

EFL Students' Perception on Vocabulary Learning with Quizlet

Dewi Suriyani Djamdjuri^{1*}, Mastur Thoyib², Nanik Retnowati³, Muhammad Furqan⁴, Muharani Holifah⁵

^{1,3,4,5}Universitas Ibn Khaldun, Indonesia.

² Universitas Islam Syekh Yusuf (UNIS), Indonesia

*E-mail: dewi.suriyani@uika-bogor.ac.id

Abstract: Vocabulary plays a crucial role in communication and is considered one of the important aspects of the English language. Insufficient vocabulary knowledge can impede the process of learning English. Technology can serve as a valuable option for learning English vocabulary, as it provides various resources such as language learning apps that can enhance vocabulary and language skills. Quizlet is one such application that assists students in learning vocabulary concepts interactively and enjoyably. Student perceptions in learning activities are important things to know. This study aims to find out how students perceive the use of the Quizlet application in learning vocabulary whether they have negative or positive perceptions. This study uses qualitative methods in data collection. Ten students from grade seven became participants in this study. Researchers used two instruments, namely questionnaires and interviews. After distributing the questionnaires to students, the researcher also conducted interviews with five students to obtain more detailed information. The results showed that students had a positive perception of using Quizlet.

Keywords: *EFL Students, Perception, Vocabulary, Quizlet.*

Abstrak: Kosakata memainkan peran penting dalam komunikasi dan dianggap sebagai salah satu aspek penting dari bahasa Inggris. Pengetahuan kosa kata yang kurang memadai dapat menghambat proses pembelajaran bahasa Inggris. Teknologi dapat berfungsi sebagai pilihan berharga untuk mempelajari kosa kata bahasa Inggris, karena menyediakan berbagai sumber daya seperti aplikasi pembelajaran bahasa yang dapat meningkatkan kosa kata dan keterampilan bahasa. Quizlet adalah salah satu aplikasi yang membantu siswa dalam mempelajari konsep kosa kata secara interaktif dan menyenangkan. Persepsi siswa dalam kegiatan pembelajaran merupakan hal yang penting untuk diketahui. Penelitian ini bertujuan untuk mengetahui bagaimana persepsi siswa terhadap penggunaan aplikasi Quizlet dalam pembelajaran kosa kata apakah mereka memiliki persepsi negatif atau positif. Penelitian ini menggunakan metode kualitatif dalam pengumpulan data. Sepuluh siswa dari kelas tujuh menjadi peserta dalam penelitian ini. Peneliti menggunakan dua instrumen yaitu kuesioner dan wawancara. Setelah menyebarkan angket kepada siswa, peneliti juga melakukan wawancara dengan lima siswa untuk mendapatkan informasi yang lebih detail. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap penggunaan Quizlet.

Kata kunci: *Siswa EFL, Persepsi, Kosa kata, Quizlet.*

Copyright (c) 2023 The Authors. This is an open access article under the CC BY-SA 4.0 license (<https://creativecommons.org/licenses/by-sa/4.0/>)

INTRODUCTION

According to government regulations in Law no. 20 article 40 paragraph 2 "Teachers and education workers are obliged to create an educational atmosphere that is meaningful and fun and creative, dynamic and dialogic". But the fact is that the atmosphere of learning English in Indonesia is boring and monotonous, according to

Nurdiawati (2019) in her research, learning english in class is still 1. Textbook Oriented, 2. Students still have difficulty learning english 3. Still using the lecturing method or teacher centered 4. Boring and less interesting learning. Furthermore, as cited in Suwarno, Retnowati and Sundari (2023) There are many obstacles to overcome in order to increase students' vocabulary knowledge, including time constraints, poor student motivation, a diversity of talents, and the classroom environment. Lack of attention and participation from pupils during english lessons indicates low student motivation. Due to their disparate capacities, some students have very strong english skills while others only have passable or subpar english skills. Last but not least, the classroom environment indicates that the school supports the teaching and learning process to accomplish these goals by offering acceptable classroom settings and fulfilling all standards. Therefore, english teaching and learning activities must be improved and more varied, because learning english should be fun, creative and interesting. One of the effective methods of learning english is using technology to increase student engagement and make learning more interactive.

The use of the Quizlet application in learning english vocabulary can be a solution to overcome the problems encountered in learning english in Indonesia. This application provides a variety of interactive features that make students able to learn independently and interestingly. With Quizlet, students can access word cards, games, and other interactive exercises that can help strengthen their understanding of english vocabulary. English is one of the international languages. English has become a means of communication in the international world. It is necessary to anyone have an understanding and be able to communicate by using english. Vocabulary is a fundamental part of turning into a capable english language and to assume a critical part in any EFL course (Wright, 2016). In general, students who are just starting to learn English really need good and adequate vocabulary knowledge. Then students will be able to understand the meaning of the English. Vocabulary learning is an essential part of becoming a proficient user of any language (Alakrash, Razak, & Bustan, 2020). Cited in Wright (2016), Wilkins (1972) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. In learning a language, vocabulary has a very important role. With the importance of learning English vocabulary, nowadays with the development of technology and information there are many ways or methods that can be used to learn english vocabulary. Both english

vocabularies teaching conducted by the teacher in the classroom as well as students' self-learning beyond class.

The development of information, technology and communication is so fast. Djamdjuri & Kamilah (2022) argued that technology has a positive or negative impact on students' opinions. On the positive side, students can use technology to enhance their creativity, increase their curiosity, and influence their attitudes towards collaborative self-development. Especially in education, technology has an important role. As cited in Dizon (2020) stated that Mobile-Assisted Language Learning (MALL) suggests that the use of technology to study vocabulary is an effective approach for foreign language students. Cited in Dizon (2020) Godwin-Jones (2011) stated, the rise of smartphone ownership affords learners virtually limitless opportunities to study L2 vocabulary, clearly having such powerful devices available anytime, anyplace provides tremendous opportunities for educational use.

Also for EFL student technology usage has become a crucial factor in learning English in and out of the classroom Alakrash, Razak, & Bustan (2020). Therefore, technology can be an option in learning English vocabulary for example by using a smartphone which can be done anywhere, one of the English vocabulary learning applications on smartphones is the Quizlet application. Villalba, (2019) in his research found that Quizlet improved the level of EFL vocabulary because the EFL students' improvement of the results in the different post-tests might result from the portable variant explicitly, for example, out-of-class openness as well as prompt criticism.

As an e-learning application, the viability of Quizlet on further developing vocabulary is credited to the rising job of data and correspondence innovation in all parts of life (Villalba, 2019). Quizlet application is processed and optimized for learning purposes, not only in the field of language, but other disciplines can take advantage of this app to create sets or teaching materials while evaluating learning through Quizlet (Sari D. E., 2019). The Quizlet application can be used anywhere and anytime. This application can also be accessed via a smartphone or computer.

Perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind (Wang 2007). According to Oxford Dictionary perception is an idea, a belief or an image you have as a result of how you

see or understand something. As cited in Kazim Nas & Dalkilic (2020) Icerson and Pines (2013) argued that positive perception positively increases the value of the person, self-confidence and perspective towards time. Furthermore, student perceptions refer to the way students interpret and understand their learning experiences, in terms of learning activities using technology including the use of applications in learning English vocabulary. This involves students' subjective assessment of the benefits, uses, involvement, and effectiveness of using the application. As cited Damayanti (2020) Irwanto (2002) argued that as a person interacts with an object, their perception changes, and as a result, there are two types of perception—both positive and negative—that may be observed. A positive view is one that is reflected in all information (regardless of whether it is known or not), and answers are followed by attempts to make use of it. Negative perceptions refer to situations in which the subject considers the item captured as something he tends to reject because it does not fit his personal. Furthermore Anjaniputra & Salsabila (2018) in their research stated that the merits of Quizlet are concerned with the provision of enjoyable learning, generating learner autonomy, persistence, focus, and attention, as well as engagement. Therefore, the Quizlet application can be an interesting choice in teaching English vocabulary in the classroom. Moreover Dizon (2020) in his research stated that the outcomes uncovered that the students favored utilizing their smartphone, showing the shift towards versatile innovation and most of the students spent a lot of time utilizing Quizlet beyond class. The Quizlet application is very easy to use, it can be used anywhere and anytime, it is also easily accessible using any type of smartphone or computer gadget. Therefore, the Quizlet application is suitable for learning vocabulary in the classroom because it is easy to access and teachers can also make their own sets according to the desired teaching materials and can be an interesting English vocabulary learning application for students. From the two previous studies, it showed the positive impact of using the Quizlet application in learning English vocabulary for students, therefore in this study the author wanted to find out how the perception of the students in learning English vocabulary using the Quizlet application. The difference in the focus of previous learning research tends to focus more on the effectiveness of using Quizlet in learning English vocabulary in general. However, this research will specifically discuss students' perceptions of using the Quizlet application in learning English vocabulary. The purpose of this article is to analyze students' perceptions of using the

Quizlet application in learning vocabulary at the junior high school level. With a research question that is “How students’ perception toward the use of the Quizlet in learning English vocabulary”.

This article aims to understand how students perception using Quizlet as an English vocabulary learning tool. Thus, this article will provide insights and recommendations for educators and educational technology developers in integrating the Quizlet application in learning vocabulary in junior high schools, with the aim of increasing the effectiveness of learning vocabulary and the learning experience of students.

METHOD

Research Design

In this research, the researchers used a qualitative method. As cited in Creswell J. (2009) stated that qualitative research process involves important efforts, such as asking questions and procedures, collecting data 3 specific characteristics of the participants, analyzing the data inductively from specific themes to common themes, and interpreting the meaning of the data.

Research Setting and Participants

The research is focused on the application of learning English vocabulary using the Quizlet application that they have implemented. The participants in this study were class VII Junior High School in Bogor City. The participants of this study were ten students who filled out the questionnaire and the students who participated in the interview were selected using simple random sampling. In this study the authors used simple random sampling, according to Creswell J. (2009) simple random sampling is taking sample members from a population which is done randomly without regard to the strata in that population. Five random students from the class were selected from a population of ten students for data interview.

Data Collection

Creswell (2009) argued that data collection is the process of collecting information or data from various sources that are relevant to the research objectives. This data collection process can be carried out in various ways, such as interviews, surveys, observations, document studies, and so on. In addition, Creswell also stated that data collection must be done carefully and thoroughly in order for the results obtained to be reliable and valid. Data collection is the process to gather data with the

Instrument as a tool to gather the data. An Instrument is a tool or facilitation used by the researcher in collecting the data in order to make the study easier and more accurate. Data source is the most important tool for this research. Data source is the stuff for the research to get information that is required. The writer used two types of instrument namely a closed-ended questionnaire and semi structured interview.

The questionnaire is use to collect the data on students' attitude on the use of Quizlet application in learning English vocabulary. This questionnaire adapted from Vitoria, Mislinawati and Nurmasyita (2018). As cited in Winarno (2013) the questionnaire is a number of written questions are used to obtain information from respondents about something to be researched. In general, are used to disclose data relating to respondents' personal data, opinions or other information relating to research issues. In this study the writer used close ended questionnaire. As cited in Creswell J. (2009) a close-ended questionnaire is a type of questionnaire in which a respondent must select an answer that has been provided in a limited list of options. The questionnaires sheet with close ended questions was given to students for gaining the data about it. The questionnaire consisted of twenty statements. The form of questionnaire the writer adapted 4 uses point Likert scale form of levels such as strongly agree, agree, disagree, and strongly disagree as well as the ranges of scale score as (4, 3, 2, 1). As mentioned by Wilkinson and Birmingham (2003), Likert scale measure the attitudes to set statements put by the questionnaire and the participants is provide with a scale of possible responses. The writer served two kinds of statement in the questionnaire, the first is positive attitude of the students' and the negative attitude of the students' while using Quizlet in learning English vocabulary.

The next instrument is interview, the type of interview the researcher used for this study is semi-structured Interview. Based on Creswell J. W., Research Design. F. Design, Ed. (2014) stated semi-structured interviews allow participants to evoke stories about their personal experiences and express their experiences freely, thus minimizing the influence of investigator attitudes and previous findings can be suppressed. In this research, semi structured interview are used the writer to collected more data of the students attitude towards the use of Quizlet application in English vocabulary learning.

Data Analysis

The analysis of the questionnaire data involved eight statements, using a 4-point Likert scale with positive and negative statements. The scoring rules assigned scores

ranging from 1 to 4 based on the response options. Positive statements were scored as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, Strongly Disagree (SD) = 1. Negative statements were scored in reverse: SA = 1, A = 2, D = 3, SD = 4. The percentage of responses can be calculated as the following formula:

$$\text{Index Formula \%} = \frac{\text{Total Likert analysis}}{Y} \times 100$$

The percentage of the response results is converted into qualitative data with the criteria as shown in Table 1. Student response criteria towards the use of Quizlet in English vocabulary learning.

Tabel 1. Students Response.

Percentage (%)	Category
0% – 24.99%	Very bad
25% – 49.99%	Bad
50% – 74.99%	Good
75% – 100%	Very good

There are few steps in order to analyze the data from an interview. The first step was to make the transcript of the interview. The second step was coding the transcript as cited in (Saldaña, 2013) Code in qualitative inquiry is most often short words or phrases that symbolically provide summative, salient, essence-capturing, and/or evocative attributes for some visual or language-based data. The process of coding was making the name of participants into initials. The last step was data reduction, which encompassed summarizing, selecting, emphasizing, and identifying patterns within the data.

RESULT AND DISCUSSION

Data on the results of student responses can be seen in table 2. From 10 students showed an average score of 31.75 with a percentage of 79.375 included in the very good category. The data obtained shows that most students agree with positive statements and most students disagree with negative statements. Most students have a positive perception of using the Quizlet application.

Table 2. Statements students' perception and score

No	Statements	Score
1	Learning new vocabulary through the Quizlet app is important to me.	36
2	After using the Quizlet app, I'm more motivated to learn new vocabulary.	33
3	After using the Quizlet app, I have more confidence in using my	34

	new vocabulary in real situations.	
4	I see the Quizlet app as a very helpful tool in learning new vocabulary.	34
5	I'm having trouble remembering new vocabulary using the Quizlet app.	28
6	I find the Quizlet app unhelpful in remembering new vocabulary.	30
7	I find it ineffective at memorizing new vocabulary using the Quizlet app.	29
8	I find the Quizlet app difficult to use.	31
Total Average Score		31,875
Presentase Skor		79,6875

The first item above indicates that the majority of students believe that learning new vocabulary using the Quizlet app is important to them; they understand the value of developing a strong vocabulary in their language learning. Students have discovered the value of extending their vocabulary knowledge and how it might improve their overall language skills. They recognize that having a diverse vocabulary improves their capacity to communicate effectively and comprehend varied texts and discussions. Recognizing the significance of this, students agree in their second statements that utilizing the Quizlet app to learn new vocabulary is highly beneficial for their language development. The second statement most of students agree that after using the Quizlet app, they are more motivated to learn new vocabulary, they agree that by using the Quizlet application they are motivated to learn English vocabulary because they can access various learning materials on Quizlet as well as the variety of features, they can use to make it easier for them to learn English vocabulary in an interesting and interactive way. The third statement shows that most of students agree that after using the Quizlet app, they have more confidence in using new vocabulary in real situations. The third statement demonstrates that the majority of students agree that after using the Quizlet app, they are more confident in utilizing my new vocabulary in real-life. This is because students can improve their English vocabulary after utilizing the Quizlet application. Students feel more confidence when utilizing new terminology in real-life

circumstances when they have a larger vocabulary. The fourth statement is that most students agree that the Quizlet app is a very useful for learning new vocabulary. This is because the Quizlet app is a highly useful tool for learning new vocabulary and for the negative statements most students disagreed which indicates they have a positive perception of using Quizlet to learn English vocabulary. The reason for this is Quizlet easy access to rich learning resources, numerous learning methods, and user-friendly applications in the interview students expressed their opinions and perceptions on the Quizlet application, as they mentioned:

“My opinion after using the Quizlet application is that I am very happy and the application is very helpful for me, it is very helpful for me to understand new vocabulary and I have no difficulties when using this application”. **P1**

“I think the Quizlet application is very fun, so I am more excited to learn English vocabulary and this application helps me in memorizing new vocabulary”. **P2**

“This application is fun and enjoyable, I am greatly helped by the Quizlet application and it is easy to understand, there is also no difficulty when using this application, this application also makes it easier for me to memorize new vocabulary”.

P3

As cited in Some previous studies were conducted by Anjaniputra & Salsabila (2018) in their research stated that the merits of Quizlet are concerned with the provision of enjoyable learning, generating learner autonomy, persistence, focus, and attention, as well as engagement. Therefore, the Quizlet application can be an interesting choice in teaching English vocabulary in the classroom. Furthermore (Dizon, 2020) in his research stated that the outcomes uncovered that the students favored utilizing their smartphone, showing the shift towards versatile innovation and most of the students spent a lot of time utilizing Quizlet beyond class. Therefore, Quizlet can provide fun learning, increase persistence, focus, and involvement in learning. In addition, and students have a high level of interest and engagement in the app. Overall, the majority of students recognize the value of using the Quizlet app in learning new vocabulary. This application is considered useful, and easy to use. With access to rich learning resources and a variety of customized learning methods, Quizlet can be an effective tool for teaching English vocabulary in the classroom. Moreover, As cited in Kazim Nas & Dalkilic (2020) Icerson and Pines (2013) argued that positive perception positively increases the value of the person, self-confidence and perspective towards

time. It can be conclude that a positive perception of using the Quizlet application to learn English vocabulary can boost self-worth, self-confidence, and time perception. Students that have a positive perception of utilizing Quizlet are more motivated, involved, and confident in learning new vocabulary. Students can broaden their vocabulary knowledge and improve their general language skills by utilizing Quizlet. This can help students' personal development by strengthening their confidence in employing new words in real-life settings. As a result, it is critical for students and instructors to comprehend the advantages and worth of utilizing the Quizlet program to learn English vocabulary. Students can maximize their potential in this application if they have a positive view of utilizing it. According to the data in Table 2, the average score for the student responses is 31.75, which amounts to a percentage of 79,6875. This average score falls into the "very good" category, indicating that the majority of students think the Quizlet program is useful for learning English vocabulary. This data supports the conclusion that the majority of students have a positive perception of using the Quizlet application.

CONCLUSION

The Quizlet program has a positive impact on students' views of English vocabulary. Students understand the significance of building a strong vocabulary and the benefit of utilizing technology to enhance their language learning experience. The majority of students perceptions that learning new vocabulary through the Quizlet app is useful and can boost their motivation to study. They also feel more confident in using their new vocabulary in real-life situations after using the Quizlet app. Students find the Quizlet app a very helpful tool in learning new vocabulary and they find it easy to use and remember new words. Students' positive perception of Quizlet contributes to their engagement, persistence, and activity in learning. Overall, the majority of students have a positive perception toward Quizlet app in learning English vocabulary, Quizlet can be an effective tool for improving vocabulary knowledge and language skills. Educators and developers should explore using the Quizlet app in English classes to improve vocabulary learning and give students a more engaging learning experience.

REFERENCES

- Alakrash, Hussien Mohamad, Norizan Abdul Razak, and Elaf Saad Bustan. "The Effectiveness Of Employing Telegram Application In Teaching ." *Multicultural Education*, 2020: 151-159.
- Wright, Brent A. "Transforming Vocabulary Learning With Quizlet." *Japan Association for Language Teaching*, 2016: 436-440.
- Anjaniputra, Agung Ginanjar , and Vina Aini Salsabila. "The Merits of Quizlet for Vocabulary Learning at Tertiary Level." *Indonesian EFL Journal*, 2018: 1-11.
- Creswell, J. W. *Research Design. (F. Design, Ed.)*. Los Angeles: SAGE Publication L.Td, 2014.
- Creswell, John W. *Research design: Qualitative, quantitative, and mixed methods approaches*. California: SAGE Publications, Inc., 2009.
- Damayanti, Saarah. *Students' Perception On Strategies Used By The Tutor In Teaching Speaking At Faktabahasa Solo Community 2020*. Solo, 2020.
- Dizon, Gilbert. "Quizlet In The Efl Classroom: Enhancing Academic Vocabulary Acquisition Of Japanese University Student." *Teaching English with Technology*, 2020: 40-56.
- Djamdjuri, D. S., & Kamilah, H. (2022). Assisting the Integration of Technology and its Effect on Students' Attitude in Distance Learning. *Journal of Community Empowerment and Innovation*, 1-14.
- Kazim Nas , Veysel Temel , and Mehmet Dalkilic. "Positive perception and psychological vulnerability levels of academicians during Covid 19 quarantine Period." *Netjournals*, 2020: 876-883.
- Nurdiawati, D. 2019, Persepsi Siswa Terhadap Pembelajaran Bahasa Inggris, *Jurnal Dialektika Vol.9 No. 1*, Universitas Peradaban,, journal.peradaban.ac.id.
- Saldaña, Johnny . *The Coding Manual for Qualitative Researcher*. London: SAGE Publications Ltd, 2013.
- Sari, Dhany Efita . "Quizlet: Aplikasi Pembelajaran Berbasis Smartphone Era Generasi Milenial pendidikan." *Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 2019: 9-15.
- Suwarno, Tono , Nanik Retnowati, and Hanna Sundari. "Exploring Teacher's implementation of Audio Lingual Method, Challenges, and Techniques for Improving Students' Vocabulary Mastery." *English Journal Vol. 17, No. 1*, 2023: 23-31.
- Montaner-Villalba, S. (2019). "The use of Quizlet to enhance vocabulary in the English language classroom." *Research-publishing.net*, 304-309.

- Vitoria, L , M Mislinawati , and N Nurmasyita. "Students' perceptions on the implementation of e learning: Helpful or unhelpful?" *Journal of Physics: Conference Series*, 2018: 1-6.
- Wang, Yingxu . "On the Cognitive Processes of Human Perception with Emotions, Motivations, and Attitudes." *Int'l Journal of Cognitive Informatics and Natural Intelligence*, 2007: 1-13.
- Wilkinson, David , and Peter Birmingham. *Using Research Instrumen A Guide for Researcher*. London: Taylor & Francis e-Library, 2003.
- Winarno, M.E. *Metodologi Penelitian Dalam Pendidikan Jasmani*. Malang: UM Press.