

## **The Effect of Quizlet on Vocabulary Mastery of the Eight Grade Students' of SMPU Al-Anwari Banyuwangi**

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### **ABSTRACT**

Quizlet is one of the online-based language learning media in form of flashcards equipped with various features such as audio, pictures, words, quiz, and test. Research aimed to investigate whether there is any effect of Quizlet on students' vocabulary mastery. The researcher found a problem with low English vocabulary mastery of students in class eight D, which has 18 students as respondents in this research. This research is an experimental research on vocabulary mastery of students in eighth grade students of SMPU Al-Anwari Kertosari Banyuwangi in the Academic Year 2023/2024. This research used the method of one-group pre-test post-test design. The instrument used for data collection in this research is multiple-choice test with total of 30 questions consisting of nouns and verbs. For the data analysis is used t-test formula. The researcher found there is increased post-test scores. The pre-test mean score was 69.778 and the post-test mean score was 85.555. In addition, in the T-test results, the t-test value is higher than t table. The t-test value was 3.086 and the t-table was 2.110 ( $3.086 > 2.110$ ). The result of this research is that there is a significant effect of Quizlet on vocabulary mastery of students' of SMPU Al-Anwari Banyuwangi.

**Keywords:** *Quizlet; Vocabulary Mastery; Experimental Research*

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### **A. Introduction**

English has four skills that students must have mastered, which are reading, writing, speaking, and listening. English has become a formal subject taught at all levels of education. Four language skills—listening, speaking, reading, and writing—are interrelated and essential for effective communication (Nan, 2018). Therefore, it is very important for students to master and develop their vocabulary. These skills are made easier for students' if they have mastered the vocabulary. vocabulary learning strategies are crucial for expanding students' vocabulary and making learning more engaging and effective (Bai, 2018). It means, that vocabulary is the most thing that must be mastered and learned by students. The importance of vocabulary is essential for students to improve these skills in learning.

Vocabulary can be described as a total number that includes words and a language, all the words understood each other or employed, and a compilation of words that has a meaning (Hornby in (Tanjung et al., 2020). Vocabulary is a fundamental element be mastered by everyone who is learning a language. Vocabulary is at the center of language comprehension and application stated from (Agustin in Dewani, 2022). Vocabulary is one aspect of language learning be developed and taught to students' (Somantri & Nurhayati, 2020). Vocabulary is a set of words or phrases that later become a sentence and are understood by group of people and become a tool for communicating both in written and spoken language (Pikulskin & Templeton, 2020).

Vocabulary has various types and functions. The majority of the vocabulary in English is made up of verbs, nouns, adjectives, and verbs, implying that content word classes dominate the English language (Fromkin & Rodman in (King, 2020). However, in this research focused on the Noun and Verb because are widely used in daily activities.

Based on this definition, it can be concluded that vocabulary is very important for students as a basic to improve English language skills. Therefore, vocabulary learning should not be neglected as it affects of English language skills. Vocabulary teaching is one of the things that teachers must focus on, which means learning models and learning strategies to improve students vocabulary skills. Teaching incudes more than just giving knowledge or comprehension to students, it also requires strategy and method (Triyogo in S. Wulandari et al., 2021). Therefore, to overcome this problem, teachers must find media that can help students to get interactive, easy, and effective teaching to deal with students difficulties in improving their vocabulary.

Based on observations made by the researcher to students and based on information about students' difficulties from the English teacher, the researcher find out that students in the eighth grade at SMPU Al – Anwari have difficulty following English lesson, this is due to the low of students' vocabulary, and low students' interest in learning English. Therefore, in learning an effective media are needed. Leaners must have discover acceptable methods, strategy, and approaches to take students to the aim of language learning (Brown in Yulianti et al., 2017). Emphasize the benefits of using media to teach vocabulary, engage students creatively, and improve communication abilities (Elham & Darkhsan in (Rohmawati & Masruroh, 2023). Learning media is a method of instruction

that can be used in the teaching and learning process. Learning media includes physical equipment, such as books, audio, slides, the internet, visuals, computer, and so on. The function of media is an entertainment tool, improving the quality of learning, accelerating understanding in learning, and helping to achieve learning objectives (Nuraeni et al., 2017).

In the current era of digital transformation, technology integration in education has become essential to support more engaging and effective learning environments. Particularly in English language learning, digital tools and applications offer interactive features that help students develop vocabulary through repetition, visualization, and contextual use. These tools facilitate vocabulary development through interactive features such as repetition, visualization, and contextual use (Li & Lan, 2022). Vocabulary learning is no longer confined to traditional classroom instruction but can be reinforced through multimedia tools that encourage autonomous learning. The inclusion of technology in language teaching also helps students build motivation, enhance retention, and promote learner independence.

However, despite the availability of various learning resources, many students still face difficulties in retaining and recalling new vocabulary. This problem is often caused by a lack of exposure, monotonous learning activities, and insufficient use of interactive media. Vocabulary acquisition requires meaningful repetition and contextualized practice; without these elements, students tend to forget newly learned words quickly. Therefore, there is a pressing need for teachers to adopt digital tools that can sustain learners' engagement while providing effective vocabulary reinforcement.

Quizlet, as one of the most popular educational platforms, offers features that align well with these pedagogical needs. Its combination of audio, visual, and interactive exercises allows learners to experience multimodal learning, which supports different learning styles. The gamified nature of Quizlet activities, such as matching, spelling, and test modes, promotes motivation and helps students practice vocabulary in a fun and competitive environment. Quizlet significantly enhances vocabulary acquisition and retention among students (Çinar & Arı, 2019). Using Quizlet not only improves students' vocabulary mastery but also enhances their confidence and participation in English

classes. Thus, employing Quizlet can bridge the gap between traditional vocabulary teaching and technology-assisted learning.

To address the issue, the researcher proposes employing the Quizlet for this research. Quizlet is a web-based application in the form of online flashcards. Quizlet was developed by Andrew Sutherland in 2005 who is a student from California, which originated from his personal experience of being asked to memorize a lot of animal names in French, from here he developed the Quizlet application and eventually became an application that has many users. Quizlet was easily available and free application (Elyas, 2020). Quizlet is a game mode used as a learning media for students and teachers in learning language (Okkan & Aydın, 2020). Quizlet functions as a media containing terms and definition of images, displayed according to user needs. Quizlet offers various features' such as audio, cards, materials was prepared in Quizlet, definition, vocab, and test such as multiple choice, matching image, and true false questions. Besides that, the material and questions contained in Quizlet cab printed.

Quizlet has the advantages and disadvantages (Blacky & Kane in Tanjung, 2022):

1) Advantages of Quizlet:

- a. Quizlet is an application that is easily accessible and easy to obtain, innovative, creative, easy to use and free.
- b. A lot of material has been provided and the materials is grouped based on the subject of learning.
- c. There are various languages, features, and courses and tests. So, the students' are easy to choose the language want to learn.
- d. Easy to use anytime and anywhere.

2) The Disadvantages of Quizlet

- a. the use of Quizlet requires an internet connection.
- b. The material taught is more in language, but less in culture.
- c. Quizlet does not include the web adders of Quizlet.
- d. Quizlet accommodate too many students in sets of the class.

The form of the Quizlet application is almost the same as flashcard, but in Quizlet is an online flashcard equipped with various features. There are audio pronunciation

demonstrations, vocabulary memorization exercises, vocabulary writing exercises, and vocabulary pronunciation exercises. Therefore, students will not be confused about how to use the game. It has been equipped with a very complete vocabulary development feature. Furthermore, teachers can enter the relevant material into quizlet and generate tests within one module and offers direct assessment. Quizlet on Vocabulary Learning was conducted to determine the effect of quizlet on students' learning motivation in learning vocabularies (Okkan, 2020). This was a quantitative experimental one-group design. This research aimed to investigate the impact of quizlet on the motivation of Turkish EFL learners majoring in psychology a public university.

Because of the problem faced by students and realizing the complete activity in Quizlet, the researcher was interested in investigating the effect of Quizlet on the vocabulary mastery of the eight grade students of SMPU Al-Anwari Banyuwangi in Academic Year 2023/2024. The researchers opted to utilize a pre-experimental method with one group pre- and post-tests to examine the statistical effect of Quizlet application on students' vocabulary mastery. Therefore, this research attempted to address the following questions whether or not there is any effect of Quizlet on vocabulary mastery of the eight grade students of SMPU Al-Anwari Banyuwangi.

The result of this research hopefully could inspired and recommended teacher and students to use Quizlet in teaching and learning vocabulary mastery, and teachers are advised to vary the use of Quizlet as well, so that students are more interested and motivated in learning. The researcher recommends to further researchers to use the results of this research as a reference in conducting new research related to vocabulary mastery using different and updated online media, and it is hoped that further researcher can complete the research methods and in a longer time.

## **B. Research Method**

The design of this research was the pre-experimental design. The pre-experimental design is research conducted without a control group. Therefore, the result of this research are influenced by the dependent variable, and not always independent variable (Sigiono, 2017). The pre-test and post-test is the test used in the before and after treatment to the respondents. The pre-test and post-test in this research used a multiple

choice of 30 questions with different forms question. The research pattern for this method (Sugiyono, 2017) is as follows:

Table 1 The Research Design

Pre-Test	Treatment	Post-Test
<b>O<sub>1</sub></b>	<b>X</b>	<b>O<sub>2</sub></b>

Information:

O<sub>1</sub> = The pre-test score

X = The treatment by using Quizlet

O<sub>2</sub> = The post-test score

In this design, the test is administered twice: once before the treatment and once after. The experimental class (O<sub>1</sub>) first takes the pre-test, which is conducted before the treatment. Following the pre-test, the researcher applies the Quizlet application (X) as the treatment. Finally, the post-test (O<sub>2</sub>) is administered to measure the impact of the treatment.

In regarding to the used the research design one-group pretest-posttest, the researcher conducted the treatment three times with a pre-test before treatment and post-test after the treatment was completed. The research investigated the effect of using Quizlet on vocabulary mastery because it is believed that Quizlet can help students' learn vocabulary easily.

On this research has a creativity to using Quizlet with other users, that is:

1. Open the Quizlet web <https://quizlet.com> or download the application on the google play store.
2. Register an account on the quizlet page or login to the Quizlet application.
3. Open or select the desired material feature.
4. For creating a set of classes the teacher can choose create a class.
5. The teacher sends a link to the class that has been created to students.
6. Students can directly enter and open learning sets from the teacher.
7. Teacher and students opens the Quizlet Application.
8. Teacher opens the material.
9. Teacher asks students for attention on the projector and the material presented.

10. Teacher opens the material and asks students to guess the vocabulary that has been given and then the teacher opens flashcard to find out the correct answer.
11. Teacher sets the audio and re-reads and followed by the students to following the teacher.
12. After that, the teacher invites students' to play quiz contained in Quizlet. In playing the quiz the students' conducted with individuals'.

In this research the using of Quizlet has differences with the using of Quizlet in general. In this research Quizlet is used together in one class using one laptop and displayed on the projector screen.

The researcher has determined SMPU Al-Anwari Banyuwangi to be the research location. This school is located at JL. Udang Barong No.22 Lingk. Kramat Kertosari Banyuwangi. SMPU Al-Anwari Banyuwangi has three classes. The classes are the seventh, eight, and ninth grades. In one classes was divided into four classes, namely a,b,c, and d. The researcher has determined class eight D as respondents. In this class, there are 18 females students. The researcher has choosen class eight d because there is a low mastery of vocabulary and the students have difficulty in learning English. The research used purposive sampling technique in this research because it is more effective technique to choose sample in the school.

The researcher has conducted this research used quantitative experimental methods of one-group pre-test and post-test design. The data collection of this research has used a test that aimed at knowing the vocabulary skills of students before and after using Quizlet, from which the researcher has known the effect of Quizlet used. The multiple choices used are in the shape of multiple choices with a, b, c, and d for the answer choices, with a total of 30 questions from 15 noun and 15 verb.

Table 2 Blue Print of the Vocabulary Test

No	Indicator	Number of Items	Total of Items
1	Noun	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	15
2	Verb	16,17,18,19,20,21,22,23,24,25,26,27,28,29,30	15
	Total		30

This research has Quantitative experimental one-group pretest-posttest design as a research technique and has used multiple choices as intensifier of quantitative data analysis. Then, from these results the correct hypothesis of research result is known. Lastly, the posttest employed the same set of 30 questions as the pretest, albeit with different content. However, the composition and characteristics of the test remained unchanged. The posttest was utilized to see if the treatment could improve the students' vocabulary ability or not.

The research used the pre-test and post-test scores to calculate the t-test. Afterward, the pre-test and post-test scores were calculated to find the average value of the pre-test and post-test scores. However, after the Mean scores and standard deviation of the pre-test and post-test are found, the t-test is analyzed and interpreted with a significant level at 5%.

## C. Research Finding and Discussion

### a. Research Findings

The researcher summarized the findings from the research conducted using the Quizlet application, the researcher presents the result of the research that has been carried out. The researcher obtained data based on the results of the tests had been given to respondents twice, namely the pre-test and post-test. This research was conducted on 1–6 on January 2024. The respondents are eight grade students of SMPU Al-Anwari Banyuwangi. The research conducted on the learning process carried out in class. The class used for this research is 8d, which has 18 students.

In the pre-test, The students were given a pretest to gather information regarding their vocabulary proficiency. The research has analyzed the result of the pre-test that has been given to respondents. The total of test is 30 questions containing 15 about noun and 15 about verbs on the multiple-choice test. The classification of interval and frequency score of students' vocabulary mastery in experimental class.

Table 3 Interval and Frequency of Pre-Test

No	Interval	Frequency
1	81-90	1
2	72-80	7
3	63-71	9
4	53-62	1
Total		18



Based on table 4.1 shows the results of pre-test question given to eight grade students about nouns and verbs. The range of pre-test scores obtained by students is 53-83. One student scored the highest with 83, while another scored the lowest with 53. The interval 63-71 has the highest frequency, with 9 students. The interval 72-80 they were, 7 students.

In addition, after 3 treatment meetings, the post-test was analyzed to obtain significant results. It was similar with the pre-test before, the test was multiple choice that consisting of the 30 questions on the verbs and nouns. The following table shows about interval and frequency scores of the students' vocabulary mastery.

The classification of interval and frequency score of students' vocabulary mastery in experimental class.

Table 4 Interval and Frequency Post-Test

No	Interval	Frequency
1	92-100	5
2	83-91	9
3	73-82	4
4	63-72	0
<b>Total :</b>		18

Based on table shows the results of post-test question given to eight grade students about nouns and verbs. The range of post-test scores obtained by students is 73 until 97. One student scored the highest with 97, while another scored the lowest with 73. The interval 92-100 there were 5 students. The interval 83-91 has the highest frequency, with 9 students. The interval with lowest frequency of 4 student was 73-82. Based on explanation above, that the score of post-test was higher than the score of the pre-test.

## b. Discussion

The T-test is a method used by researcher to find differences in the results of the researcher that has been conducted. The research used the pre-test and post-test scores to calculate the t-test. Afterward, the pre-test and post-test scores were calculated to find the average value of the pre-test and post-test scores. The pre-test resulted in Mean scores ( $X_2$ ) was 69,778, and the post-test Mean scores ( $X_1$ ) was 85,555. The standard deviation on the pre-test ( $S_2$ ) was 45,061, and standard deviation on the post-test ( $S_1$ ) was 43,135. However, after the Mean scores and standard deviation of the pre-test and post-test are found, the t-test is analyzed and interpreted with a significant level at 5%, and the

determining degree of freedom was  $= N - 1 = 18 - 1 = 17$ . It was found that t-table was 2,110. The result of the t-test analysis in this research was 3,086.

The hypothesis verification purposed to find out the answer of the research that has been conducted, whether there is any effect of using Quizlet on mastery vocabulary of eight grade students at SMPU Al- Anwari Banyuwangi in the academic year 2023/2024. The researcher applied an alternative hypothesis ( $H_a$ ) and a null hypothesis ( $H_o$ ) to get an answer. The criteria for hypothesis submission stated that, if the t-test value is higher than t-table, means that  $H_a$  is accepted and  $H_o$  is rejected. However, if the t-test is lower than t-table, means that  $H_a$  is rejected and  $H_o$  is accepted. ( $H_a$ ) is significant effect of Quizlet on vocabulary mastery and ( $H_o$ ) There is not any effect of Quizlet on vocabulary mastery.

Based on the results of statistical calculations, the t-test was 3,086, and t-table was 2,110. While the t-test value was higher than the t-table ( $3,086 > 2,110$ ). The conclusion of this research was  $H_a$  accepted and  $H_o$  rejected, which means that there is a significant effect of using Quizlet on vocabulary mastery of the eight grade students of SMPU Al-Anwari in the Academic Year 2023/2024.

It can be concluded that the Quizlet has an effect on the mastery of students vocabulary mastery to increase, and this is supported by (Waluyo & Bucol, 2021), that students are more motivated and creative in English when using Quizlet and students abilities increase more rapidly in understanding and remembering vocabulary. In addition, the use of Quizlet provides several benefits for this research. Students learn a lot of new vocabulary, which has given students the experience to learn by using media other than books and dictionaries.

In conclusion, the results of the t-test 3,086, the value of t-test was higher than t-table 2,110 . It means that the hypothesis which says, "There is significant effect of Quizlet on vocabulary mastery of eight grade students SMPU Al-Anwari in the academic year 2023/2024" is accepted, and the Quizlet is a learning application that offer creative and innovative learning, especially for vocabulary. This is also proved that Quizlet has an effect on the vocabulary of the eight grades students at SMPU Al-anwari Banyuwangi.

## D. Conclusion

Based on the result of data analysis and discussion, the result of data analysis that the t-test is 3,086, while the t-critical value of t-test with significant level of 5%, and the degree of freedom is 17, it indicates that the statistical value of t-test is higher than that of the t-table ( $3,086 > 2,110$ ). The conclusion could be drawn as follows that there is a significant effect of Quizlet on vocabulary mastery of the eight grade students of SMPU Al-Anwari in the Academic Year 2023/2024.

The results of this study have several important implications for English language learning practices. The use of Quizlet has been shown to significantly improve students' vocabulary mastery, suggesting that teachers integrate this interactive digital medium into their routine learning strategies. Quizlet can be used not only during classroom learning but also as a means of independent practice outside of class hours to help students continuously strengthen vocabulary memorization and understanding. Future researchers are also advised to conduct similar studies with more participants, longer duration, or by comparing Quizlet with other digital learning platforms to obtain broader insights into its effectiveness in improving English learning outcomes.

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