The Use of Quizlet for Vocabulary Learning: A Lesson from Innovative Application

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Abstract

As an essential element for effective communication, vocabulary knowledge plays a crucial role in language acquisition. With the increased importance of vocabulary learning, there is a new revolution called MALL (Mobile-Assisted Language learning). Several studies have looked into the possible advantages of Quizlet. However, they are mostly concentrated on the utilization of material that is already available and its consequences on the students' motivation and receptive vocabulary acquisition. Comparatively, little research has been done on discussing the students' perception in the use of the Quizlet application as a tool for vocabulary learning, especially in senior high school students Thus, this study aims to investigate student's perception with different level of achievement about the use of Quizlet as a vocabulary-learning tool. The researcher used a descriptive qualitative method and interview as the instrument to get an in-depth understanding about student's perception in the use of Quizlet. There were six students with different levels of achievement in the English course as the participants of the study. The researcher used thematic analysis to analyze the collected data. According to the findings, Quizlet is found to be a useful tool for improving vocabulary acquisition, and students' positive opinions are reinforced by its gamified elements and multimedia integration. As technology continues to shape the landscape of education, platforms like Quizlet stand as examples of how innovative applications can revolutionize the learning experience. However, the findings could be strengthened by conducting additional study with larger participant sizes, more diversified data collection methods, and longer follow-up periods.

Keywords: MALL; Quizlet; students' perception; vocabulary learning

INTRODUCTION

Vocabulary is a core part of acquiring a language. Lewandowski (2018) stated that very little can be communicated without grammar, and without vocabulary, nothing can be communicated. As an essential element for effective communication, vocabulary plays a crucial role in language acquisition. Without a proper vocabulary knowledge, students could find it difficult to communicate their ideas, comprehend others, or have meaningful conversations. As they advance, language learners increasingly rely on their vocabulary knowledge to comprehend and produce language. Furthermore, a lot of studies have found a strong correlation between vocabulary size and language proficiency. Learners who have rich vocabulary, can comprehend text more easily than

those who do not, and rich vocabulary also improves their writing abilities by allowing them to express their ideas clearly and precisely. Therefore, it is crucial to prioritize vocabulary development for fostering competent language learners. The importance of language-focused learning has been recognized by EFL teachers, including purposeful vocabulary learning (Nation, 2018). Thus, foreign and second language education should prioritize language-focused learning, including purposeful vocabulary training. This underlines the importance of vocabulary learning in language education.

With the increased importance of vocabulary learning, there is a renewed focus on study into vocabulary learning and effective teaching methods. A new revolution which is suitable nowadays, called MALL (Mobile-Assisted Language learning) is needed to teach and learn vocabulary. MALL is a combination of mobile devices, it can be smartphones or tablets, which is used in a language learning process. The idea of having MALL is matched perfectly with the current situation that cannot be separated from technology (Pahmi, 2016). Accordingly, it can be concluded that MALL is a new option for improving students' learning experience. Setiawan and Wiedarti (2020) stated that the use of MALL in the classroom can help to inspire and engage students in studying English because mobile devices provide convenient and interactive platforms which can dynamically improve students' listening, speaking, reading and writing skills. According to (Sari, 2019), due technology will continue to change the field of education, the increasing use of mobile devices helps students to have a wider range of access to interactive language learning, such as Quizlet which helps them to enhance their vocabulary. Thus, the implementation of mobile devices and applications like Quizlet addresses the ever-evolving needs of language learners to have a wider option and accessible vocabulary learning. As stated by Hikmah (2019), Quizlet encourages students in acquiring new words in order to succeed in their vocabulary mastery. As stated by Wright (2016), Quizlet has multimedia elements which helps the learner to have a better learning experience. This underlines how adaptable Quizlet is as a vocabulary-learning tool. Moreover, similarly to another technology-assisted application, Quizlet is also an adaptive learning tool which is customizable depending on the learning objective or specific material that needs improvement. In line with this, students might be more interested in learning vocabulary because they can adjust at their own pace. This underlines the worth of MALL and Quizlet in supporting enhanced language learning experiences and addressing language learner's evolving needs.

Research conducted on Indonesian senior high school English as a Foreign Language (EFL) students has highlighted the efficacy of Quizlet compared to traditional instruction in enhancing vocabulary learning, particularly among students who lack motivation to learn English (Dewi & Rahma, 2022). This study underscores Quizlet's effectiveness as a tool for vocabulary acquisition, suggesting its potential to address motivational challenges commonly encountered in language learning contexts. Similarly, a separate study conducted in Sragen, Indonesia, corroborated these findings by demonstrating the positive impact of Quizlet on students' performance and vocabulary knowledge (Setiawan & Wiedarti, 2020). This research emphasized the autonomous nature of learning facilitated by Quizlet, indicating that students were able to enhance their vocabulary independently through the use of this digital platform. Together, these studies provide compelling evidence regarding the relevance and efficacy of Quizlet in promoting vocabulary acquisition among EFL students in Indonesian high schools. By offering an alternative and engaging learning approach, Quizlet has emerged as a valuable resource for educators seeking to enhance students' language proficiency. These findings underscore the importance of leveraging technology-enhanced learning tools

like Quizlet to support language learning initiatives and empower students to achieve academic success autonomously.

Accordingly, several studies have looked into the possible advantages of Quizlet for vocabulary growth. However, they are mostly concentrated on the utilization of material that is already available and its consequences on the students' motivation and receptive vocabulary acquisition. Comparatively, little research has been done on discussing the students' perception in the use of the Quizlet application as a tool for vocabulary learning, especially in senior high school students. Moreover, one of the studies done by Aprilani and Suryaman (2021) about student's perception of the usage of Quizlet in their education also recommended adding more participants and different levels of education for future research in order to maximize understanding of the usefulness of Quizlet. Thus, in order to maximize the usefulness of Quizlet, this research aim is to explore the students' perception in the use of Quizlet for vocabulary learning based on their achievement levels. In accordance with the aim, therefore, the research question in this study is "What is the student's perception about the use of Quizlet for vocabulary learning?

RESEARCH METHOD
Research Design

This study adopted a descriptive qualitative research approach as its primary methodological framework to investigate students' perceptions regarding their learning experiences with Quizlet as a vocabulary learning tool. According to Kim (2016), descriptive qualitative research is well-suited for exploring the "who, what, and where" aspects of individual or subjective experiences, making it particularly appropriate for this study's focus on students' perceptions. This methodological choice aligns with the research objective of gaining insights into students' perceptions of Quizlet's effectiveness in vocabulary acquisition. Moreover, descriptive qualitative research is commonly utilized in educational studies, particularly when addressing intricate or challenging phenomena such as attitudes and experiences. Its suitability for exploring nuanced aspects of student learning experiences makes it a preferred methodological approach in educational research. The primary aim of employing descriptive qualitative methods in this study is to facilitate a comprehensive and in-depth analysis of students' perceptions across different levels of academic achievement in the context of using Quizlet for vocabulary learning. By employing this methodological approach, the study seeks to uncover a rich array of perspectives and insights, enabling a nuanced understanding of how students at varying proficiency levels perceive the utility and effectiveness of Quizlet as a learning tool. Through this systematic analysis, the study aims to contribute valuable insights to the field of education, informing educators and researchers about the practical implications of integrating Quizlet into vocabulary learning strategies.

Research Participants

The participants in this study comprised Grade 11 students from a senior high school. A total of six participants were selected for inclusion in the study. These participants were chosen based on their proficiency levels in the subject under investigation. Specifically, the selection criteria consisted of three distinct proficiency levels: elementary, intermediate, and advanced. Each proficiency level was represented by two participants, ensuring a balanced and comprehensive exploration across the spectrum of proficiency within the Grade 11 student population. This approach aimed to provide insights into how varying levels of proficiency might impact the outcomes of the study, thereby contributing to a more nuanced understanding of the subject matter.

Research Instruments

In this study, the primary instrument employed for data collection was interviews. This method was chosen due to its capacity to elicit in-depth and detailed insights from the participants, offering a rich source of information essential for the research objectives. The interview format facilitated a comprehensive exploration of various aspects related to the participants' experiences with the Quizlet application as a vocabulary learning tool. To structure the interviews effectively, a set of ten questions was utilized. These questions were adapted from previous studies conducted by Azizah and Miftakh (2021) as well as Tanjung and Daulay (2022), which focused on the utilization of Quizlet for vocabulary learning. By drawing from established research, the questions were designed to cover a range of relevant topics pertinent to the present study's objectives. The investigation delved into multiple facets of the participants' experiences with Quizlet. Specifically, the study examined their perceptions of the application's usefulness, levels of motivation and engagement while using Quizlet, encountered challenges, and overall satisfaction with the application's effectiveness as a learning tool. Through this comprehensive approach, the aim was to capture a diverse array of perspectives and gather detailed insights into the participants' encounters with Quizlet, enriching the study's findings and contributing to a deeper understanding of its efficacy in vocabulary acquisition.

Data Analysis

The analysis of the collected data followed a systematic approach, beginning with descriptive analysis before proceeding to thematic analysis. Initially, the data underwent descriptive examination to gain an overview of the responses provided by the participants. This involved scrutinizing the data to identify any notable patterns, themes, or categories that emerged from the participants' feedback. Following the descriptive analysis, thematic analysis was employed to delve deeper into the data and extract more nuanced insights. This method enabled the identification of recurring themes and underlying patterns within the participants' responses. By systematically exploring the similarities and differences among students with varying proficiency levels (high, medium, and low), a comprehensive understanding of their perceptions regarding the use of Quizlet as a vocabulary learning tool was achieved. This comparative analysis allowed for the exploration of potential trends and variations in perception across different proficiency levels.

In this study, thematic analysis played a crucial role in drawing precise conclusions regarding the students' perception of Quizlet's utility for vocabulary learning. By rigorously examining the data through this analytical lens, the researcher was able to discern key themes and insights, providing a robust foundation for drawing meaningful conclusions. Finally, the researcher employed qualitative analysis techniques, including both descriptive and thematic analysis, to meticulously examine the data. This methodological approach facilitated the generation of rich and detailed insights into the students' perceptions of using the Quizlet application for vocabulary learning. By integrating these analytical techniques, the study yielded valuable findings that contribute to the existing understanding of the efficacy and perception of Quizlet as an educational tool.

RESULTS AND DISCUSSION
Research Findings

An one-to-one interview was done with the participants of different achievement levels to find out their perception of the use of Quizlet as a tool for vocabulary learning.

The interviews were conducted face-to-face. This section will lay out the findings of the present study based on the interview questions.

Question 1. **How do you react when you use the Quizlet application for the first time? Are you perplexed, anxious, or something else?**

High achiever students
"I don't feel nervous at all, I just feel it's unique since I think it was not a monotonous application." (S1)
"I feel confused and panicked because the time is running out and requires students to answer quickly and accurately." (S2)
Medium achiever students
"I am speechless, since it was the first time I used that application." (S1)
"I feel confused because it was the first time I used that application. But it turned out to be an easy-to-use application after I heard the teachers' explanation." (S2)
Low achiever student
"My first reaction was surprised because Quizlet is a really fun application." (S1)
"I don't feel perplexed nor nervous or anxious, but I just feel confused since it was the first time I used Quizlet." (S2)

Question 2. **Do you think Quizlet is an interesting and fun application?**
High achiever students
"It is interesting, especially the color selection in the Quizlet application." (S1)
"It is interesting because it can train students to be more responsive." (S2)
Medium achiever students
"Yes, I do because there is a picture which describes the meaning of its vocabulary." (S1)
"In my opinion, Quizlet is an interesting application which is also an easy to use one." (S2)
Low achiever students
"Yes, I do. I think it is a fun and interesting application." (S1)
"I think Quizlet is fun and interesting enough." (S2)

Question 3. What do you feel after learning vocabulary by using Quizlet?
High achiever students
"I think I got new vocabulary which was never discussed in an exercise or textbook." (S1)
"I feel like the vocabulary I learn increases and broadens my vocabulary knowledge." (S2)
Medium achiever students
"It was so fun. I think I can memorize the vocabulary more easily." (S1)
"What I felt after learning vocabulary using Quizlet was that Quizlet makes me understand more about the meaning of some vocabularies." (S2)
Low achiever students
"I can memorize many vocabularies which was very helpful for me." (S1)
"I felt happy because I got the opportunity to use Quizlet which made me think faster." (S2)

Question 4. "Do you think Quizlet can boost your activeness in the class?"
High achiever students
"I think it can because all of my friends are already bored with the traditional teaching methods." (S1)
"Yes, it can. Quizlet can help boost activeness in the class since it is a game-based application which can be itemized individually or group." (S2)
Medium achiever students
"Yes, I do think Quizlet can boost students' activeness because it has an easy-to-use application layout." (S1)
"Yes, I do because Quizlet is a game-based application so my friends and I will compete to win the games." (S2)

Low achiever students
"Yes, I do because Quizlet is a game-based application which can boost students' activeness in the class." (S1)
"Yes, I do because Quizlet has an easy-to-use layout and makes it easier to memorize the vocabulary." (S2)

Question 5. "Do you think Quizlet can enhance your motivation in learning english?"
High achiever students
"It can, because it is a fun and flexible application." (S1)
"Yes, it can because in Quizlet, images and vocabulary are presented which make us the students to understand and learn English." (S2)
Medium achiever students
"Yes, I do because the presented pictures were interesting, and I feel happy to learn vocabulary using that application." (S1)
"Yes, I do because Quizlet is using a picture to help me memorize the vocabulary which makes it fun, and I am willing to use this application again." (S2)
Low achiever students
"I think it can help me to enhance my motivation because Quizlet makes learning not feel boring." (S1)
"I think Quizlet is able to increase our motivation in learning English because there are pictures presented which make understanding the vocabulary easier." (S2)

Question 6. "After trying to operate Quizlet, do you think Quizlet is an easy application to work with?"
High achiever students
"I think Quizlet is easy to operate, especially because the teacher has explained beforehand." (S1)
"Yes, I think Quizlet is easy to operate because students don't need to download the application. They only need to scan the code or log in using the link." (S2)
Medium achiever students
"Yes, I do because Quizlet is an easy-to-use application, and no permission required such as email." (S1)
"Yes, I do because we only need to use the given link and also it is similar to the application that we use to learn." (S2)
Low achiever students
"Yes, I do because I think Quizlet is a simple application which can be easily understood by the students." (S1)
"Yes, it was easy to operate because it was simple, and we didn't need to type our email." (S2)

Question 7. "What obstacles do you experience when learning vocabulary using Quizlet?"
High achiever students
"I don't have any obstacles while learning vocabulary using Quizlet because there is memorization time before the games starts." (S1)
"I don't have any obstacles while learning the vocabulary using Quizlet, but because of the running time I felt nervous. Moreover, the connection problem makes the game work slower." (S2)
Medium achiever students
"At that time, I had a problem with my connection which made the game not run smoothly." (S1)
"Because Quizlet is a high bandwidth application, it needs a stable connection. Thus, I think that is the only obstacle while we use Quizlet in the class." (S2)
Low achiever students
"I feel like sometimes I forget some meaning of the vocabulary." (S1)

"So far, I don't have any obstacles while using Quizlet and hopefully there will not be in the future." (S2)

Question 8. "What are the advantages of using the Quizlet to learn English vocabulary?"
High achiever students
"The advantage is not a boring application. Moreover, because of the picture which describes the meaning, we can understand the vocabulary more easily." (S1)
"I think the advantage of Quizlet is the ability to memorize many vocabularies at one time, an easy use application, and easy to log in to the application." (S2)

Medium achiever students
"I think the advantage is the pictures and cute font which makes it easier to memorize and understand." (S1)
"Because Quizlet uses pictures to memorize the vocabulary, thus I think that makes me memorize the vocabulary more easily." (S2)
Low achiever students
"Like what I have mentioned, Quizlet is an easy-to-use application, and I can learn new vocabulary from it." (S1)
"The advantages are that I can learn vocabulary easier and easier to use." (S2)

Question 9. "In your opinion, do you think that Quizlet can help you learn and memorize vocabulary easier?"
High achiever students
"I think Quizlet can help me learn and memorize vocabulary easier because I like color selection and it is a flexible application." (S1)
"Yes, I do think that Quizlet can help me to learn and memorize vocabulary easier." (S2)
Medium achiever students
"Yes, I do because Quizlet helps me a lot in memorizing the vocabulary." (S1)
"Yes, I do because of Quizlet I can easily memorize the vocabulary." (S2)
Low achiever students
"Yes, I do because Quizlet showed us a picture which makes learning easier." (S1)
"Yes, I do because Quizlet is really helpful for me to memorize vocabulary faster than usual." (S1)

Question 10. "On a scale of 1-5, how much do you like the Quizlet application?"
High achiever students
"5, I like how Quizlet is not a monotonous application, the color selection and its flexibility." (S1)
"4, Quizlet is easy to use for everyone, and also can increase everyone's vocabulary knowledge. But we need to prepare for the risk of connection problems which can affect the game." (S2)
Medium achiever students
"4, because it was easy to operate, but the connection problem made the application lagging." (S1)
"5, because this application is helpful especially for us to memorize and understand the vocabulary." (S2)
Low achiever students
"5, because I really like this application." (S1)
"4.5, because of Quizlet I can memorize the vocabulary easily, but still the connection problem makes the application lagging." (S2)

Discussion
Based on the finding, there are several points about what students in different achievement levels feel when using Quizlet as a tool for vocabulary learning. The first point is about students' first time experience, during experience, and after experience

using Quizlet as a tool for vocabulary learning. It is based on the data showed that the initial response of students with high, medium, and low academic performance to Quizlet provide distinct perspectives in their firsthand encounters. One student from high achievements views the application as unique and captivating, while the other is feeling perplexed and anxious because of limited time. One student who has a moderate level of achievement may first be speechless and confused, but they can acquire the concepts and skills of the program with the guidance of an instructor. The underperforming individuals were initially surprised and confused, with one individual found Quizlet amusing while the others were feeling perplexed. These responses demonstrate the unique responses of students to novel teaching materials. The wide range of emotions, from confused perplexity to elated surprise, illustrates the subjective nature of adapting to new pedagogical methods. A number of students found Quizlet to be unique and enjoyable, indicating that new educational applications have the capacity to captivate and captivate students. These replies highlight the significance of providing assistance and guidance to students as they acclimate to novel teaching methodologies in order to enhance their involvement and acquisition of knowledge.

High, medium, and low achiever students all believe that Quizlet is fun and engaging, demonstrating its universal appeal. Students had different reasons for enjoying Quizlet. Quizlet's unique features attracted high achievers. One student noted that the application's color choice adds attractiveness. Another high achiever said Quizlet's interactive nature encourages enthusiastic involvement. While from medium achievers, they liked Quizlet's learning features. They liked the pictures that explained terminology. They also praised Quizlet's for its user-friendly. Lastly, from low achievers, they enjoyed Quizlet without naming specifics, they enjoyed learning. According to Surmanov and Azimova (2020), students have trouble grasping word meanings and contextual usage, which matches their good views of Quizlet. Pictures in Quizlet may help students understand word definitions and contextual usage. In essence, Quizlet's visuals, ease of use, and interesting learning process match students' preferences across achievement levels. Quizlet's features make learning fun and handle key word meaning and context issues, as noted in literature. This shows Quizlet's potential to help different students learn vocabulary.

Students' replies demonstrate the positive effects of Quizlet vocabulary learning for high, middle, and low achievers. These many consequences improved their learning. High achiever students indicated they had a vocabulary that extended beyond exercises and textbooks. By giving them new words and ideas, Quizlet helped them build their knowledge. The second high achiever student likewise mentioned an increase in vocabulary and knowledge. While medium achiever students found Quizlet to be enjoyable for learning new words. One student's memory of words improved after a pleasant interaction. A student's comprehension of words improved. Quizlet enhanced comprehension and memorization, increasing the effectiveness and enjoyment of learning. For low achievers, learning speed and language retention increased. For one student, memorization of many terms was useful. Quizlet expedited the other student's thought process and made them happy. With a larger vocabulary, they felt empowered, and the application helped them remember. These findings support Setiawan and Wiedarti (2020), who emphasize the necessity of educators offering engaging media that encourage students and interest them in acquiring English vocabulary.

The impact of Quizlet in boosting student's activeness and motivation in learning vocabulary is effective to help learners be active. In terms of boosting their activeness, students of all levels agreed that Quizlet capacity can increase classroom activity which proves its educational values. There are three main explanations that emerged from their

perspectives. First, most students liked Quizlet's user-friendly interface, which made learning easy. Quizlet's easy-to-use style made them feel at ease. According to research, intuitive interfaces boost user engagement and happiness (Setiawan & Wiedarti, 2020). Second, students said Quizlet's gamification encouraged classroom participation. Application competitions encouraged involvement and engagement. Quizlet promotes healthy competition by letting students compete individually or in groups, encouraging vocabulary learning. Gamification in education can motivate and engage students (Setiawan & Wiedarti, 2020). Finally, students liked Quizlet's unconventional learning approach. Quizlet was a fun, engaging alternative to traditional methods. This break from monotony rekindled their interest in vocabulary learning, supporting theories that emphasize varied and interesting training (Sari, 2019). On the other hand, in terms of student's motivation, students of all levels praised Quizlet for its fun, ease of use, and engaging learning. The fact that students say Quizlet is entertaining, easy, and intriguing supports its incentive potential. The students' overall opinion of Quizlet also matches findings from Setiawan and Wiedarti (2020)'s study where they emphasize on educators providing learning tools that are motivating. Their happiness and enthusiasm to learn vocabulary on Quizlet significantly corroborate the claim that this platform motivates students. Such emotional connection in learning improves academic achievement and topic interest (Frenzel et al., 2018). Students' comprehension improves when Quizlet uses visuals to explain word meanings. Mayer's cognitive theory of multimodal learning states that visuals improve comprehension and retention (Mayer & Moreno, 2003). Mayer and Moreno further explained that Quizlet meets diverse learning styles and improves vocabulary by using images to explain abstract topics.

The last point is the evaluation of the Quizlet. In this part, Quizlet's evaluation is divided into Quizlet technical operations which discuss the layout, advantages, and obstacles, and student's experience after using Quizlet as a tool to help students in memorizing their vocabulary.

According to Sari et al. (2022), students can have a more rapid and easy learning experience if the learning environment is well designed, and if their teachers are imaginative and make use of effective teaching tools. It is also comparable to the responses of all of the students, which indicate that Quizlet is an application that is straightforward and easy to operate. In addition, even first-time users will not have any trouble understanding Quizlet's straightforward interface. Some of the students have the impression that Quizlet is an easy-to-use tool because it did not require them to download the program first and they did not have to fill in their email address when they logged in. It is sufficient for them to either enter in the link or scan the barcode. A study conducted by Setiawan and Wiedarti (2020) revealed that students expressed a notable enhancement in their learning experience as a result of the program's interactive features and user-friendly interface. Therefore, in the event that the instructor needs a tool that makes learning simpler and more expedient for the students, Quizlet may be one of the options.

When playing Quizlet, the vast majority of the students were unable to connect to the Internet for various reasons. Quizlet, according to one of the students, requires a reliable Internet connection; otherwise, the game will not run well and may even experience lagging. Even while there are some of them who believe that the most significant challenge is their Internet connection, there are also those who believe that they do not face any challenges while using Quizlet. They were just anxious because the clock was ticking, and as a result, they forgot the meaning of a word. Therefore, if a teacher is interested in utilizing Quizlet, she should ensure that she has a reliable Internet

connection. This is important to ensure that the process of vocabulary learning goes off without a hitch.

The advantages of using Quizlet for learning English vocabulary, as highlighted by high, medium, and low achiever students, collectively emphasize the multifaceted benefits of this application in enhancing the language learning experience. The consistent themes across student responses shed light on key aspects that contribute to Quizlet's effectiveness. The overwhelming consensus that Quizlet is not boring shows its success in engaging kids. This supports an earlier study that found gamification in education that uses interactive features like graphics and games makes learning fun and engaging (Handayani, 2018). Both high and intermediate achiever students consider picture integration a major benefit. Visual aids have long been used to improve memory and understanding (Clark & Mayer, 2016). Quizlet visuals help students grasp and remember terminology, making language learning more successful. High-achieving students particularly like Quizlet's accessibility and convenience of use. This simplicity makes the program user-friendly for students of different technological literacy, supporting the premise that successful educational technology should be accessible to all learners (Clark & Mayer, 2016). Medium and low achiever students also emphasize visuals' function in vocabulary memorization. Multimedia features like visuals improve memory recall and understanding (Handayani, 2018).

According to Wahyuningsih and Taqiyah (2022), some students who learn English as a foreign language do not find it easy to master many vocabularies. This is because the students think that learning new words is something that is both boring and difficult. Therefore, it is crucial for teachers to locate an engaging tool that students may use to acquire knowledge. Thus, Quizlet may be the solution to this problem. Based on what the students said, they all thought that Quizlet might help them understand and remember the concepts. In addition, they remarked that Quizlet is an application that brings fun and excitement into the learning process, similar to the pleasure they get from playing games. This highlights the important factor that adds to Quizlet's popularity among students, especially its gamification features. According to a study conducted by Aprilani and Suryaman (2021), the use of Quizlet in educational settings has been found to enhance student's engagement and enthusiasm in learning English. The gamification feature of the application enhances the enjoyment and drive for success in the learning process. Moreover, when they asked how much they liked the Quizlet, three of them rate Quizlet 5 out of 5, one of them rate Quizlet 4.5, and the two other students rate 4 out of 5. Based on their rating, Quizlet's non-monotonous character, color variety, and adaptability appeal to high-achieving students (First student, 5). The design and user experience of instructional technologies can affect student engagement and satisfaction (Nasution et al., 2023). The second high achiever student also praises Quizlet's ease of use and vocabulary-boosting potential (Second student, 4). However, connectivity challenges raise worries about technology reliability in educational contexts (Kirkwood & Price, 2014). Medium achiever students like Quizlet for its simplicity and vocabulary-building power. Connection issues causing lagging raise concerns about the dependence on digital technologies in educational environments, which require stable infrastructure (Kirkwood & Price, 2014). Low achiever students like Quizlet, with one giving it a 5 and the other a 4.5. These comments imply that even struggling students find Quizlet useful, confirming the idea that well-designed instructional technology may meet varied learning demands.

CONCLUSION

Quizlet is a user-friendly program that provides digital flashcards and a number of study modes for learning vocabulary. By using Quizlet, students can easily understand and remember new and difficult words. Overall, the students' responses were mixed, highlighting many aspects of Quizlet's value, engagement, and impact on learning goals. Most students have shown a positive response due to Quizlet's user-friendly interface as it is mentioned that they do not need to register or make an account in order to use the Quizlet application. Moreover, Quizlet also boosts their active participation in the class. While using Quizlet, most students feel challenged to remember quickly and choose the right answer. Even though some of them also felt nervous, in the end they also mentioned that Quizlet was a good application for them to learn vocabulary. They also felt the picture, color, and font selection were perfect for them, thus they felt that Quizlet were able to improve their vocabulary retention. Students particularly appreciate Quizlet's visuals, as they enhance comprehension and retention. To conclude, Quizlet appears to be a helpful resource especially to enhance vocabulary acquisition; students' positive perceptions of it are reinforced by Quizlet's gamification features and multimedia integration. Teachers might want to use Quizlet as part of their lessons to get students more interested and motivated in learning a language.

RECOMMENDATION

This study has a number of shortcomings, including its limited sample size, its reliance on interviews as a form of data collecting, its short duration, its dependence on the Internet, and its disregard for potential individual differences. The findings could be strengthened by conducting additional study with larger participant sizes, more diversified data collection methods, and longer follow-up periods. This would also provide a more thorough knowledge of the effectiveness of Quizlet as a vocabulary learning tool.

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