Quizlet as Learning Media to Enhance Students' Vocabulary Mastery and Motivation in Learning English

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ABSTRACT

Fostering motivation is crucial for students in the process of acquiring English vocabulary. The greater the level of desire that pupils acquire, the more significant their accomplishment in acquiring vocabulary competency. Nevertheless, most students in senior high schools lack significant motivation to enhance their proficiency in vocabulary. Hence, the educators must identify the appropriate medium that will enhance student motivation. Accessible via a smartphone are certain applications designed for vocabulary study. The objective of this study is to examine the efficacy of used the Quizlet application as a means to augment the motivation of learners in acquiring vocabulary. This research adopts a Quasi-Experimental design using quantitative methodologies. The researcher employed a combination of multiple choice tests and questionnaires. The study included a total of 72 students, who were allocated into two groups: the experimental group and the control group. The data was extracted using independent samples t-tests during the data processing stage. The results suggest that utilizing the Quizlet Application to augment students' motivation in vocabulary acquisition is beneficial. Students exhibited greater enthusiasm, characterized by a slower rate of boredom, and consequently demonstrated a heightened degree of interest while acquiring vocabulary through Quizlet.

Keywords: English Learning Motivation, Quizlet, Vocabulary Mastery

INTRODUCTION

The English language holds significant importance in several domains of human existence, particularly in the realms of education, international relations, technology, and the economy. Indeed, English is the prevailing foreign language employed from primary education to tertiary education (Dewi & Rahma, 2022).

It is highly recommended that students pursue the English language as a means to enhance their knowledge and produce graduates who possess the capacity to effectively compete in the global arena. Proficiency in language is essential for students to communicate successfully, and it should be imparted via practical classroom activities. Setiawan & Wiedarti (2020) argue that in order to communicate proficiently in spoken or written English, students must first acquire a comprehensive command of the language. Therefore, it is crucial to prioritize vocabulary acquisition when studying a new language (Nation, 2001). This suggests that

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vocabulary serves as the fundamental basis of language and must be acquired initially.

Through analysis of SMK PGRI 1 Kota Tangerang, some challenges experienced by the students were identified. The study revealed that the pupils at SMK PGRI 1 lacked keen motivation to acquire new vocabulary. A common misconception among students is that acquiring English language skills is difficult, especially in terms of vocabulary. The majority of students struggle with committing new words they come across to memory. This implies that in order to obtain vocabulary, the pupils must not only learn a large number of words, but also commit them to memory and comprehend fully. Moreover, individuals who possess a strong drive to tackle the study of English will achieve superior outcomes in their learning endeavors compared to those who lack such motivation.

The role of motivation is crucial in the processes of learning and teaching. If students possess intrinsic motivation to acquire knowledge, the process of learning will become more pleasurable, therefore positively influencing their attitudes and proficiency in acquiring English (Escobar Fandiño et al., 2019). Moreover, teachers play a crucial role in acquainting pupils with a vast array of new terminology (Pratiwy, 2020). Hence, educators must provide instructional materials that can inspire students, especially those learning English as a foreign language, and ignite their enthusiasm for mastering English vocabulary. Therefore, pupils should be incentivized to acquire vocabulary by the use of suitable media.

Technology has become an integral part of human life in our day and age (Razzaq et al., 2018: 94). The significance of technology in education arises from its intrinsic ability to enhance motivation and passion for the acquisition of English language skills. Utilising technology like smartphones enables students to concentrate on their academic pursuits and optimise their capacity to augment their lexicon. Furthermore, one effective approach to include technology into vocabulary teaching is making use of a Mobile Assisted Language Learning (MALL) program. MALL encompasses several applications focused on English language acquisition, among which Quizlet stands out.

Previous studies have investigated the efficacy of Quizlet in enhancing student motivation in the acquisition of English vocabulary. An investigation conducted by Setiawan & Wiedarti (2020) revealed that the utilization of the Quizlet App resulted in increased enthusiasm among students, reduced rapid boredom, and the ability to exhibit a significant degree of interest during language acquisition. An further piece of evidence supporting the beneficial effects of Quizlet is provided by a research conducted by Dinda (2022), which shown that the Quizlet application positively influenced students' motivation and vocabulary attainment. The results of a prior study indicate that Quizlet is a very effective medium for acquiring English language skills. Hence, the researcher aims to ascertain the impact of Quizlet on enhancing students' vocabulary proficiency and motivation in adopting English language learning. A good

atmosphere is anticipated to prevail in the classroom.

The impact of Quizlet on students' vocabulary proficiency and motivation in English language learning is examined in this paper. This study examines the efficacy of Quizlet in enhancing students' vocabulary proficiency and motivation in English language acquisition.

METHOD

The study utilized a Quasi-Experimental design. Its objective was to formulate general conclusions about the relationship between an independent variable and a dependent variable (Creswell, 2012).

The research involved 267 tenth-grade students from SMK PGRI 1 Kota Tangerang, with a sample of 72 students selected using the Taro Yamane formula. These students were divided into two groups: an experimental class using the Quizlet application for vocabulary learning and a control class that did not use Quizlet. The study aimed to assess the effectiveness of Quizlet in enhancing vocabulary acquisition and student motivation. Data were collected through tests to measure learning outcomes and questionnaires to gauge student perspectives on using Quizlet for learning English vocabulary.

The research involved observing two groups of students during classroom activities, with data collected through tests and questionnaires. The tests measured the effectiveness of the Quizlet application in enhancing vocabulary learning, while the questionnaires gathered students' perspectives and assessed whether Quizlet increased their motivation to learn English. The procedure began with a pre-test and pre-treatment questionnaire to establish a baseline, followed by Quizlet-based treatments aimed at improving vocabulary mastery and motivation. After the treatment, a post-test and post-treatment questionnaire were conducted to evaluate progress. The results of the pre- and post-tests were analyzed to determine the effectiveness of Quizlet. Data analysis was conducted using SPSS 22, with normality and homogeneity tests performed before applying the hypothesis test.

FINDINGS AND DISCUSSION

Following completion of data collection, descriptive statistics were employed to obtain a comprehensive overview of the data. The data obtained revealed that the average pre-test scores of both the experimental and control groups were essentially same, namely 54.36 in the experimental group and 54.86 in the control group. Consequently, both groups exhibited comparable proficiency in terms of vocabulary mastery. Meanwhile, the posttest results revealed significant differences.

The scores of the experimental group increase considerably more than those of the control group. Mean post-test scores for the experimental groups were 76.00, but for the control group they were 68.31. Refer to table 1 for the descriptive statistics of the data. Moreover, hypothesis testing was conducted to demonstrate the efficacy of Quizlet in enhancing students' vocabulary proficiency and motivation in English language acquisition.

Table 1 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment (Quizlet)	36	46	26	72	54.36	10.677
Posttest Experiment (Quizlet)	36	42	49	91	76.00	8.606
Pretest Control	36	62	12	74	54.86	16.420
Posttest Control	36	45	40	85	68.31	11.795

Source: SPSS Version 22

The Effect of Quizlet on Students' Vocabulary Mastery

In order to determine the impact of Quizlet on students' vocabulary proficiency, hypothesis testing was conducted. Initially, the analysis assumption test was conducted to determine the normality and homogeneity of the raw data. Based on the result of the Kolmogorov Smirnov Test, the data analysis indicates that the data follows a normal distribution with a significance value (P) of 0.200 (P > 0.05). Furthermore, the results from both the experimental and control groups were shown to be homogenous with a significant value of 0.058 (> 0.05).

Therefore, given the normal distribution and homogeneity of the data, the hypothesis may be evaluated by employing a T-test to ascertain the impact of utilizing the Quizlet program on students' vocabulary proficiency. Refer to table 2 for the outcome of the Independent Sample t-test.

Table 2. The Independent Sample t-test of Vocabulary Mastery

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
								Lower	Upper
Equal variances assumed	3.718	.058	3.162	70	.002	7.694	2.434	2.841	12.548
Equal variances not assumed			3.162	64.034	.002	7.694	2.434	2.833	12.556

Source: SPSS Version 22

Table 2 indicates that the t-test result showed a significance level (two-tailed) of 0.002, which is below the threshold of 0.05. It signifies the

rejection of Ho and the acceptance of Ha. Evidently, there exists a notable disparity between the pretest and posttest scores in the experimental class. Undoubtedly, the Quizlet app may significantly improve pupils' proficiency in language. The effectiveness of the Quizlet Application in teaching vocabulary mastery to tenth-grade students of SMK PGRI 1 Kota Tangerang may be asserted.

The Effect of Quizlet on Students' Motivation in Learning English

Furthermore, apart from establishing that Quizlet may enhance students' vocabulary proficiency, its impact on students' motivation in studying English was also examined. Data regarding students' motivation were gathered by means of questionnaires. Furthermore, similar to the preceding procedures, hypothesis testing was conducted to ascertain the impact of Quizlet on students' motivation in acquiring English language skills.

As a fundamental requirement, the study began with tests for normalcy and homogeneity. The data analysis indicates that the questionnaire data followed a normal distribution: the Kolmogorov Smirnov Test yielded a significance value (P) of 0.200 (P > 0.05). Furthermore, the results from both the experimental and control groups were assessed to be homogeneous with a significant value of 0.375 (> 0.05). This study concludes that the questionnaire results of the control class and experimental class are identical.

Moreover, given the normal distribution and homogeneity of the data, the hypothesis test was conducted using a T-test to ascertain the impact of utilizing the Quizlet application on students' motivation in developing English language skills. The outcome of the Independent Sample t-test is depicted in table 3.

Table 3. The Independent Sample t-test of Students' Motivation in Learning English

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
| | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
								Lower	Upper
Equal variances assumed	.798	.375	3.011	70	.004	5.917	1.965	1.998	9836
Equal variances not assumed			3.011	69.220	.004	5.917	1.965	1.997	9837

Source: SPSS Version 22

The t-test result in table 2 indicated a significance level (two-tailed) of 0.004, which is below the threshold of 0.05. It signifies the

rejection of Ho and the acceptance of Ha. A notable disparity exists in students' motivation to study English before and after the intervention with Quizlet. Therefore, it may be inferred that the Quizlet application can enhance the motivation of tenth-grade students at SMK PGRI 1 Kota Tangerang in learning English.

Studies indicate that the use of the Quizlet application can impact the drive to acquire English vocabulary. The incorporation of media in the educational process might enhance students' motivation to learn. This is corroborated by Azhar (2011), who asserted that incorporating learning media into the teaching and learning process can engender motivation and engage students in teaching and learning activities, as well as yield psychological benefits.

Additionally, according to Setiawan & Wiedarti (2020), the use of Quizlet Application is efficacious in enhancing students' motivation to study language. Students exhibited greater enthusiasm, displayed sustained engagement, and so displayed a heightened level of interest when acquiring language through the application. Furthermore, they completed the duties assigned in that application autonomously.

Moreover, Sanosi (2018) reported that the experimental group participants shown a notable enhancement in vocabulary post-test after utilizing the Quizlet application for vocabulary learning. Montaner-Villalba (2019) noted that using Quizlet for vocabulary learning might greatly enhance a learner's proficiency in English as a Foreign Language (EFL) vocabulary

following the post-test. These are relevant to the findings of this study, which indicate that the Quizlet application has an impact on students' motivation in acquiring English vocabulary.

Based on the findings of this study, it is advisable for educators to use Quizlet as a tool for cultivating vocabulary proficiency. Enhanced vocabulary mastery and increased motivation in studying English can be facilitated by this approach. Furthermore, students are recommended to utilize Quizlet for self-directed study.

CONCLUSION

Two primary conclusions may be derived from the findings of this study. This study examines the impact of Quizlet on the vocabulary proficiency of tenth-grade students at SMK PGRI 1 Kota Tangerang. And, introducing Quizlet as an educational language application can boost the motivation of tenth-grade EFL students in acquiring English vocabulary at SMK PGRI 1 Kota Tangerang.

Utilizing the Quizlet application can potentially improve the vocabulary proficiency and motivation of senior high school pupils in their English language studies. Empirical evidence from hypothesis testing demonstrates the efficacy of Quizlet in enhancing students' vocabulary proficiency and motivation in English language acquisition. Furthermore, the students actively engaged in the learning process utilizing Quizlet to enhance their proficiency in language.

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