STUDENTS' PERCEPTION OF USING QUIZLET IN LEARNING ENGLISH VOCABULARY

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Abstract

This study examines students' perception of using Quizlet in learning English vocabulary in grade eight at MTsN 1 Kota Makassar. It aims to determine whether the students have a positive or negative perception of Quizlet. The study used a quantitative survey design supported by interviews. Data were collected through a questionnaire distributed via Google Forms to 40 students of class VIII Tahfidzh 1, who were selected by purposive sampling, and through online interviews with five students. The results indicated positive perceptions on all 22 statements. On the four adopted indicators, the mean percentages were 83.88% for ease of access, 80.63% for perceived usefulness, 80.63% for communication and interaction, and 76.72% for student satisfaction, all in the strongly agree category. The highest item scores were 86.25% for ease of access, 81.88% for perceived usefulness, 83.75% for communication and interaction, and 80.63% for student satisfaction. In the interviews, students described Quizlet as a learning-while-playing application whose features keep them from feeling bored, and they reported that Quizlet helped them increase their vocabulary. The implication of this research is that Quizlet can be used as a learning medium as well as an assessment medium to support teaching and learning. However, the stability of the internet connection should be considered before the application is used in class.

Keywords: Learning English, Quizlet, Students' Perception, Vocabulary

INTRODUCTION

The role of technology in education is growing rapidly, from the use of printed books to the use of internet-based technology. Technological developments have marked the progress of the times into the digital stage, so technology is highly required in the current era of globalization. Education in Indonesia is already familiar with the use of technology to facilitate work and learning. According to Selwyn (2011), digital technology is now used in educational institutions as a means of supporting learning, both as a tool and as a means of supporting learning activities and assignments. Technology-based learning in the present era is not new (Effendi & Wahidy, 2019), and one sign of progress in educational institutions is how schools utilize technology (Indriani & Wirza, 2020). The use of technology in English

learning is considered crucial, since students' English learning is directed at developing listening, speaking, reading and writing skills. Technological advances in education have also brought changes in telecommunication media, especially smartphones.

The smartphone, as a mobile learning medium, makes it easy for students and teachers to explore various fields of knowledge online in the learning process. The smartphone is widely used for entertainment, such as playing games, listening to music, watching movies and using social media. However, many people also use the smartphone as a learning medium that makes it easier for teachers and students to access learning at any time and anywhere.

Technology can make it easier for students to study outside the classroom by accessing educational sites and applications via the internet. One of the more enjoyable learning media for English is Quizlet, which not only offers games but can also add to students' knowledge.

Quizlet is a learning-and-playing application that can be used as a learning medium for all subjects through smartphones and laptops. Quizlet is not expensive to access, either as a website or as an application, and although it is freely accessible, it is well organized. As noted by Jannah (2022), the teacher asks students to use Quizlet because it provides features that students can use, such as flashcards, learn, test, match and Quizlet Live.

According to Aribowo (2015), Quizlet can be used to develop linguistic intelligence, enrich vocabulary and train the four language skills of listening, speaking, reading and writing. In addition, Quizlet supports many languages. Besides major languages such as English, French, Spanish, Russian, German, Korean, Chinese, Japanese and Latin, it also supports languages such as Indonesian, Sundanese, Malay and Arabic.

Several previous studies have examined the Quizlet application. Khrishna (2022) found that Quizlet was helpful during the pandemic because it enabled teachers to teach without meeting students face to face, and concluded that Quizlet was a useful learning medium. Furthermore, Sari (2019) found that learning with Quizlet and its supporting features was easier and more enjoyable for students in the millennial era and made the learning process more flexible and challenging for teachers and students.

According to Gibson (2009), perception is the process by which individuals give meaning to their environment. Perception involves receiving stimuli, organizing them and interpreting the organized stimuli, which then influence behaviour and attitudes.

Several researchers have focused on the implementation of Quizlet in learning English vocabulary (Christianti, 2018; Jannah, 2022), but few studies have been concerned with students' perception of it. Therefore, this research investigates students' perception of using Quizlet in learning English vocabulary at MTsN 1 Kota Makassar.

METHOD

This research used a survey design. A survey is a quantitative research procedure for describing the attitudes, opinions, behaviours or characteristics of a population (Creswell, 2014). The population of this study was 440 eighth-grade students at MTsN 1 Kota Makassar, located at Jl. AP Pettarani No. 1A, Mannuruki, Makassar, South Sulawesi. The sample was class VIII Tahfidzh 1, totalling 40 students, who were selected purposively.

The instrument was a closed-ended questionnaire adapted from Shaharanee et al. (2016), consisting of 22 statements on four indicators: ease of access (5 statements), perceived usefulness (7 statements), communication and interaction (6 statements) and student satisfaction (4 statements). Students responded on a four-point Likert scale: strongly agree (4), agree (3), disagree (2) and strongly disagree (1). The questionnaire was distributed through Google Forms. In addition, online interviews were conducted with five students about their perceptions after using Quizlet.

The questionnaire data were analysed using a percentage formula and mean score. For each statement, the score was obtained by multiplying the number of students choosing each option by its weight, and the percentage was calculated as $P = f \div N \times 100\%$, where f is the score and N is the maximum score (40 students × 4 = 160). The mean percentage of each indicator was the sum of the item percentages divided by the number of items. The percentages were interpreted using the criteria in Table 1.

Table 1. Criteria for interpreting students' perception

Percentage	Category
0.00–24.99%	Strongly disagree
25.00–49.99%	Disagree
50.00–74.99%	Agree
75.00–100%	Strongly agree

FINDINGS AND DISCUSSION

Findings

Four indicators of perception were investigated in this study: ease of access, perceived usefulness, communication and interaction, and student satisfaction. The questionnaire results are presented below, followed by the interview results.

Ease of access

The ease of access indicator refers to students' belief that using Quizlet does not require much effort.

Table 2. Ease of access

No.	Statement	SA	A	D	SD	Score	%
1	Logging in to the Quizlet application is easy.	17	23	0	0	137	85.62
2	I can easily access English materials using Quizlet.	15	24	1	0	134	83.75
3	I can easily do assignments using Quizlet.	18	22	0	0	138	86.25
4	Navigating the Quizlet system is easy.	10	29	0	1	128	80.00
5	The Quizlet system is easy to understand.	16	23	0	1	134	83.75
	Mean						**83.88**

Note. SA = strongly agree (4); A = agree (3); D = disagree (2); SD = strongly disagree (1). SA–SD columns show the number of students (n = 40), derived from the weighted scores reported in the original tables. Score = (4 × SA) + (3 × A) + (2 × D) + (1 × SD); maximum score per item = 160; % = score ÷ 160 × 100. The percentage for item 2 (83.75%) and the mean (83.88%) were recalculated; the original manuscript reported 85.75% and 84.27%.

Table 2 shows students' perception of ease of access. A score of 85.63% for the first statement means that students do not need much effort to log in to Quizlet. A score of 83.75% indicates that students can easily access vocabulary materials using Quizlet, and 86.25% that they can easily do assignments using it. Navigating the Quizlet system received 80.00%, and the statement that the Quizlet system is easy to understand received 83.75%. The mean percentage for ease of access was 83.88%, which falls into the strongly agree category.

Perceived usefulness

Perceived usefulness is the degree to which users believe that the system is useful for them. This indicator consisted of seven statements.

Table 3. Perceived usefulness

No.	Statement	SA	A	D	SD	Score	%
1	The quality of learning activities using Quizlet is very good.	11	29	0	0	131	81.88
2	Quizlet is an excellent medium for social interaction (between teacher and students and among students).	13	26	0	1	131	81.88
3	Quizlet helps me do my assignments on time.	11	26	2	1	127	79.38
4	Activities provided through Quizlet features help me memorize vocabulary and apply what I have learned.	11	26	2	1	127	79.38
5	The feedback the teacher provides using Quizlet is useful.	10	27	2	1	126	78.75
6	The Quizlet grading system helps me monitor my performance.	14	24	1	1	131	81.88
7	The objectives, assessments and content of the vocabulary subject are consistent with the features provided in Quizlet.	12	27	0	1	130	81.25
	Mean						**80.62**

Note. SA = strongly agree (4); A = agree (3); D = disagree (2); SD = strongly disagree (1). SA–SD columns show the number of students (n = 40), derived from the weighted scores reported in the original tables. Score = (4 × SA) + (3 × A) + (2 × D) + (1 × SD); maximum score per item = 160; % = score ÷ 160 × 100. Items 3 and 4

were recalculated as 127 (79.38%) from the reported response distribution; the original manuscript reported 123 (76.87%) and a mean of 79.91%.

Table 3 shows students' perception of perceived usefulness. Students rated the quality of learning activities using Quizlet (81.88%), Quizlet as an excellent medium for social interaction (81.88%) and the Quizlet grading system for monitoring their performance (81.88%) most highly. The consistency between the objectives, assessments and content of the vocabulary subject and Quizlet's features received 81.25%. Quizlet's help in doing assignments on time and in memorizing vocabulary each received 79.38%, and the usefulness of teacher feedback through Quizlet received 78.75%. The mean percentage for perceived usefulness was 80.63%, which falls into the strongly agree category.

Communication and interaction

The communication and interaction indicator shows whether the technology used provides good communication and interaction with other users. This indicator consisted of six statements.

Table 4. Communication and interaction

No.	Statement	SA	A	D	SD	Score	%
1	I am comfortable communicating through Quizlet in learning activities.	16	23	0	1	134	83.75
2	The teacher helps students engage in productive discussion using Quizlet.	12	27	0	1	130	81.25
3	I feel comfortable interacting with other participants using Quizlet.	12	26	1	1	129	80.62
4	The ideas I put forward are noticed by other students during learning activities using Quizlet.	7	28	3	2	120	75.00
5	The teacher is enthusiastic about teaching and explaining through Quizlet.	13	26	0	1	131	81.88
6	The teacher is friendly, easy to reach and easy to contact.	12	27	0	1	130	81.25
	Mean						**80.62**

Note. SA = strongly agree (4); A = agree (3); D = disagree (2); SD = strongly disagree (1). SA–SD columns show the number of students (n = 40), derived from the weighted scores reported in the original tables. Score = (4 × SA) + (3 × A) + (2 × D) + (1 × SD); maximum score per item = 160; % = score ÷ 160 × 100. Item 4 was recalculated as 120 (75.00%) and item 5 as 131 (81.88%) from the reported response distribution; the original manuscript reported 125 (78.12%), a total of 137 for item 5, and a mean of 81.14%.

Table 4 shows students' perception of communication and interaction. Students were most comfortable communicating through Quizlet in learning activities (83.75%). The teacher's enthusiasm in teaching and explaining through Quizlet received 81.88%, the teacher's help in engaging students in discussion and the teacher's friendliness each received 81.25%, and comfort in interacting with other participants received 80.63%. The lowest score (75.00%) was for the statement that other students notice the ideas students put forward. The

mean percentage for communication and interaction was 80.63%, which falls into the strongly agree category.

Student satisfaction

Student satisfaction is the indicator used to see students' satisfaction with the application. This indicator consisted of four statements.

Table 5. Student satisfaction

No.	Statement	SA	A	D	SD	Score	%
1	Vocabulary lessons met my personal goals through the use of Quizlet.	7	29	1	3	120	75.00
2	Quizlet is my first choice in learning activities compared to other methods.	7	24	8	1	117	73.12
3	I like Quizlet because it can encourage my learning initiative and motivation.	8	30	1	1	125	78.12
4	I would recommend Quizlet to be applied in other subjects.	14	22	3	1	129	80.62
	Mean						**76.72**

Note. SA = strongly agree (4); A = agree (3); D = disagree (2); SD = strongly disagree (1). SA–SD columns show the number of students (n = 40), derived from the weighted scores reported in the original tables. Score = (4 × SA) + (3 × A) + (2 × D) + (1 × SD); maximum score per item = 160; % = score ÷ 160 × 100.

Table 5 shows students' perception of student satisfaction. The highest score (80.63%) was for the statement that students would recommend Quizlet to be applied in other subjects, followed by liking Quizlet because it encourages learning initiative and motivation (78.13%). The statement that vocabulary lessons met students' personal goals received 75.00%, and the statement that Quizlet is students' first choice compared to other methods received the lowest score (73.13%), in the agree category. The mean percentage for student satisfaction was 76.72%, which falls into the strongly agree category.

Interview results

Online interviews were conducted with five students about their perceptions after using Quizlet. The results are grouped into four themes.

The use of Quizlet. The students supported the use of Quizlet in the vocabulary subject and responded positively because Quizlet is a good application for learning vocabulary and provides various features that keep them from feeling bored in learning activities. As one student said:

> *"As long as learning uses Quizlet, it is fun, because with Quizlet learning is like playing games, so it is also easier to understand." (Student 1)*

This means that students enjoy learning vocabulary using Quizlet and feel that learning activities are more active. Other students said:

"It is effective for lessons, because it does not make us bored." (Student 2)

"I am comfortable, because other subjects are boring, so I often fall asleep." (Student 3)

Quizlet provides various enjoyable features, so students do not feel bored in learning activities, which shows that Quizlet is able to build students' enthusiasm for learning. In addition, Quizlet is easy to access anywhere via a smartphone or laptop, provided that the internet connection is good.

Students' obstacles in using Quizlet. Although students had positive perceptions of Quizlet, they reported that the school network was an obstacle:

"So far there may not be any, but sometimes the network is a bit slow." (Student 4)

"When using Quizlet, it is just a network problem, because the network is not good enough. Besides that, there are no difficulties." (Student 5)

The school provides Wi-Fi, but the network is slow because many people use it, so access to the internet is delayed.

Benefits of Quizlet for students. Students acknowledged that Quizlet was able to increase their vocabulary:

"It can increase my vocabulary because I can explore the application, so while exploring I find lots of new words." (Student 2)

"Yes, because there is a feature that provides example sentences and their meanings, so it is easier to understand difficult sentences or vocabulary." (Student 5)

"Yes, because I learned many new words, I can increase my vocabulary." (Student 1)

It can be concluded from the interviews that students believe that using Quizlet can increase their vocabulary, as they learned new words that they did not know before.

Suggestions from students. Students suggested adding more features to Quizlet:

"As for suggestions, maybe you can add more learning features that are more exciting." (Student 4)

"For suggestions, maybe you can add levels, so the higher the level, the more difficult it is." (Student 2)

Discussion

As explained in the previous section, Quizlet is a learning-and-playing application that can be accessed through digital technology such as smartphones. Quizlet can be used to improve listening, reading and writing (Aribowo, 2015), and learning with Quizlet can increase interest in learning because students are interested in Quizlet-mediated material and questions (Aristiyo, 2019).

For the first indicator, ease of access, the highest score was 86.25%, which means that students can easily do the assignments given by the teacher using Quizlet because its features

are easy to understand. This agrees with Nemeth (2019), who stated that Quizlet helps students learn independently in studying the material and working on the questions available on Quizlet. It is also supported by the interviews, in which students said that learning with Quizlet is fun because it is like playing games, which makes the material easier to understand and helps them learn vocabulary. Quizlet is also easy to access, so students can learn both inside and outside the classroom. This is supported by Sari (2019), who stated that this medium is practical because it can be accessed anywhere and at any time, via a laptop or smartphone. Students' perception of ease of access was therefore positive and fell into the strongly agree category.

For perceived usefulness, the highest score was 81.88%, indicating that the quality of learning activities using Quizlet is very good. As stated by Muthumaniraja (2020), Quizlet helps students do their assignments on time. According to Styaningrum et al. (2021), the features provided in Quizlet can activate students and have a positive effect on them, so that they become more active in learning activities, do assignments on time and study independently. In the interviews, students said that using Quizlet was effective for lessons because it did not bore them. Students' perception of perceived usefulness was therefore positive and fell into the strongly agree category. This result is supported by Baptist (2018), whose survey showed that most students enjoyed and benefited from Quizlet.

For communication and interaction, the highest score was 83.75%, showing that students are comfortable communicating through Quizlet in learning activities and interacting with other participants. As stated by Styaningrum et al. (2021), Quizlet also makes teacher–student interaction useful, so students are not too rigid in learning activities. This is also supported by Nemeth (2019), who found that the use of Quizlet encourages students' interest in collaborating electronically with other students in completing assignments. Students' perception of communication and interaction was therefore positive and fell into the strongly agree category.

For student satisfaction, the highest score was 80.63%, namely that students would recommend Quizlet to be applied in other subjects. This means that students are satisfied with Quizlet because it provides interesting features that keep them from getting bored. Sailin et al. (2020) stated that Quizlet encourages students' interest in learning because it has an interesting and interactive menu, and Aprilani and Suryaman (2021) found that most students expressed positive perceptions of learning vocabulary using Quizlet because it makes learning more interesting and helps them while studying. In addition, students acknowledged

in the interviews that Quizlet was able to increase their vocabulary because they learned many new words while exploring the application.

Overall, students' perceptions of using Quizlet were positive: students were happy with and liked the Quizlet application used in their vocabulary learning. Regarding obstacles, students said that Quizlet needs a good network, but the school network was sometimes slow even though Wi-Fi was provided. Students also suggested adding more enjoyable learning features and levels of increasing difficulty, which shows that they want to experience more challenging and exciting features.

CONCLUSION

Based on the research conducted, it can be concluded that the 40 students of class VIII Tahfidzh 1 at MTsN 1 Kota Makassar have a positive perception of the use of Quizlet, based on their experiences of using it in English vocabulary learning. Their perceptions were positive on all four indicators, with mean percentages of 83.88% for ease of access, 80.63% for perceived usefulness, 80.63% for communication and interaction, and 76.72% for student satisfaction, and with most students strongly agreeing on all indicators. The implication of this research is that Quizlet can be used as a learning medium as well as an assessment medium to support teaching and learning processes, and the teacher at the school has implemented Quizlet in the English vocabulary subject. However, the stability of the internet connection should be considered before the application is used in class.

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