# USING QUIZLET APPLICATION WITH FLASHCARDS FEATURE TO TEACH EFL VOCABULARY

**Pirda Sarantika[1], Endang Susilawati[2], Ikhsanudin[3]**
**[1,2,3]Universitas Tanjungpura**
Email: [1]pirdasarantika31@gmail.com[1],
endang.susilawati@fkip.untan.ac.id[2], ikhsanudin@fkip.untan.ac.id[3]

## Abstract

The purpose of this study was to determine the use of the Quizlet application on students' vocabulary mastery. The research design used was Pre-experimental, with a pre-test and post-test design. This research was conducted at SMPN 26 Pontianak City. The population in this study was 123 students divided into 4 classes and the number of samples taken was 1 class. The technique used to determine the research sample was cluster random sampling. Where researchers collected data through measurement tests, namely pre-test and post-test. The results showed an average pre-test score of 60.67 and an average post-test score of 71.83. On the other hand, data analysis using SPSS produced a t-value in the paired t-test of 10.83, higher than the t-table value of 1.699 with 29 degrees of freedom. This analysis concluded that the effect of using the Quizlet application was 1.94, higher than 1.00. It was concluded that the effect size (ES) was greater than 1.00 (1.94 > 1.00). So it was included in the strong influence. This shows that students who were taught with the Quizlet application achieved much higher achievement than before used the application.

*Keywords: pre-experimental, Quizlet application, vocabulary*

_____

## Introduction

Good English-speaking skills have an important impact on helping communication in words and writing. The communication process can occur when the speaker understands and applies the English words acquired. Understanding occurs through the teaching process, namely the delivery of knowledge (Hiebert, 2005). In general, vocabulary is defined as words in English learning,

especially words that are understood and known so that they can be used to communicate in English. Afidah & Machfudi (2022) said that speaking, reading, listening and writing are the basic benefits of good vocabulary understanding. Good mastery allows for accurate message delivery and avoids misunderstandings. As well as to measure an individual's ability to speak English. Especially for students who face difficulties.

Based on the results of observations during English learning, it shows that students' vocabulary mastery was low. Students have difficulty remembering and using vocabulary acquired during learning. These difficulties tend to confuse students, thus hindering the English learning process because there is no communication either verbally or in writing. Researchers wrote about several factors that hinder students' vocabulary mastery, in line with research by Surmanov & Azimova (2020), states that students' obstacles in mastering vocabulary were caused by many students who lack confidence in practicing vocabulary learning and sometimes do not understand how to start learning that emphasizes word learning.

This statement was also in line with Salawazo et al. (2020) who experience difficulties in reading, writing, listening and speaking due to lack of vocabulary mastery as a basic aspect. These factors were also in line with research Hồng & Du (2021) where there was a lack of contextual practice, inappropriate and boring learning media.

The problems found made researchers look for ways to overcome the difficulties faced by students in mastering vocabulary. Therefore, researchers found that the use of appropriate learning media can help students master vocabulary at SMPN 26 Pontianak City. In this modern era, it is not new for a teacher to apply the use of media or applications in the classroom. There were various learning media that have shown effective results. According to Afidah & Machfudi (2022), several effective media have been studied for improving students' vocabulary, such as flashcard media, still image media, picture word card media, interactive games, singing methods, vocabulary lists, and snakes.

In mastering vocabulary, the media was needed to support memory skills such as flashcards. Matruty & Que (2021) stated that flashcards are cards containing words, numbers or pictures that are used in class by teachers and students to help remember vocabulary. In this study, the flashcards used contained pictures and a word along with its meaning. Flashcards help students strengthen their understanding of the material through repetition in remembering words and definitions. Flashcards can be used according to learning needs both physically and digitally. In this study, the researcher used flashcards which are part of the Quizlet application feature. Quizlet has the main function of developing linguistic intelligence in

all subjects. Based on Andarab (2019), Quizlet was an online vocabulary management system that is easily accessible by teachers or students with an application and website display.

Previous research conducted by Atalan & Subası (2023), discussed that the use of the flashcard feature in the Quizlet application was effective in improving the vocabulary mastery of junior high school students. In line with other research by Lubis et al. (2022) which also examined the use of flashcards in the Quizlet application. Both studies showed effective results that the use of the flashcard feature in the Quizlet application can improve students' vocabulary mastery.

This study focuses on answering the use of the flashcard feature in the Quizlet application in teaching vocabulary to students. In addition, there are other aspects that are the objectives of the study, such as helping students to improve vocabulary by providing media in the learning process. As well as information for teachers as an alternative method to improve students' vocabulary and students' difficulties in learning vocabulary skills. Finally, it can be a source of reference for further research. Based on this explanation, the researcher will examine "Utilization of the Quizlet Application with the Flashcard Feature to Teach EFL Vocabulary"

## Research Methods

### Design
The researcher used a quantitative approach with a pre-experimental design. The main objective of this study was to determine the use of the Quizlet application for teaching vocabulary in EFL.

### Participants
The participants in this study consisted of 30 eighth-grade students at SMP Negeri 26 Pontianak City. Students were randomly selected from the class population at the same academic level. This study included one group that used the Quizlet application.

### Instrument
This study used a test instrument divided into a pre-test and a post-test to assess the extent to which students had mastered the material. The test consisted of 20 multiple-choice questions. Previously, the test was first tested to ensure its validity and reliability.

### Data Collection
The researcher collected data through the use of a test instrument divided into two stages, namely the pre-test and post-test. In the pre-test stage, all

participants took a test consisting of 20 multiple-choice questions to measure the level of initial understanding related to the material to be taught. After the pre-test, an intervention was carried out using the Quizlet application, which was the focus of this study. After the intervention was completed, participants took a post-test consisting of 20 multiple-choice questions to measure changes in participants' understanding after receiving the intervention. By comparing the results of the pre-test and post-test, this study aims to assess the effectiveness of the intervention given and obtain quantitative data that is analyzed statistically.

### Data analysis

In this study, the researcher analyzed the data by following a quantitative approach. First, data was collected through a pre-test and post-test. After the data was collected, the researcher analyzed the data, tested the hypothesis, and determined the effect size of the data analysis carefully. Furthermore, the data was presented in clear sentences systematically and based on numbers.

## Results and Discussion

### Results

To provide a clearer perspective on the students' pre-test and post-test scores, this study has prepared the following diagram. This diagram could help to see the comparison of the scores obtained.

Diagram 1. Students' Score of Pre-Test and Post-Test
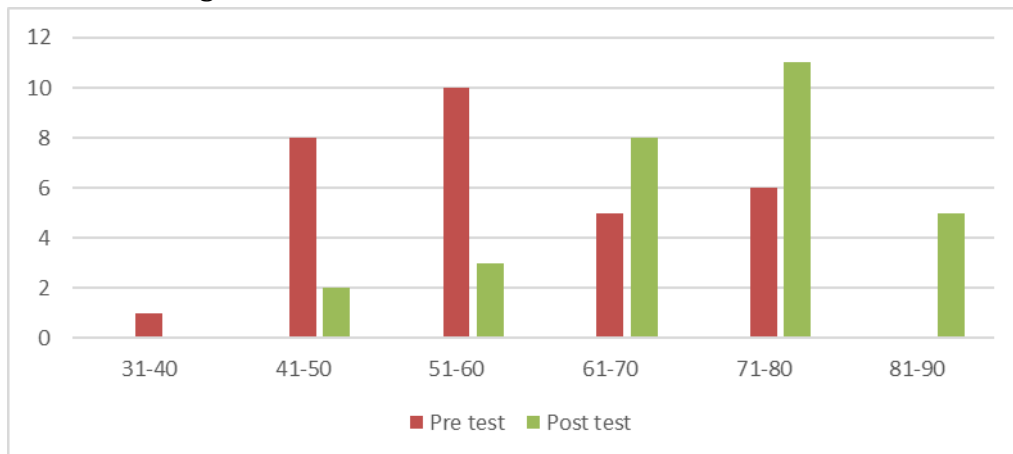


Based on the table above, the lowest average score in the pre-test was 31-40, while the highest average score was 51-60. On the contrary, in the post-test, the lowest average score was 41-50 while the highest average score was 71-80.

Table 1 Pre-Test and Post-Test Statistical Analysis Results

| Variabel | N | Mean | Minimum | Maximum | Average difference | t-test | df | p-value | Effect size |
|---|---|---|---|---|---|---|---|---|---|
| Pre-test | 30 | 60.67 | 31 | 80 | 11.16 | 10.83 | 29 | 1.697 | 1.94 |
| Post-test | 30 | 71.83 | 41 | 90 | | | | | |

In this research, hypotheses were tested using a t-test (two-tailed). In t-test computation, if t-test < t-table, it meant that Ho was accepted. Instead, if the t-test > the t-table, it meant that Ha was accepted. Moreover, the t-test obtained from the test was higher than the t-table (10,50 > 1,697). It meant that the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected. The findings prove that the use of the Quizlet application on the flashcard feature in vocabulary teaching has a strong influence and can increase students' vocabulary.

### *Discussion*

Through the testing procedure, namely pre-test and post-test data was obtained and was analyzed statistically using Microsoft Excel. The results showed that the use of the Quizlet application had a significant effect on students' vocabulary mastery. Based on the effect size formula from Cohen's theory, it had a value of 1.94, which indicated a strong influence on the Quizlet application. This finding was in line with previous studies such as the findings of Atalan & Subası (2023) using a mixed experimental method. The results showed an average pre-test score of 60.67 and an average post-test score of 71.83. On the other hand, the t-test results were 10.83 higher than the t-table, which was 1.699 with a degree of freedom of 29. It was concluded that the effect of using the Quizlet application was 1.94 higher than 1.00, or ES > 1.00 (1.94 > 1.00). So it was included in a strong influence. This showed that students who were taught with the Quizlet application achieve much higher achievement than before using the application.

In addition, Hồng & Du (2021) conducted research at the university level. The data in the study were obtained through a survey questionnaire that was given to student participants once before and once after the application of Quizlet. This study used a descriptive method. The results obtained concluded that the use of Quizlet in teaching vocabulary was beneficial for students because it could facilitate independent learning, in line with the results of this study, which stated a strong interest in increasing motivation to learn new vocabulary.

Another study, by Fadhilawati et al. (2022), implementing classroom action research, it was found that it could improve vocabulary learning. On

the other hand, the majority of participants in this study also liked the use of Quizlet. Supported by the statements of students who were the subjects of this study, they stated that the Quizlet application was easy to operate. Furthermore, research from Susila (2023). This study applied a quasi-experiment at a general level. This study found that the application of MALL through the Quizlet application on English vocabulary mastery for waiters/ss could be categorized as quite effective with an N-Gain score of 62.4%. In line with the results of the study, which stated that it could help remember words. Furthermore, research by Mykytka (2023) at the tertiary level, using a quantitative approach, collected data using an online questionnaire. The findings of this study were in the form of an average value for each item on the questionnaire.

However, the conclusion that could be put forward is that the Quizlet application contributed to building good communication during learning, as well as this study, which stated that communication and cooperation occured between groups. So that learning becomes more comfortable, enjoyable, and interesting. From previous studies, researchers can conclude that the Quizlet application had been widely studied from various perspectives and methods. Especially in vocabulary mastery. Previous studies have even tested its effectiveness at various levels. However, research on the Quizlet application, especially at SMPN 26 Pontianak City, was still lacking. Therefore, this study aimed to provide a current perspective on previous research. The Quizlet application was one of the learning media that makes students interested in learning, especially vocabulary mastery.

However, the author believed that there were several challenges that need to be considered in this study, such as the use of the Quizlet application, which depended on internet stability. In addition, teachers had to ensure that students remain focused on learning. On the other hand, researchers found that students learn with different models. However, the results of the Quizlet application study with the flashcard feature had a positive impact on improving student vocabulary at SMPN 26 Pontianak City.

## Conclusion

Based on the discussion of the research results, the researcher concluded that the use of the Quizlet application media had a significant effect on the vocabulary mastery of students at SMPN 26 Pontianak City. This was evidenced by the t-count result of 10.83, higher than the t-table of 1.699 with a degree of freedom of 29. The effect of using the Quizlet application was substantial because the effect size produced is 1.94, higher than 1.00 or ES > 1.00 (1.94 > 1.00). Thus, it can be classified as having a 'strong' influence. For further research, the researcher suggests exploring the various features

available in the Quizlet application. Investigating other features, not only the flashcard feature can help vocabulary mastery, but also other features. Such as learning, writing, spelling, and testing. In addition, the use of quizlet can be divided into small groups because it will make each student's sense of competency higher, so that they memorize more words than before.

## References

Afidah, A., & Machfudi, M. I. (2022). Students' Difficulties in Mastery Vocabulary. *The CREW Journal (Critical Review of English-Arabic World)*, *1*(1), 1–13.

Andarab, M. S. (2019). Learning vocabulary through collocating on quizlet. *Universal Journal of Educational Research*, *7*(4), 980–985. https://doi.org/10.13189/ujer.2019.070409

Atalan, E., & Assoc. Prof.Dr. Gonca Subaşı. (2023). The Use of Quizlet in Teaching Vocabulary to 9th Grade EFL Students. *TOJET: The Turkish Online Journal of Educational Technology*, *3*(22), 131–152.

Elfrieda H. Hiebert, M. L. K. (2005). Teaching and Learning Vocabulary;Bringing Research to Practice. In *Routledge, 2005*. https://doi.org/10.1088/1751-8113/44/8/085201

Fadhilawati, D., Ulum, B., & Rachmawati, D. L. (2022). Implanting Vocabulary for Long Terms Memory through Memrise and Quizlet Applications. *JPI (Jurnal Pendidikan Indonesia)*, *11*(1), 34–42. https://doi.org/10.23887/jpi-undiksha.v11i1.29504

Hồng, N. T. H., & Du, N. T. (2021). Using Quizlet in Generating Learners' Autonomy in Learning English Vocabulary. *TNU Journal of Science and Technology*, *226*(03), 34–42. https://doi.org/10.34238/tnu-jst.4100

Lubis, A. H., Johan, S. A., & Alessandro, R. V. (2022). Quizlet as an Electronic Flashcard to Assist Foreign Language Vocabulary Learning. *Proceedings of the Sixth International Conference on Language, Literature, Culture, and Education (ICOLLITE 2022)*, 71–76. https://doi.org/10.2991/978-2-494069-91-6_12

Matruty, E., & Que, S. R. (2021). Using Flashcard as A Media In Teaching Vocabulary For The Eighth Grade Students Of Junior High School. *MATAI: International Journal of Language Education*, *2*(1), 25–34. https://doi.org/10.30598/matail.v2i1.5490

Mykytka, I. (2023). The Use Of Quizlet To Enhance L2 Vocabulary Acquisition. *Encuentro Journal*, 56–69. https://doi.org/10.37536/ej.2023.31.2123

Salawazo, I. S., Simbolon, M., Hutabarat, V. E., Veronika, A. N., & Saragih, E. (2020). Analysis of Students' Vocabulary in Learning English. *Linguistic, English Education and Art (LEEA) Journal*, *3*(2), 469–475. https://doi.org/10.31539/leea.v3i2.1017

Surmanov, S., & Azimova, M. (2020). Analysis of Difficulties in Vocabulary Acquisition. *The Journal of Legal Studies*, *6*(1), 144–155. www.thelawbrigade.com

Susila, I. K. D. (2023). The Effectiveness of Mobile Assisted Language Learning (Mall) Through Quizlet Application To Improve Vocabulary in English for Waiter/SS. *International Conference*, 102–108.