

**THE EFFECT OF USING QUIZLET APPLICATION ON STUDENTS'
VOCABULARY MASTERY AT THE ELEVENTH GRADE OF
SMA NEGERI 1 MATUR**

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ABSTRACT

The purpose of this study was to determine the effectiveness of using Quizlet on the vocabulary mastery of eleventh-grade students at SMA Negeri 1 Matur. This study used a quantitative quasi-experimental method with two classes (XI F2 and XI F4) as samples. The data used in this study consisted of vocabulary mastery test results obtained from pre-test and post-test. The research results indicated that Quizlet was effective for students' vocabulary mastery, with the mean score increasing from 58.71 to 87.64. The experimental class showed a significant improvement after the implementation of Quizlet in the learning process. Based on this increase in vocabulary mastery test scores (28.92) and the higher post-test results compared to the pre-test, Quizlet had a positive impact on students' vocabulary mastery. The findings also showed that students became more active and engaged during the learning process. It can be concluded that Quizlet is an effective learning medium that enhances students' activities, participation, and vocabulary mastery.

Keywords: Quizlet, Learning Media, Vocabulary Mastery, Recount Text

A. Introduction

Vocabulary is a fundamental component in learning English as a foreign language because it supports students' ability to understand and express ideas effectively. Nation (2001) states that vocabulary knowledge is essential for language proficiency, while Wilkins (1972) argues that without vocabulary, nothing can be conveyed. This implies that students need adequate vocabulary mastery to develop their language skills, including reading,

writing, listening, and speaking. In addition, Schmitt (2010) explains that vocabulary mastery involves not only understanding word meanings but also the ability to use words appropriately in context.

In the Indonesian senior high school curriculum, English learning is implemented through a genre-based approach. One of the important text types taught at the eleventh grade is recount text, which requires students to retell past events using appropriate vocabulary, past tense verbs, and

temporal connectors. Therefore, vocabulary mastery plays a crucial role in enabling students to comprehend and produce recount texts effectively. However, many students still experience difficulties in mastering vocabulary, which affects their ability to construct meaningful texts.

In one of the eleventh-grade classes at SMA Negeri 1 Matur, several problems related to students' vocabulary mastery were identified. Many students had difficulties in recognizing common words, using past tense verbs, and applying vocabulary appropriately in context. In addition, students showed low confidence in expressing their ideas due to limited vocabulary knowledge. The teaching process was still dominated by conventional methods, such as memorizing words lists and relying on teacher translation, which made students passive and less engaged in the learning process.

To address these problems, the use of interactive and technology-based learning media is considered necessary. One of the tools that can be used is Quizlet, a digital learning platform that provides features such as flashcards, learn mode, test mode,

and games. Quizlet supports vocabulary learning through repeated exposure, active recall, and immediate feedback, which are essential principles in vocabulary acquisition. It also creates an interactive and engaging learning environment that encourages students to participate actively in the learning process.

Previous studies have shown that Quizlet is effective in improving students' vocabulary mastery. It applies learning strategies such as spaced repetition and gamification, which support long-term retention of vocabulary (Gilbert, 2016). Moreover, interactive learning activities have been proven to increase students' engagement and motivation (Khuong & Ngoc, 2021). However, most previous studies focus on general vocabulary learning, and limited attention has been given to its implementation in teaching specific text types such as recount text at the senior high school.

Furthermore, vocabulary teaching at SMA Negeri 1 Matur has not yet integrated interactive digital media such as Quizlet. Vocabulary learning is still conducted using conventional methods without sufficient opportunities for students to

practice independently. This indicates a gap between the potential of technology-based learning and its actual implementation in the classroom. This study is expected to contribute to the implementation of digital learning media in vocabulary instruction, particularly in the Indonesian senior high school context.

B. Research Method

This research employed a quantitative method using a quasi-experimental design to examine the effect of the Quizlet application on students' vocabulary mastery without manipulating the existing class structure. Quantitative research is used to collect and analyze numerical data to describe and explain a particular phenomenon. In this study, the phenomenon examined was students' vocabulary mastery.

This research was conducted based on a quasi-experimental approach involving two groups: an experimental group taught using the Quizlet application and a control group taught using conventional methods. Both groups were administered a pre-test and a post-test to measure students'

vocabulary mastery before and after the treatment.

The research was conducted at SMA Negeri 1 Matur, involving eleventh-grade students. The population consisted of 113 students from four classes. The sample was selected using cluster random sampling, resulting in two classes: XI F2 as the experimental group and XI F4 as the control group, with a total of 56 students.

The instrument used in this research was a 25-item multiple-choice vocabulary test. The data were analyzed using t-tests with the assistance of IBM SPSS Statistics 27 after fulfilling the assumptions of normality and homogeneity.

C. Findings and Discussion

The research collected vocabulary mastery scores from the eleventh-grade students of SMA Negeri 1 Matur. The data were obtained through a pre-test conducted before the treatment and post-test administered after the treatment to both classes.

The sample of this study consisted of 56 students, divided into two groups. The experimental class (XI F2) consisted of 28

students, while the control class (X1 F4) also consisted of 28 students. A detailed explanation of the results from both classes is presented below.

To measure the students' vocabulary mastery, a pre-test was administered to both groups at the beginning of the study. After that, the experimental class was taught using Quizlet as the learning media, while the control class was taught using conventional methods. After the treatment, a post-test was administered to both groups to determine the students' improvement in vocabulary mastery. The results of the pre-test and post-test scores of both classes are presented in Table 1.

Table 1. Students' Pre-test and Post- test Mean Scores

Class	Pre-test Mean	Post-test Mean
Experimental	58.71	87.64
Control	37.21	78.29

The table shows that both classes improved after the treatment. However, the experimental class showed a higher increase compared to the control class. This indicates that the use of Quizlet contributed to better improvement in students' vocabulary mastery.

Table 2. Normality Test

Class	Sig.
Experimental	> 0.05
Control	> 0.05

The results indicate that the significance values of both classes are greater than 0.05. This means that the data are normally distributed and suitable for further statistical analysis.

Table 3. Homogeneity Test

Levene Statistic	df1	df2	Sig.
0.353	1	54	.555

The homogeneity test shows that the significance value is higher than 0.05. This indicates that the data are homogeneous and meet the requirement for hypothesis testing.

The results of the paired sample t-test showed that the significance value was 0.000, which is lower than 0.05. This indicates that there was a statistically significant improvement in students' vocabulary mastery after the use of Quizlet.

Furthermore, the results of the independent sample t-test showed a significance value of 0.000, which is also lower than 0.05. This indicates that there was a significant difference between the experimental and control classes. The mean difference of 9.357 shows that the experimental class

performed better than the control class.

In addition, the group statistics show that the experimental class obtained a higher mean score (87.64) compared to the control class (78.29). This indicates that Quizlet is more effective than the conventional teaching method.

D. Discussion

The findings of this study indicate that the use of Quizlet significantly improved the vocabulary mastery of eleventh-grade students at SMA Negeri 1 Matur. The experimental class showed a substantial increase in mean scores from 58.71 (pre-test) to 87.64 (post-test), while the control class, taught using conventional methods, achieved a lower mean score of 78.29. Statistical analyses confirmed that the improvement in the experimental class was significant ($p = 0.000$), indicating that Quizlet was more effective than traditional instruction.

Visual and multimedia features in Quizlet contributed to better vocabulary mastery by enhancing comprehension and memory retention. This is in line with Newin & Eliza (2022), who reported that visual

media significantly improve students' understanding and retention of vocabulary, making learning more engaging and meaningful.

Interactive and gamified features of Quizlet, such as Match and Quizlet Live, increased student engagement and motivation. Yessa et al. (2023) support this, demonstrating that digital learning applications with gamified elements significantly enhance vocabulary mastery through active participation and repeated practice.

Quizlet also promotes collaborative learning, allowing students to construct knowledge actively through interaction with peers. Firdani et al. (2025) found that game-based and collaborative learning environment foster active participation and improve vocabulary outcomes, which aligns with the interactive nature of Quizlet Live.

Mobile accessibility of Quizlet allows students to practice vocabulary anytime and anywhere, reflecting the principles of Mobile-Assisted Language Learning (MALL). Uzmi et al. (2023) confirmed that Android-based interactive learning media improve students' outcomes by supporting flexible and learner-

centered practice beyond the classroom.

Finally, the integration of gamification elements in Quizlet enhances students' motivation and engagement, contributing to better learning outcomes. Meri et al. (2022) showed that vocabulary games significantly improve mastery by increasing enjoyment, repeated practice, and active participation, which explains the effectiveness observed in this study.

E. Conclusion

This study concludes that the use of the Quizlet application has a positive and statistically significant effect on the vocabulary mastery of eleventh-grade students at SMA Negeri 1 Matur. Prior to its implementation, students experienced difficulties in understanding and retaining English vocabulary, as reflected in their low pre-test scores and reliance on teacher translations. These challenges were influenced by the use of conventional, teacher-centered methods that limited students' active participation and opportunities for independent learning.

After the implementation of Quizlet in the experimental class, students' vocabulary mastery improved significantly. The use of interactive features such as digital flashcards, matching activities, and practice tests made the learning process more engaging and effective. These features facilitated repeated exposure to vocabulary and encouraged active participation, resulting in better learning outcomes compared to traditional teaching methods.

In conclusion, the integration of Quizlet as a technology-based learning tool can effectively enhance students' engagement, motivation, and vocabulary achievement in English language learning.

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