Students' Perception in Learning English Vocabulary Through Quizlet

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Abstract

Vocabulary learning in second and/or foreign languages is needed to make effective communication and it is impossible to use a language effectively without an adequate vocabulary and to master other skills in English. However, many senior high school students have poor knowledge of vocabulary mastery because the process of remembering vocabulary is considered bored and stressful. This study is focused to investigate the student perceptions of the use of Quizlet in learning English vocabulary. The total participation is five students from senior high school. The interview was used to obtain information and explanations related to the student perceptions of learning English vocabulary. The data was analyzed through thematic analysis for classification and summary purposes. The results showed that Quizlet is effective to learn vocabulary interestingly and it makes the students felt more enthusiastic in learning English vocabulary. Accordingly, this research recommends English teachers use Quizlet in teaching English vocabulary to students in the classroom.

Keywords:
learning English vocabulary, perception, senior high school, Quizlet

INTRODUCTION

Vocabulary played a role as a key in learning a language since it was impossible to learn a language without learning the vocabulary (Cesarini, Sulaeman, Mulyana, & Yolandri, 2021). It similar to Groot (2002) as cited in Bueno-Alastuey & Nemeth (2020) that vocabulary knowledge is needed in mastering four language skills, and without sufficient vocabulary, second language learners would not be able to engage in language development activities, such as grammar, reading, and writing tasks. Therefore, students have to know what the meanings of many words to master vocabulary, and to mastering other English skill such as listening, reading, speaking and writing (Lestari, 2018; Wahjuningsih, 2018). Accordingly, Setiawan & Wiedarti (2020) stated that students have to master English vocabulary first before they produce it through speaking or writing. Similarly, Maritha & Dakhi (2017) stated that one of the skills languages that need to be paid attention to in teaching English is vocabulary.

Based on the description of vocabulary learning, it is essential to learn vocabulary since without sufficient vocabulary it is impossible to communicate effectively and to master other skills. On the contrary, it is undeniable that many senior high school students have poor knowledge of vocabulary mastery (Christanti, 2018). Second language (L2) vocabulary learning has been considered a difficult task for many students (Tsai & Tsai, 2018). Surmanov & Azimova (2020) stated that students find it difficult to choose the appropriate meaning of words, and they still confuse the use of words based on context. For some students who learn a foreign language such as English, they don't find it easy to have many vocabularies, because the students think that the process of remembering vocabulary is considered bored and stressful while learning (Wahjuningsih, 2018). In that case, Aisyiah (2017) stated that in learning or teaching vocabulary, effective strategies need to be applied. Teachers and students of foreign languages are constantly looking for the most effective methods and techniques for teaching and learning vocabulary in the classroom. In the same way, Setiawan & Wiedarti (2020) states teachers must provide media that could motivate students and make them more interested in learning English vocabulary. In that case, Al-Malki (2020) stated that language learning tools such as Quizlet could help second language learners effectively learn vocabulary. Additionally, Sari (2019) stated that the main function of Quizlet is to develop the students' linguistic intelligence.

Based on the phenomena, the researcher conducted a research to investigate the students' perception in learning English vocabulary through Quizlet. Some studies found that most students consider the online device to be particularly effective in enhanced students' vocabulary in the early stages of vocabulary study and they had positive perceptions about Quizlet (Dizon, 2016; Sangtupim & Mongkolhutth, 2019; Köse, Çimen & Mede, 2016). Even, there are some previous studies about utilizing Quizlet as a learning medium to learn vocabulary but most of the research focuses on Quizlet's effectiveness to increase vocabulary mastery in students. Thus, in this research, the researcher focused on how the students' perception of the use of Quizlet in learning vocabulary. Therefore, the researcher formulated one research question: How the students' perception in learning English vocabulary through Quizlet?

The results of this study are expected to provide information for the English learners on the importance of learning vocabulary and the use of Quizlet as a learning medium to help them in vocabulary learning. This is also useful for teachers, especially

in teaching vocabulary, teachers can use Quizlet in English class as a learning medium. In addition, teachers can make learning more fun while using the Quizlet application.

LITERATUR REVIEW
Vocabulary Learning
Vocabulary learning in a second and/or foreign languages is needed to make effective communication and it is impossible to use a language effectively without an adequate vocabulary (Çinar & Asım, 2019). Thus, learning vocabulary is essential since without sufficient vocabulary it is impossible to communicate effectively and to master other skills. Also, Nation (2001) as cited in Surmanov & Azimova (2020) explained the relationship between vocabulary knowledge and the use of language complementary, vocabulary knowledge enables the use of language, and conversely, meanwhile, the use of language leads to increased vocabulary knowledge. It means that the use of language also can be a factor in increasing vocabulary knowledge. So, the frequent use of the language can make vocabulary knowledge increase.

Furthermore, building an English vocabulary is an essential process then it becomes the basic component of language competency, which provides the foundation for learners' success in other abilities such as speaking, reading, listening, and writing becomes extremely important for those learning that language, particularly second and/or foreign learners (Essays, 2018 and Notion, 2018 as cited in Handayani, 2018). In the same way, vocabulary is one of the essential components that building language knowledge, and vocabulary teaching is an important part of English language teaching (Pan & Xu, 2011; Jullanan & Porkaew, 2019). Therefore, Nation (2001) as cited in Cesarini, et., al. (2021) states that there are several principles for teachers in vocabulary teaching; high-frequency words should be taught to students because they are important enough to be given time in class; academic words should be taught to students with an academic purpose; technical words are only learned when students study essential materials from specific subjects; low-frequency words can be taught after students have good control of high frequencies, academic and technical words.

In language learning or other learning, there must be a teacher who guides the course of learning in the classroom, a teacher has a role to facilitate students with methods and appropriate strategies for student learning. According to Al-Malki (2020), the teacher's role is to facilitate and give up-to-date vocabulary strategies that are suited to the needs of individual students. Teachers and students of foreign languages are constantly looking for the most effective methods and techniques for teaching and learning vocabulary in the classroom. Moreover, Surakhmad in Djamarah (2006) as cited in Handayani (2018) stated that vocabulary knowledge could be learned and presented to students by considering the students, learning objectives, learning situation, facilities choosing and implementing appropriate learning methods, and the ability of teachers themselves to manage.

Quizlet App (MALL and CALL)
In this digital era, technology has evolved from large-scale desktop computers to small but multifunctional mobile devices and wireless networks. Sangtupim and Mongkolhutth (2019) stated that CALL was powered by the evolution of MALL in the early 2000s. Lomicha (1998) as cited in Sangtupim & Mongkolhutth (2019) specified that Computer-

assisted language learning or CALL has become one of the technological approaches to language teaching and learning, offering an enriched context for learning. CALL has even been one of the methods to assist teachers in utilizing language teaching and also to increase students' independence (Warchuer, 1996 as cited in Sangtupim & Mongkolhutth, 2019). In addition, Mobile Assisted Language Learning or MALL can be said to be almost the same as CALL, the same as language learning using technology, but the difference is that MALL uses mobile devices instead of computers (Nariyati, Sudirman, & Pratiwi, 2020). Supported by Sutrisna, Ratminingsih, & Artini (2018), MALL can be defined as language learning which deals with mobile devices and technology. These devices are used as its name mobile technology which facilitates the users by the function of mobility and portability (Sangtupim & Mongkolhutth, 2019). It means that these devices are easy to be carried which makes the teachers and students can use these devices to learn anywhere and anytime.

Technology has increasingly affected the field of education and made a shift towards incorporating computers or mobile devices and technology into learning and teaching methodologies. Pardede (2020) accentuated that technology has revolutionized English as a Foreign Language (EFL) learning and teaching as it provided a growing range of possible solutions for developing the inputs, processes, and outcomes of teaching and learning. This causes teachers to start using various effective learning methods related to technology such as various applications or websites. Al-Malki (2020) stated that in the era of the Fourth Industrial Revolution, technology and its educational tools have emerged to use language learning effectively and sustainably. Among the many applications and websites that can be used, one application that is suitable for learning vocabulary is Quizlet.

Quizlet is an online vocabulary application with internet-based and mobile-supported vocabulary learning sites and apps that can be used for free (Çinar & Asım, 2019). Additionally, Wright (2016) as cited in Rejeki, Kristina, Wijayanto (2020) states Quizlet is an online flashcard creating and learning site that can be used on computers and smartphones, this app was created by Andrew Sutherland in 2005 to train the students to learn vocabulary through flashcards. This app lets the students study vocabularies in some interesting modes, and those are flashcards, gravity, write, speller, match, and live. Sari (2019) states the main function of Quizlet is to develop the students' linguistic intelligence or other people who use it in terms of learning activities and it can be used for all subjects. In addition, Ismailova, et. al. (2017) states the Quizlet.com website is an online service that aimed to assist students to quickly memorize a large number of new foreign words, this establishes visual contact with the word, but also auditory. The features in this Quizlet can make the learning both interesting and attractive as said by Sari, Ftriani, & Saputra (2020), Quizlet is one of the interesting and attractive learning media, there are various digital flashcards and features are used. The features of Quizlet are divided into two big parts there are study and play. Study features, there are flashcards, learn, write, spell, and test; play features, there are match and gravity (Baptise, 2008; Sangtupim & Mongkolhutth, 2019; Quizlet, 2006). Moreover, Başoğlu and Akdemir (2010) represent that mobile phone apps more effective in vocabulary learning than traditional paper flashcards (Lam, Wang, & Zhao, 2018). It is similar to Wahjuningsih (2018) states that Quizlet is considered one of the effective vocabulary learning tools that enable learners to take control of their lexical learning.

METHOD
The main purpose of this research is to find out the students' perception of learning vocabulary using Quizlet as a learning medium. In this study researcher use a qualitative approach, it is a research that aims to understand phenomena of what research subjects grasp, such as perception, motivation, and action by describing in words and language and employing a variety of scientific methods (Moloeng, 2010). In addition, the method used in this study is case studies, it is a research strategy in which the researcher investigates a case meticulously in limited time and activity, and researchers are gathering information using various data collection procedures based on the limited time (Creswell & Creswell, 2003). Thus, the researcher used case study methods to get the data on how the students perception after utilized Quizlet as a learning media to learn vocabulary. The researcher takes steps to achieve the purpose of this research. First, the researcher introducing the Quizlet learning media and how it works to students. After that, the researcher allows students to try using Quizlet and learn by themselves. Then, the researcher will provide material and give quizzes related to the material using various features of the Quizlet application. At the end of the meeting, the researcher will conduct an interview session with students after they use the Quizlet application.

Participants
The research took place at a senior high school in Indonesia, the tenth-grade students are chosen as the participants. The participants of this research are recruited by voluntary, which they had filled out the consent form on their terms without the researcher's compulsion. There are five participants who voluntary in this research, they are 2 female and 3 male about 16-17 years old. The participants were voluntarily giving the information to the researcher after they experience using Quizlet for a week.

Instruments
Observation
Observation is one of the techniques that researchers can be done to find important events or facts relating to ongoing research, it made the data more accurate (Christanti, 2018). In addition, the observation will also be helpful for the researcher to know the real situation in the classroom and the characters of each student. The researcher used non-participant observations, the researcher only observing the activity from afar (Hasanah, 2017). During the observation process, the researcher follows both learning and teaching activities from the beginning to the end of class. There are two parts of the observation process in this research that help to get deeper data. The first process is to observe the learning process primarily for students in the class and, the second section observes the student learning process in the class while using Quizlet.

Interview
Semi-structured interview was conducted in this research, the researchers commit in-depth interview but it more freely than structured interviews (Sugiyono, 2010). Thus, the researchers still prepared the questions but it possible the researchers are not so attached to the prepared question. During the interviews, the researcher asked several questions that related to the students and the students' experiences after using Quizlet. The interview was held online, via WhatsApp. The duration about 3-5 minutes for each participant.

Procedures

In this research, the steps did by the researcher are: On the first day of classes, the researcher invites the students to join the class that the researcher has created. Then the researcher told them to take a look into the application and see the material that the researcher had prepared. During the lesson, the researcher freed the students to explore in the Quizlet application and let the students ask questions if they had questions. On the last day, the researcher interviewed the five students about their experiences during the learning process. To process the data that has been obtained from the interview, the researcher carried out a thematic analysis to analyze data. Braun & Clarke (2006) as cited in Heriyanto (2018) stated that thematic analysis is one way to analyze data to identify patterns or to find themes through data that researchers have gathered. The researcher analyzed the data from the interview. The first thing which was done by the researcher was read peruse or re-reading the transcript of the interview one by one. Then, the researcher marks or giving codes on the words or sentences that describe the perception of students. After that, the researcher groups those words or sentences into some categories or themes. Then the researcher interpreted the analysis from the student interviews.

FINDINGS AND DISCUSSION

In investigating the students' perception of learning vocabulary through Quizlet, the researcher did the observation and interview which was carried out with 5 students in tenth-grade of a senior high school in Indonesia. The observation was done virtually because it was in a state that did not allow meeting and crowding. Overall all students can use the application well, it's just that three of them seem to have difficulty and are confused when they first use this Quizlet application. This can be seen from the students' answers related to whether or not this application is easily accessed.

> *"It's a bit difficult because I have to use the internet so it takes a long time if the signal isn't good."*
> *"I find it difficult when using it especially when you have to use the internet sometimes it takes a long time."*
> *"At first I was confused, what should I do then when I was told I just understood."*

Furthermore, the researcher asked all of them to activate their cameras so that they could see expressions when using the Quizlet application. It can be seen that all of them are serious in learning this time, they read the material that the researcher has given and giving some respond when the researcher asks questions. The researcher asked the students to open the play feature so they could play together during the lesson with a little quiz. In this section, not all students can open the application while doing a Zoom Meeting which makes the researcher unable to see all of them during the learning process. At first, they looked disinterested because they heard the word "quiz", but once they start playing they look like feeling happy and fun (in line with the students' perception, see in the "Students' Perception of Learning Vocabulary Through Quizlet" section). Even when the learning was finished they were sad, even though the researcher had told them they could still play the play feature they still look sad may be playing with friends was different

from playing alone. But the point is that they were happy during the lesson even though they were confused and have difficulties at first.

Students' Perception of Vocabulary Learning

The three of five participants thought that learning vocabulary is important, when they learning English in class they have to speak, write, listen and read in English, mastering the vocabulary will help them for their activities in the classroom. In line with the student perception as seen in the following statements:

> *"Yes, I think it's important, in English lessons, most of us are told to speak or write in English, so if I have a lot of vocabulary it helps me."*
> *"It's important, if we study English, we are often asked to speak or ask questions, we must use English, right, if we know many words, it will make it easier for us."*
> *"Of course it's important, if I have a lot of vocabulary, it will make it easier for me to communicate."*

From those statements, it can be concluded that students feel it is important to master vocabulary because it can help their in-class activities and master other skills. Likewise, Groot (2002) as cited in Heriyanto (2018) stated that vocabulary knowledge is needed in mastering four language skills, without sufficient vocabulary, second language learners would not be able to engage in language development activities, such as grammar, reading, and writing tasks. Some other students thought that mastering vocabulary was not very important because with a lot of practice they can master other skills, as stated below:

> *"Not really, it seems as long as we practice a lot so we can communicate well in English."*
> *"I don't think it's necessary, as long as you practice a lot of speaking you can communicate fluently."*

There is nothing wrong with their statement because it is true that with a lot of practice we can also master other skills. However, if it is related to language, it will be related to vocabulary as stated by Nation (2001) as cited in (Surmanov & Azimova (2020) explained the relationship between vocabulary knowledge and the use of language complementary, vocabulary knowledge enables the use of language and conversely, meanwhile the use of language leads to increased vocabulary knowledge.

Students' Perception of Learning Vocabulary Through Quizlet

Based on the interview result, the researcher found that online flashcards in the Quizlet application which was used by the students had an interesting appearance. It was in line with most student's perception as following:

> *"I'm happy because it's interesting, there's a picture, there's a voice too, so it's more interesting to see."*
> *"I'm happy, because when I'm studying, it's easy to understand."*
> *"It's fun, it can be like playing a game a little bit so it's not like studying."*

According to the students' opinion, apart from feeling that learning vocabulary using Quizlet is fun, they also feel that using this application helps them in learning

because of the features in Quizlet and it easy to use. This is evidenced by the students' perceptions below:

"Quite helpful so I feel more enjoy because it's like playing a game but learning."
"Yes, it helps me, the features have a lot of pictures and sound, so I can also try to fill out the quiz."
"Pretty helpful, so it's not too boring."
"Quite helpful, the features are also like quiz games so it's fun."
"It's easy, you just need to press and then a picture appears, there's a description written, there's a sound how to pronounce the vocabulary."
"It's easy, but first I have to be given instructions on how to use it."

Table 1. *The Findings of the research using Thematic Analysis*

Open code	Axial	Selective
Important	Positive Perception	
Helpful		
Make it easier		
Easy to use		
Happy		
Interesting		
Fun		
Like playing a game		The students' perception of learning vocabulary through Quizlet
Quite helpful		
Enjoy		
It helps me		
Not really important	Negative Perception	
I don't think it's important		
Difficult		
Confused		
I feel normal		
It doesn't really help		

Based on the student's perception, using the Quizlet application was fun, make them happy like playing games while studying and it is easy to use, also can help them to learn, there are pictures and descriptions and sound buttons on each picture, it helps them more in learning. It supports by Worddive (n.d) as cited in Handayani (2018) through picture students get the most out of their memory, learns to think in the new language, achieve amazing results – without stress, and learn the way that suits best. This is also happening because the features in Quizlet are designed to be fun, such as playing while learning. Sangtupim & Mongkolhutth (2019) stated that the features of Quizlet divided into two big parts there are study and play; study features, there are flashcards, learn, write, spell, and test; play features, there are match and gravity (Babtise, 2008; Quizlet, 2006). In addition, Sari, Ftriani, & Saputra (2020) stated that Quizlet is one of the

interesting and attractive learning media, there are various digital flashcards and features are used. In the Quizlet application, students have learning media in the form of online flashcards containing images, description of each picture and sound is one of the effective learning methods to stimulate students' minds and interest in the learning process.

Furthermore, most of the students express their positive perception of vocabulary learning using Quizlet. The students felt happy and had fun in class, Quizlet makes learning more interesting and helps them while learning, the app is easy to use, they feel like playing while learning, and they enjoy learning by using Quizlet. This confirms Pardede's (2020) finding that ICT tools have the potential to increase students' learning interest and motivation. Although some of the students felt using Quizlet was not very helpful and there was no significant change when they learn, most of them expressed positive perceptions after using Quizlet, i.e., using the Quizlet application was fun, made them happy like playing games while studying and was easy to use. What is more, the pictures in Quizlet and the descriptions and sound buttons on each picture helped them in learning (see table 1 and the "Students' Perception of Learning Vocabulary Through Quizlet" section). Referring to this, the researcher concluded that most students were interested to use Quizlet because it contained pictures, voices, and descriptions of each image which were fun and easy to use, and some features to help them in learning, comprehending, and memorizing vocabulary. It is similar to Al-Malki (2020) and Wahjuningsih (2018) who stated that Quizlet is considered one of the effective vocabulary learning tools that enable learners to take control of their lexical learning and could help second language learners effectively learn vocabulary.

CONCLUSION

Based on the interview results, it was found in the eleventh-grade students perceived the use of Quizlet in learning vocabulary positive. The students thought and felt if the use of Quizlet as the online flashcard was useful and it helps them easier to understand the English materials. The students also felt if the use of Quizlet could help them in learning, comprehending, and memorizing vocabulary. They were not suppressed and hesitated while they learned the English vocabulary through the Quizlet. Even, they felt fun because they could play while learning. The students realized that learning vocabulary through reading the online flashcard in Quizlet was their need, to achieve their vocabulary skills better.

For future research, the researcher recommended being more increase the number of participants to get a more diverse student opinion and hope can strengthen the statements of previous research. Moreover, future researchers can conduct similar research with participants who have different levels of education. Future research also should search for the other types of websites and applications as learning media to be researched to find the most suitable method or technique for the students.

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