

USING THE QUIZLET APPLICATION IN IMPROVING STUDENTS' ENGLISH VOCABULARY AT SMP TUJUH LIMA MAKASSAR

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ABSTRACT

This research aims to determine the improvement in students' English vocabulary using the Quizlet application on seventh grade at SMP Tujuh Lima Makassar academic year 2024/2025. This research used a pre-experimental method with a one-group pre-test and post-test design. The research samples were from 22 seventh-grade students at SMP Tujuh Lima Makassar. Data were collected through a multiple-choice vocabulary test administered before and after the treatment. During the treatment, students learned vocabulary through various features in the Quizlet application, which made learning more interesting. Data were analyzed using descriptive statistics and paired t-test using SPSS version 25. The results of this research indicate that students' vocabulary scores improved significantly after using Quizlet. The average score increased from 54.45 on the pre-test to 73.23 on the post-test. The paired t-test results showed a significance level of $0.000 < 0.05$, indicating that the improvement was statistically significant. Additionally, through Quizlet's interactive features, students became enthusiastic, active, and motivated in vocabulary learning, enabling the Quizlet application to improve students' English vocabulary mastery.

Keywords: Quizlet Application, Vocabulary Mastery, English Learning.

INTRODUCTION

Vocabulary is first step in learning a particular language. According to Widyahening & Sufa (2021), whether learning your first language, second language, or a Vocabulary in a foreign language is crucial. Vocabulary is the most crucial element in the learning process. Due to their very limited vocabulary, children will generally have difficulty writing and constructing sentences, as well as communicating, absorbing, and understanding the material being taught. The collection of words that a person knows is called their vocabulary, and it is one of the elements of the English language system that is crucial to acquire. (Widyahening & Sufa, 2021). Most students have difficulty when learning and remembering vocabulary because the learning methods used by teachers are not effective or appropriate.

A person's ability to understand English will be affected when they have difficulty with their vocabulary.. This will have an impact on the achievement of their learning outcomes. According to Syamsurah (2021) vocabulary constitutes one of the sub-skills of English that should be taught to students because it serves as a central aspect in the mastery of any language. Children will have difficulty if they have to remember or memorize

word by word, especially with ineffective methods that make them feel bored. Therefore, an easy and fun learning method is needed so that students can follow the educational process and facilitate their retention of newly acquired words.

In this modern era, technological advances have developed rapidly among the public. It's not uncommon for us to be so familiar with the name gadget, which is also used among students who are smarter at using it than their parents. Teachers can take advantage of this opportunity to help students become more proficient in teaching English, especially in vocabulary mastery. Most students prefer to learn in a relaxed manner. By using learning applications through gadgets, they can learn in a relaxed and fun way. They can access learning materials, they can learn whenever and wherever they are. This approach is very effective for teaching and learning English because it allows students to participate actively and enthusiastically, especially when using learning aids to study vocabulary.

Learning application is a means to be useful for teachers in the learning process as a medium that can be used to assist teachers in the learning and teaching process. By using the application, students can learn calmly and relax and increase their enthusiasm for learning. Nowadays, every student has a cell phone, this is because they live in a modern era with sophisticated technology. Most children spend their time on their phones watching social media and playing games. Then students can use their mobile phones wisely, therefore teachers can also create or develop learning models based on their interests. Instead of spending their time just watching or playing games, teachers can play a leading role in thinking creatively about teaching materials that are made interesting and then poured into applications that can be accessed by students.

The development of information technology can be an opportunity in learning methods, including digital-based learning applications. Students can learn at their own pace and in their own way with educational apps and platforms that can be tailored to meet their specific needs. Teachers can also use smartphones as a tool to provide real-time feedback Abidin et al., (2023). In addition, learning using learning applications on cell phones can also increase student interest, as stated by Sari et al., (2024) that learning activities when students feel happy and interested, they will be eager to learn and get more motivation to continue learning.

The advancement of information technology can help to facilitate learning. Therefore, the advancement of information technology in modern times is expected to make a learning platform that can solve the problem of students' difficulty in remembering and increase students' motivation and enthusiasm for learning. Learning activities when students feel happy and interested, they will be eager to learn and get more motivation to continue learning. There are several learning apps that can be used to improve or increase and remember vocabulary easily. One of the learning media

applications that teachers can use is Quizlet application. Using media the Quizlet application on smartphone is a good media to motivate students to learn vocabulary (Setiawan and Wiedarti, 2020).

Quizlet is a web-based and mobile application that can be used by students and teachers in learning, with features that include flashcards and game-based quizzes. Educational institutions use this application as a learning tool. Based on the features, educators can design interactive learning so that they can create language learning that can develop students' vocabulary, especially improving their understanding of the vocabulary they learn. This application can be used by teachers in teaching so that students can get comfortable with learning. Hence, this research intends to determine students' English vocabulary improvement by using the Quizlet Application as a learning tool for vocabulary mastery.

METHOD OF THE RESEARCH

The research used a pre-experimental method with a one-group design. The researcher gave all students a pre-test before conducting treatment to assess their English proficiency, then treatment was carried out by using the Quizlet application. A post-test was carried out after students when treatment had conducted. The overall success of using the Quizlet application was measured through a comparison between the pre-test and post-test results.

The population in this research was seventh grade students at SMP Tujuh Lima Makassar consisted of 49 students for the 2024/2025 academic year, divided of two class. The sample in this research was VII.B grade students in SMP Tujuh Lima Makassar, the researcher was take 22 students to be sample in this research. The researcher use sampling techniques was random sampling.

The researcher was collected the data through pre-test and post test in this research. A pre-test was given to measure students' initial vocabulary ability before participating in treatment. After the pre-test conducted, the researcher was provided Quizlet application and gave them instruction how to use it. After all of students install the application, the researcher shared the link material to students. The treatment was conducted in three meeting. The post-test was given to students after treatment had conducted to compare the results of the pre-test and post-test, to determine whether there was a significant improvement in the by using Quizlet application approach to improve students' English vocabulary. Before analysis parametric conducted, the data had testing by using normality test to make sure the data were normally distributed. According to Rozak & Hidayati (2019:75) the paired sample t-test is a statistical analysis technique used to determine the effect of a treatment by comparing the average values before the treatment (pre-test) and after the treatment (post-test). This test is conducted on the same

samples group to showed whether the treatment given produces a significant difference in results.

FINDINGS AND DISCUSSIONS

Findings

The research data was obtained through observation and vocabulary test. In this research, data were collected from 22 students in 7th grade at SMP Tujuh Lima Makassar. Through observation, pre-test, and post-test the findings were obtained.

Observation conducted during the research. During the pre-test, it was observed that some students experienced confusion and difficulty in answering the questions. When the Quizlet application was introduced, some students initially had difficulty understanding how to use it. However, after the researcher provided guidance, they were gradually able to operate the application properly. During the treatment process, students were enjoyed and learn the vocabulary through feature in Quizlet application they used. At the post-test stage, students appeared more confident and enthusiastic in answering the questions, indicating progress in the learning process

Table 1
The Percentage of Students' Pre-test Scores

Classification	Score	Frequency	Percentage
Excellent	86-100	1	4,5%
Good	71-85	3	13,6%
Fair	56-70	7	31,8%
Poor	41-55	6	27,2%
Very Poor	> 40	5	22,7%
Total		22	100%

The table 1, it shows that out of 22 students in the pre-test 4.5% students were categorized as excellent classification. 13,6% students were categorized as good classification, 31,8% students were categorized as fair classification, 27,2% students were categorized as poor classification, and 22,7% students were categorized as very poor classification. The result indicated there were seven students had fair classification vocabulary proficiency but there were students still had low proficiceny or got poor to very poor classification. This is shows that initial students ability in vocabulary before treatment was conducted.

Table 2
The Percentage of Students' Post-test Scores

Classification	Score	Frequency	Percentage
Excellent	86-100	5	22,7%
Good	71-85	8	36,3%
Fair	56-70	6	27,2%
Poor	41-55	3	13,6%
Very Poor	> 40	0	0%
Total		22	100%

Table 2 shows the scores of students and the rate of percentage from the post-test scores of 22 students. It shows that 22,7% of students were categorized as excellent classification. The next category, 36,3% students were categorized as good classification, 27,2% students were categorized as fair classification, 13,6% students were categorized as poor classification, and there were no students classified as very poor classification. This results obtained after the treatment was conducted. In this case the after using of the new intervention the researcher conclude there were difference in learning styles between students with a new learning approach.

After all data were obtained from the result od pre-test and post-test, were served as follows :

Table 3
Results of Pre-test and Post-test

No	Students' Initial	Pre-test Score	Post-test Score
1	AM	33	67
2	AA	40	77
3	AN	33	47
4	MA	67	87
5	MFAN	73	90
6	MFH	43	77
7	MFS	73	83
8	MI	33	47
9	MR	40	73
10	MY	47	63
11	MIR	77	90
12	MN	60	73
13	MSA	87	97
14	NQ	47	70
15	NR	47	57

16	SF	57	83
17	SPR	43	50
18	SFM	47	63
19	S	60	67
20	SN	57	83
21	SN	67	77
22	SS	67	90
Total		1198	1611

Based on table 4.5 shows the results of data obtained from pre-test and post-test. By looking at the first data obtained from data provided in the classification table, the pre-test showed that from 22 students, it can be seen that one student (4,5%) were in the excellent score, three students (13,6%) students got good score, seven students (31,8%) got fair score, six students (27,2%) got poor score, and there were five students (22,7%) got very poor score. While in the post-test there were five students (22,7%) got excellent score, eight students (36,3%) got good score, six students (27,2%) got fair score, three students (13,6%) got poor score, and there was no students got very poor score. This is shows that there were improvement of students vocabulary. Although there were students still had got poor classification but researcher concluded it depends of students pace in learning.

After all the data were obtained, the data were tested using the Normality test before to the t-test. A statistical method for figuring out whether quantitative data is regularly distributed is the normality test. The purpose of this test is to confirm that the research sample is drawn from a population that is regularly distributed. The normalcy test is a need that must be fulfilled prior to the researcher conducting the hypothesis test, according to Adu et al. (2023). The experimental group's pre-test and post-test findings are included in the data for this study. If the obtained significance value (Sig.) is higher than the established significance level of 0.05, the assumption of normalcy is deemed satisfied. The Shapiro-Wilk test was used to perform the normalcy test in this study. The tiny sample size—less than 50 samples—led to the selection of this test.

Table 4
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.184	22	.051	.947	22	.270
Posttest	.114	22	.200 [*]	.954	22	.373

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The result of the normality test presents in the table 4.6 the outcome of the normality assesment for students' pre-test and post-test data, based on the Shapiro-Wilk normality test, which states that if the significance is greater than 0.05 the data is considered normally distributed. The analysis results shows that the significance value of the pre-test was 0.270, and 0.373 for post-test significant value. Both the significance values of the pre-test and the post-test values were greater than 0.05, therefore, the data were normally distributed.

Table 5
Paired Samples Statistics
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	54.45	22	15.562	3.318
	Posttest	73.23	22	14.481	3.087

The table above shows the results of the analysis of the pre-test and post-test scores. The mean score of the pre-test is 54.45 with a standard deviation of 15.562. Meanwhile, the mean post-test score is 73.23 with a standard deviation of 14.481. The increase in the mean score from pre-test to post-test indicates an improvement in students' English vocabulary skills after being treated with the Quizlet application. The standard error of the mean for the pre-test was 3.318, while for 3.087 for post-test.

Table 6
Paired Samples Correlation
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	22	.807	.000

The results of the analysis in the table above show a strong correlation between students' initial and final understanding. This is demonstrated by a correlation value of 0.807. Meanwhile, the sig. value (0.000) < 0.05. Therefore, the correlation between students' English vocabulary mastery before and after learning were meaning significant.

Table 7
Paired Samples T-test
Paired Samples Test

		Paired Differences		Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	Pretest - Posttest	-18.773	9.401	2.004	-22.941	-14.605	-9.366	21	.000

The Paired sample test table is used to determine whether the difference in students' English vocabulary mastery between the pre-test and

post-test is real or statistically significant. In this research, the null hypothesis (H_0) stated that the use of the Quizlet application does not improve the English vocabulary mastery of seventh-grade students at SMP Tujuh Lima Makassar. Meanwhile, the alternative hypothesis (H_1) stated that the use of the Quizlet application can improve the English vocabulary mastery of students in the same class. The acceptance or rejection of the hypothesis is determined by looking at the two-tailed significance value (Sig. 2-tailed). If the value is less than 0.05, then H_0 is rejected and H_1 is accepted.

Based on the results of the analysis in the table above, a significance value (Sig. 2-tailed) of 0.000 was obtained. This value is lower than 0.05, shows a significant difference between the pre-test and post-test results. Thus, the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. These results show that using the Quizlet application can improve the English vocabulary ability of seventh-grade students at SMP Tujuh Lima Makassar

DISCUSSION

The findings from the observation shows that the use of interactive features in the Quizlet application provides opportunities for students to practice memorizing and mastering vocabulary through learning activities combined with educational games. These features not only create a fun learning experience but also serve as an effective means of improving students' vocabulary mastery during the learning process. This is line with Hikmah & Hannan (2019:04) stated that Quizlet application can be an interactive media for students that made students' enjoyed vocabulary learning. This is because the feature in Quizlet application affect the students' that made them ineredsted in learning proccess. The researcher concluded from the finding that Quizlet application could improve students' vocabulary through the interactive feature that made students interested in vocabulary learning.

The normality test result shows that the data were normally distributed The analysis showed that there was a noticeable increase in the average pretest score from descriptive statistics, the mean were 54.45 to 73.23. This shows a difference in vocabulary on students scores. Then the results from paired sample t-test showed that the value of significant (Sig. 2-tailed) was less than 0.05 ($0.000 < 0.05$) that meant the alternative hypothesis was accepted or there was a significace improvement. The findings on the data it can be concluded that there was improvement on students vocabulary after using the Quizlet application in 7 grade at SMP Tujuh Lima Makassar.

Variety in the use of learning media were needed so that learning activities do not seemed monotonous. Learning that takes place repeatedly with the same method tends to have caused boredom and reduce student enthusiasm in learning. Varied media were able to create a learning

experience that made more cognitive, interactive, and interesting for students, thereby pushing them to be more active in the learning process.

Learning media should be viewed as a very important and integrated component in every learning process, not just as a complement. Within the scope of learning English, especially in vocabulary development, Quizlet serves as an innovative, technology-based learning tool. This application not only facilitates students to learn vocabulary more effectively, but also creates a more interactive and enjoyable learning experience. Thus, the using of Quizlet as a learning medium can become a relevant strategy to improve vocabulary skills in the learning process.

CONCLUSION

The result from data obtained, there a significant difference was found between the pre-test and post-test results. The mean post-test score was higher than the mean pre-test score, indicating that the use of the Quizlet application was able to improve the vocabulary skills of seventh-grade students at SMP Tujuh Lima Makassar in the 2025 academic year. By using the Quizlet application helped stimulate their interest in learning through its features. This not only motivate students to engage in learning actively but also makes the learning experience more enjoyable and facilitates vocabulary understanding As a result, the Quizlet application could be considered as a medium for learning English, especially in vocabulary mastery.

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