The Effectiveness of Quizlet Application towards Students' English Vocabulary Skill Improvement: A Case study of Secondary School Students of Yahasirayanukul School, Yala, Thailand

Sareening Che-oumar[1*], Thitiphong Ketamon[2] and Hakim Sudinpreeda[2]

[1] Undergraduate student, English Department, Didyasarin International College, Hatyai University.

[2] Full-time lecturer, English Department, Didyasarin International College, Hatyai University.

[*]Corresponding author, E-mail: sareening.che019@hu.ac.th

Abstract

The study was conducted to investigate the effectiveness of Quizlet application towards secondary students' English vocabulary skill improvement. The samples of the study consisted of 23 students studying in Yahasirayanukul school in academic year 2021/2022. The researchers used a mixed method of study. The data were collected by both the pre-test and post-test and observation. The data analysis was conducted through statistical techniques: Paired Sample T-Test, Mean, and Standard Deviation. The findings showed that the students' scores of the post-test was higher than that of the pre-test. The students' mean score of the pre-test was at 47.60. After the implementation of Quizlet, the mean score of the post-test reached at 85.65, indicating the existence of a significant difference between the student's scores of the pre-test and post-test. It can be concluded that teaching English vocabulary with the application of Quizlet was able to improve the students' vocabulary mastery.

Keywords: Quizlet application, English Vocabulary Skill

Introduction

English is one of the compulsory subjects in Thai School curriculum. The students in every school in Thailand enroll in compulsory subjects such as English. Starting from kindergarten, they have been taught the basic knowledge about English to be accustomed with the materials. Further, Wilkins as cited by Thornbury (2002) stated that without knowing any vocabulary, it is impossible to convey something. On the other hand, without knowing any grammar, we can still convey something (p.13). Those statements

mean, if the students do not know any vocabular,y it will cause them inability to say anything in English. Whereas, if the students do not know any grammar, they still could say anything using English language. However, by this explanation, the learning of vocabulary is needed for the students to learn more about English. Besides that, some of students also have to face other problems in learning English lessons. Students are easily bored, even feel sleepy when they have to learn English lesson in the class. The case above is sometimes caused by their lack of intention in paying attention to the English teachers. In addition, the students are also lazy in the teaching strategy that used by their teachers in delivering the material. Most English teachers are still not using technology or even just teaching in the same way.

In this digital era, almost all the students focus more on gadgets or smartphones that they have. It is the reason why all students give their high expectation to the English teachers. The students expect that the teacher will provide learning materials using technology, especially in studying vocabulary. Margono (2010) establishes that media, such as games, songs, pictures, cards cassettes, tapes, radio, television, videos, films, overhead projector slides, and examples are now commonly used in teaching English particularly in improving vocabulary mastery of the students. The students need a real medium that can help them in memorizing the vocabularies. Flashcard is one of the media that can be used by the English teachers to teach their students about vocabularies. According Azhar Arsyad (1997), a flashcard is a small card containing an image, a text or a symbol mark that reminds or guides a student to something related to the image. As Azhar Arsyad has said, the Quizlet application can also help students in remembering and guiding their vocabulary. Although this flashcard is an online application, it can still display a real flashcard, which contains images, texts and even symbols. According to Haycraft (1978), flashcards can be used for consolidating vocabulary, practicing structure and words order or a variety of games. It means the students have to memorize and understand the vocabularies that available in the Quizlet which have prepared by the teacher.

Statement of the problem

Based on my personal communication and observation with the seventh-grade students during teaching internship at Yahasirayanukul School, their English vocabulary bank was still lacking. When resesrchers asked the questions to the students in English even simple questions such as *"What are you doing?"*, *"Where are you going?"* and *"Have you had breakfast yet?"*, they responded back with no spontaneity. Perhaps, they were shy to speak out, but when researchers switched the questions to Thai with the same meaning of English sentences, they answered the questions immediately. The observation showed that the students' ability of English vocabularies skill is problematic. Most of them could not answer the meaning of English vocabularies.

Objective

To study the effectiveness of Quizlet application towards students' English vocabulary mastery.

Research Question/ Research Hypothesis

1. Is Quizlet Application effective towards students' English Vocabulary at the Seventh Grade Students of Yahasirayanukul School?

2. Quizlet Application is effective in teaching students' English Vocabulary at the Seventh Grade Students of Yahasirayanukul School.

Literature Review

Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games (Foster, 2009). It was created by Andrew Sutherland in October 2005 (original as a tool to learn French vocabulary shared with his friends) and released to the public in January 2007. Quizlet trains students via flashcards and various games and tests. Quizlet is one of the most widely used flashcard systems available. While teachers and students can use the software on a PC, it also offers a free mobile app for use on both the Apple iOS and Google Android mobile platforms. Quizlet offers several ways to study vocabulary. Quizlet is an online interactive learning platform operating on electronic bilateral flashcards, that can be used to study any subject, but serves mostly as a system for learning languages (Kalecky, 2016).

Many teachers mostly agree that flashcards help to expand learners' vocabulary and serve as an effective strategy to study outside the classroom (Karlina, 2019). When the teacher/student learns how to use the software effectively, it can be even easier and much faster. In Quizlet, the whole set can be created by pasting in a bilingual list, the opposite side can be created automatically and adding an appropriate picture is a matter of two clicks. There is no need to cut the cards and most importantly, they can be shared among the users, who do not have to carry a thick pack of cards in their pockets all the time and who can have thousands of words ready in their smartphone weighing not a gram more. Followings are previous researchers who conducted the study concerning Quizlet application and similarly found that Quizlet application is effective for students' improvement of English vocabulary.

Karlina (2019) investigates the implementation of Quizlet in teaching English vocabulary. This study was conducted by using collaborative action research. For this purpose, 27 students of class VIII3 of SMPN 1 Blangpidie participated in the study. It was found that there was a significance difference in students' scores after the using Quizlet in teaching English vocabulary. It concluded that the use of Quizlet in teaching English improved students' vocabulary (p. 45). According to previous research conducted by Baptist (2018), the Quizlet treatment was effective to improve students' vocabulary. In addition, a study conducted by Assanosi (2018) shows that mean score of control group is 6.90 for pre-test and 7.07 for post-test, and mean score of experimental groups is 6.78 for pre-test and 10.21 for post-test. It described that teaching vocabulary through Quizlet had a significant difference between the student's scores of pre-test and post-test.

Methodology

The research was experimental by using the pre-test, post-test and observation as the main instruments of data collection. Samples purposively were selected from 68 students of the seventh grade in total were 23. These students were studying at grade 7/1 in Yahasirayanukul School located in Yaha. The researchers were appointed as an intern English teacher with regular teaching loads similarly assigned to other permanent teachers of the school. The study was conducted in two semesters of the academic year 2021. The intervention period was from the fourth week of November until the second week of December 2021 (four weeks in total).

The tests

The tests assessed learners' acquisition of two units of the course syllabus. The pre-test was administered before the first unit of the course, and before utilizing Quizlet. The learners' outcomes were recorded for further correlation to the scores of the post-test, which was offered at the end of the second units were taught. During the second semester, the learners were required to study two units, which were utilizing Quizlet both outside and inside the EFL classroom. These students attended lessons for two weeks when the same units were taught utilizing flashcards.

The tests were taken from the seventh grade's textbook titled *New World 1* under the topics "*Do You Like Chocolate?*" and "*Nice House*!".

Observation

Observation was employed in the study to find out the important events or facts which are related to the research that being run. Besides that, by doing the observation the researcher will also be helpful to know the real situation in the classroom and even the characters of each student. The observation sheet adopted from Christanti, (2018).

Data Analysis

The data obtained from the pre-test and post-test were analyzed by using paired the sample t-test, mean and Standard Deviation. They were used to see the significant improvements of students' vocabulary mastery from the pre-test to post-test. The result of observation was analyzed by summarizing the data recorded in the observation sheet. Then, the researcher reported the result of observation by describing the situation of the use of Quizlet in teaching vocabulary.

Results

Result of Pre-test and Post-test

The differences between the students' scores before and after the application of *Quizlet* were shown in this following table:

Table 1: The students' scores of the pre-test and post-test.

No.	Pre-test	Post-test
1.	50	95
2.	45	80
3.	35	70
4.	50	90
5.	65	100
6.	55	90
7.	40	65
8.	50	75
9.	50	90
10.	60	100
11.	45	85
12.	40	90
13.	55	95
14.	45	75
15.	55	90
16.	50	90
17.	50	85
18.	40	85
19.	45	80
20.	40	85
21.	35	70
22.	50	95
23.	40	90
Mean	47.60	85.65

According to the result of pre-test and post-test, the mean score in the pre-test was 47.60 and that of the post-test increased to 85.65. This was considered good improvement of the students' vocabulary.

Table 2: Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	47.6087	23	7.51809	1.56763
	Posttest	85.6522	23	9.57083	1.99566

The table 2 shows the mean of the pre-test and post-test 47.60 and 85.65, respectively. The Standard Deviation of the pre-test and post-test are 7.51 and 9.57 respectively. The post-test score is better than that of the pre-test, which can claim that using Quizlet could help students to improvement their vocabulary mastery.

Table 3: Paired Samples Test

Paired Samples Test								
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-38.04348	6.52602	1.36077	-40.86554	-35.22142	-27.957	22	.000

The table 3 shows that there was a significant difference in the scores for pre-test (M=47.60, SD=7.51) and post-test (M=85.65, SD=9.57) conditions t= -27.95, Sig. (2-Tailed) or p= 0.00. The Sig. (2-Tailed) value was less than 0.05. So, it shows that there was a statistically significant difference between the mean of the pre-test and post-test. It means the implementation of Quizlet could improve students' vocabulary.

Results of observation

The data obtained from observation in the classroom can be, recorded by the researcher, summarized as follows:

Table 4: The observation results

No.	Statement The Observation Sheet	Yes	No	Notes
1.	All the students can access the Quizlet application.	/		They easily access the Quizlet.
2.	The students only access the Quizlet application whether in the smartphone or laptop.	/		Most of students open Quizlet by using their smartphone.
3.	The students only use Quizlet application as a learning source.	/		They no longer open their online dictionary.
4.	The topic and the materials are provided in Quizlet application of each student.	/		The vocabulary which in their worksheet are provided.
5.	The students and the teacher are discussing about the vocabularies from Quizlet application.	/		Sometimes, they discuss together.
6.	The students read all of the vocabularies which provided while looking at the picture and definition.	/		The students usually read the definition first before look at the picture.
7.	The students listen to the recording of the vocabularies.	/		The students listened to the recording only if they really unfamiliar with the vocab.
8.	All the students try to understand the vocabularies and the definition.	/		They read the vocab, then the definition and they look at the picture to make sure their comprehension.
9.	All the students are attracted to use Quizlet application.	/		They put their interest and they look enthusiastic.
10.	The students sometimes ask the teacher if they still find difficulties.	/		They ask to the teacher if they still don't understand after read the definition.

Table 4: (Continue)

No.	Statement The Observation Sheet	Yes	No	Notes
12.	The students try to be brave in using English after listening to the vocabularies.	/		They start to use English.
13.	The students are starting to comprehend the high frequency and academic vocabularies.	/		They understand about what their teacher was said.
14.	The students are starting to master the vocabularies which often used in the worksheet.		/	They are some students who are lazy to learn English.
15.	The students do not hesitate and suppressed in using a vocabulary since use Quizlet application.	/		The students are using the Quizlet application with enthusiasm.

Based on the observation result mentioned above, it shows that the Quizlet application which categorized as online flashcards was well implemented. The use of Quizlet application was not really maximal because there were several students who did not involve in the activity. But as far as this Quizlet application was almost reaching the word success, it was presented by most of the students in the classroom who were interested in put their interest in using Quizlet. The students also were very attracted when using Quizlet. In line with this, based on this result, it is similar to the findings of Komachali & Khodareza, where flashcard was a cardboard consisting of a word, a sentence, or a simple picture on it. It could be concluded that the flashcard was an effective learning card, having two sides with one side containing images, text, or symbols and other symbols in the form of definitions, drawings, answers or descriptions and helping the learners to be reminded of something related to the images on the card. This is to concluded that the students could use online flashcard in Quizlet with pictures, voices and description of each picture, as an effective learning tool.

Conclusion and discussion

This study was conducted to find out the improving of the students' vocabulary mastery by using Quizlet. In teaching English, the teacher could use Quizlet as an interesting media. The research was done by the researcher indicated that Quizlet was effective or could be used in teaching vocabulary. Based on the result above, the data showed that by applying Quizlet in teaching English could improve and influence students' motivation, and also Quizlet improved the students' vocabulary mastery. The improvement of the students' vocabulary mastery was also presented in the score of the pre-test and post-test. The mean score of the pre-test was at 47.60 and the mean score of the post-test was at 85.65. The implying of Quizlet in teaching and learning process could make the students to know and remember the vocabulary easily and it could motivate the students in learning vocabulary; for instance, the students did not know the meaning and pronunciation of words: food court, juice, bathroom, refrigerator, etc. After the implementation of Quizlet, the students knew them. The data from the students' tests showed the students' vocabulary was better, and from the observation sheet showed most of students in the class put their interest in using Quizlet. The students also were very attracted when using Quizlet. According to previous research conducted by Baptist (2018), "Studied Effects of Quizlet on Vocabulary Mastery through Counter Balanced Design" the result of the study showed the Quizlet treatment was effective to improve students' vocabulary. And a study conducted by Assanosi (2018), "The Effect of Quizlet on Vocabulary Acquisition" through experimental study, the results showed mean score of control group was at 6,90 for thepre-test and 7,07 for the post-test, and mean score of experimental groups was 6,78 for the pre-test and 10,21 for the post-test. It described that teaching vocabulary through Quizlet was significant difference between the student's scores of the pre-test and post-test.

After finishing the classroom action research, the findings show that the students' scores in the post-test is increased when taught using Quizlet (mean score of pre-test = 47.60 and mean score of post-test=85.65). The teaching of vocabulary using Quizlet improved the students' vocabulary mastery; the treatment was effective. Moreover, it showed that teaching English vocabulary using Quizlet application which in the form of online flashcards was effective.

Therefore, it could be concluded that since there is effectiveness of Quizlet application towards Students' English Vocabulary mastery, Quizlet was helpful in teaching vocabulary.

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