares students for the digital future by fostering independent learning through game-based activities, immediate feedback, and progress evaluation (Golanka, 2014). Although accessible via smartphone, reliable internet and family support remain essential for optimal use (Sanosi, 2018; Cinar & Ari, 2019).

- a. Quizlet is free and easily accessible, making vocabulary learning engaging and productive for students and teachers (Crandell, 2017).
- b. It promotes student independence and creativity in completing tasks (Barr, 2015).
- c. The "Live" feature fosters collaboration and group learning, encouraging motivation (Wolf, 2016).
- d. Quizlet offers multiple learning modes, beyond flashcards, that enhance vocabulary development (Dizon, 2016)

2. Method

This section outlines the research methodology, focusing on the research type and settings. It includes two main components: research type and research settings. This study employs Classroom Action Research (CAR) to enhance students' vocabulary skills using the Quizlet application. The research is conducted with a teacher from MTsN 1 Bengkalis, Riau.

3.1. Research Settings

The study takes place at MTsN 1 Bengkalis, Riau, specifically involving seventh-grade students. The school is situated on Jalan H.R. Soebrantas, Wonosari, Kec. Bengkalis, Kab. Bengkalis, Province of Riau. The institution comprises six seventh-grade classes, each with approximately 32 students, totalling 192 seventh-graders.

Before the research, observations were made on October 6, 2022, to assess the learning environment and identify issues in English instruction. The research was conducted from October to December 2022, adhering to the seventh-grade schedule at MTsN 1 Bengkalis. The study involved English teachers and seventh-grade students at MTsN 1 Bengkalis for 2022/2023.

3.2. Data Collection Technique

This study employs several research instruments to gather data:

3.2.1 Observation

Observation involves systematically watching and recording phenomena to collect relevant data. According to Sugiyono (2018), it is a method for gathering data from research subjects by noting occurrences in the research environment

3.2.2 Interview

Interviews are conducted to gather specific information through questions posed to participants. Modelling (2012) describes interviews as structured conversations to obtain targeted information. In this study, interviews were conducted with an English teacher and two seventh-grade students before and after the implementation of Quizlet to assess changes in vocabulary development

3.2.3 Field Notes

Field notes are written records of classroom events and interactions during observation. They include details on class dynamics, rules, and student activities and are used to identify areas for improvement in teaching.

3.2.4 Test

Tests measure participants' abilities and knowledge. As Zainal Arifin (2016) described, tests evaluate the extent of understanding related to specific tasks. This study utilised three vocabulary tests: Test 1 was administered before Quizlet implementation, and Tests 2 and 3 were conducted post-implementation to assess vocabulary acquisition.

3. Findings

In the findings section, the division of the two cycles in this study will be explained: cycle one and cycle 2. In cycle 1, the data obtained from vocabulary test 1 and vocabulary 2 and in cycle 2, there will be vocabulary test 3, which will be explained in detail below:

Vocabulary test 1 was conducted on October 7, 2022. This test was conducted before students applied Quizlet to their vocabulary learning. Researchers have prepared ten questions in this test to measure the extent of students' previous vocabulary knowledge. After completing the test, the student scores were obtained; namely, the lowest score was 30, and the highest score was 80. Moreover, the total student score was 1940. To find the Average score from the students, the researcher used the following formula:

$$\begin{aligned} Mx &= \sum fx / n \\ Mx &= 1940 / 32 \\ Mx &= 60.6 \end{aligned}$$

From the results of the total scores above, it was found that the average score of students before Quizlet was applied was 60.6. The class as a research object has a KKM standard of 70. Of the 32 students who exceeded the KKM, only 12 students, while the rest of the students did not reach the KKM. So, it can be concluded that students have not reached the target of completeness. To find the percentage of students who pass, researchers use the formula:

$$\begin{aligned} P &= F / N \times 100\% \\ P &= 12 / 32 \times 100\% \\ P &= 37, 5\% \end{aligned}$$

The result of the percentage of Vocabulary Test 1 is 37.5%. Only 12 students passed the KKM. Therefore, 24 students have not reached the KKM or have low scores. The conclusion is that students' vocabulary knowledge was still low before Quizlet was implemented.

3.1 Cycle 1

The stages in Cycle 1 that must be done first are as follows: At this planning stage, the researcher drafts lesson plans according to the needs of students in class and tries to solve problems that exist in class related to Vocabulary. Design classes to be as effective and productive as possible when they are ready for Quizlet to implement in the classroom. After sufficient preparation, the researcher will continue to do vocabulary test 1 to determine students' vocabulary knowledge before implementing Quizlet. From these results, the following steps will be taken to achieve the expected goals.

The following stages will be carried out on 7 and 8 October 2022. At this meeting, researchers and teachers interact with students to introduce Quizlet and how to use it. Students are asked to download and access Quizlet from the website using the previously shared link. So, in this meeting, students and teachers focused on an introduction to Quizlet and the benefits of using Quizlet for learning vocabulary. After planning and acting, the researcher carried out the next stage, observation. At this stage, the focus is on seeing students learning in class and how they respond to Quizlet as a learning medium. Occasionally, researchers also conduct short dialogues to obtain information about their opinions on the use of Quizlet. The interaction between students and teachers is also at the core of this observation. They see the students' motivation in learning and enthusiasm in following the lesson.

After conducting the research, the results of the Field Notes showed that students still had difficulty understanding the vocabulary they had learned, students did not have high learning motivation, some students were severe, and some were not serious about learning vocabulary through Quizlet, students lacked activity in the process of learning. The reason for this might be the lack of explanation presented by the teacher or researcher regarding the material and Quizlet, or the language used is difficult for them to understand and requires additional meetings to understand new vocabulary better. After carrying out vocabulary test 2, the researcher calculated the total student score of 2,200. The lowest score obtained by a student was 30, and the highest score was 100. It was stated above that the KKM at the school for grade seven was 70. From the

test results, 21 students achieved the KKM, and 11 students had not yet reached the KKM. To find the average of student scores, researchers used the formula:

$$Mx = \sum fx / n$$

$$Mx = 2200 / 32$$

$$Mx = 68,75$$

So, the average score of the students on the vocabulary test 2 is 68,75. To find the percentage of student scores, researchers used the formula:

$$P = F / N \times 100\%$$

$$P = 21 / 32 \times 100\%$$

$$P = 65,6\%$$

The percentage results obtained were 65.6. There was an increase from vocabulary test 1 (before Quizlet was implemented) to vocabulary test 2, which suggests that Quizlet positively impacts students' vocabulary development. The researcher checks the students' ranking and progress against their test results; at this time, the researcher also presents the results of the changes and predicts whether these can be followed up in the future. Quiz media, and there are still many students who get low scores. Based on the problems in the stages of Cycle 1, researchers feel that there are still many deficiencies and that further improvement or research is still needed in Cycle 2

3.2 Cycle 2

After passing through the stages in Cycle 1, the researcher continues to Cycle 2. The steps are the same as in Cycle 1, but the application differs. In cycle 2's planning, the researcher prepares for the deficiencies in the previous stages. In cycle 2, the researcher started meetings with students and teachers on November 8th—9th, 2022.

The situation that occurred in the previous meeting in class. Researchers see that there are still some parts that must be done. Researchers try to change the learning system into groups. Each student will sit with their group to complete the tasks in Quizlet. The teacher will instruct what to do. The group with the highest score will receive a prize to motivate students to be active in learning. Because in cycle one, students still seemed less enthusiastic about following the lesson. Here, the researcher observes the participation and current level of students. The researcher also observed whether the students' understanding scores increased and measured the increase between time 1 and time 2. Moreover, here, the teacher saw that students showed good progress in this phase. Students reinforce their thinking on Quizlet quickly and add much vocabulary that has been tested successfully doing vocabulary test 2.

In Cycle 2, the researcher found that after doing Cycle 2, students began to look enthusiastic about participating in the lessons, and their vocabulary knowledge had also developed well. They were also very enthusiastic about learning to use Quizlet with their classmates. After the students had held several meetings, the researcher conducted the final test, namely vocabulary test 3, to determine the extent to which the students' vocabulary had developed. Judging from the test results, it was found that the lowest student got a score of 40 while the highest got a score of 100. After adding up, the total value of all students is 2,560. From the results of this test, there

The researchers found that students' vocabulary improved based on test scores and observations. Given these positive results, Quizlet effectively enhanced vocabulary, and no further cycles of intervention are necessary. Based on the study, Quizlet significantly enhanced students' vocabulary learning. Results showed a clear improvement in vocabulary test scores from below 65 in the initial tests to above 70 in the final test. This aligns with Aprilani (2021), who found that Quizlet, as a digital game card, facilitated better comprehension of English materials.

4 Conclusion

Vocabulary scores improved notably across cycles: Cycle I had a mean score of 60.6, Cycle II 68.7, and Cycle III 80.0, indicating adequate progress with Quizlet. Students positively responded to Quizlet, agreeing that it

improved their vocabulary learning. Quizlet significantly impacted vocabulary development, making it an effective educational tool.

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