

THE EFFECTIVENESS OF VOCABULARY MASTERY THROUGH THE QUIZLET PLATFORM

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan Quizlet dalam meningkatkan penguasaan kosakata siswa di SMPN 03 Entikong. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pra-eksperimen one-group pre-test dan post-test. Subjek penelitian terdiri dari dua puluh enam siswa kelas delapan yang dipilih melalui cluster random sampling. Instrumen penelitian berupa tes kosakata yang mencakup aspek ejaan, penggunaan, dan makna. Data dianalisis menggunakan SPSS versi 27.

Hasil penelitian menunjukkan bahwa kemampuan kosakata siswa meningkat setelah penggunaan Quizlet. Nilai rata-rata meningkat dari 50.08 pada pre-test menjadi 62.22 pada post-test dengan selisih sebesar 12.14. Uji normalitas menunjukkan bahwa data berdistribusi normal. Uji *t* berpasangan menunjukkan adanya perbedaan yang signifikan ($t = 3.885$, $p < 0.001$). Selain itu, nilai effect size sebesar 0.76 menunjukkan bahwa Quizlet memberikan pengaruh yang kuat terhadap hasil belajar siswa. Peningkatan terjadi pada seluruh aspek kosakata, meskipun aspek penggunaan masih menjadi yang paling sulit.

Dapat disimpulkan bahwa Quizlet merupakan media pendukung yang efektif dalam pembelajaran kosakata. Fitur interaktifnya mampu meningkatkan motivasi, keterlibatan, dan kemandirian belajar siswa dalam pembelajaran bahasa Inggris.

Kata Kunci: Quizlet, penguasaan kosakata, media pembelajaran digital, pembelajaran bahasa Inggris

Abstract

This study aimed to examine the effectiveness of Quizlet in improving students' vocabulary mastery at SMPN 03 Entikong. A quantitative approach with a pre-experimental one-group pre-test and post-test design was employed. The participants were twenty-six eighth-grade students selected through cluster random sampling. A vocabulary test consisting of spelling, usage, and meaning aspects was used as the research instrument. The data were analyzed using SPSS version 27, including descriptive statistics, Shapiro-Wilk normality test, paired sample t-test, and effect size analysis.

The findings revealed that students' vocabulary performance improved after the implementation of Quizlet. The mean score increased from 50.08 in the pre-test to 62.22 in the post-test, with a mean difference of 12.14. The normality test showed that the data were normally distributed. The paired sample t-test indicated a statistically significant difference between the two tests ($t = 3.885$, $p < 0.001$). Furthermore, the effect size value of 0.76 demonstrated that Quizlet had a strong practical impact on students' learning outcomes. Improvements were observed in all vocabulary aspects, although usage remained the most challenging.

In conclusion, Quizlet is an effective supplementary tool for enhancing students' vocabulary mastery. Its interactive features support students' motivation, engagement, and independent learning in English classrooms.

Keywords: Quizlet, vocabulary mastery, digital learning media, English learning

INTRODUCTION

English plays an important role in global communication, education, and professional development. In today's globalized world, proficiency in English enables individuals to access information, continue their studies, and communicate with people from different cultural backgrounds. One essential component of English proficiency is vocabulary mastery, as vocabulary forms the foundation for understanding texts, expressing ideas, and communicating effectively.

Vocabulary mastery is closely related to learners' ability to comprehend and produce language. Alqahtani (2015), as cited in Anita *et al.* (2018), states that vocabulary mastery involves not only knowing word meanings but also having sufficient knowledge and skills to use words accurately. Students with limited vocabulary knowledge often experience difficulties in understanding learning materials and conveying their thoughts clearly.

However, many students still encounter problems in learning English vocabulary. These difficulties include memorizing new words, understanding meanings in various contexts, using vocabulary correctly in sentences, and mastering spelling and pronunciation. Such challenges often reduce students' motivation and participation in learning activities. Totti *et al.* (2024) reported that learners frequently struggle to retain new vocabulary during initial learning, which may decrease their confidence and interest in English.

To address these problems, teachers are encouraged to apply innovative and engaging learning strategies. With the rapid development of technology, digital learning media have become important tools in education. Technology-based platforms provide opportunities for students to learn more independently, interactively, and flexibly. One digital application that has been widely used in language learning is Quizlet.

Quizlet is an online learning platform that offers digital flashcards, games, quizzes, and self-testing activities. These features allow students to practice vocabulary repeatedly and actively. Previous studies have shown positive results regarding the use of Quizlet. Ramadani *et al.* (2024) and Nur and Putri (2023) reported that Quizlet improves students' vocabulary mastery. In addition, Setiawan and Wiedarti (2020) found that Quizlet increases learning motivation, while Nguyen *et al.* (2022) highlighted its role in promoting learner autonomy.

Despite its advantages, the effectiveness of Quizlet may vary depending on students' learning environments and contexts. Therefore, further research is needed to examine its impact in different educational settings. At SMPN 03 Entikong, students were observed to experience difficulties in vocabulary learning, especially in spelling, usage, and meaning. Limited use of interactive digital media also contributed to low student engagement.

Based on these conditions, this study aims to investigate the effectiveness of Quizlet in improving vocabulary mastery among eighth-grade students at SMPN 03 Entikong. This research is expected to provide empirical evidence on the use of Quizlet as a learning tool and contribute to the improvement of English teaching practices.

METHODOLOGY

This study employed a quantitative approach with a pre-experimental research design using a one-group pre-test and post-test model. The participants were eighth-grade students using cluster random sampling. To assess the impact of Quizlet on students' Vocabulary Mastery, the research instrument was a vocabulary test consisting of three aspects: spelling, usage, and meaning. Two versions of the test were administered, that is, pre-test before treatment and post-test after treatment.

Before administering the pre-test, a content validity test was conducted with the teachers to ensure that the test items were relevant to the research objectives and represented the aspects of vocabulary mastery. It was conducted through expert judgment using Lawshe's CVR. The collected data were analyzed using SPSS version 27. The analysis included descriptive statistics, normality testing using the Shapiro-Wilk test, paired sample t-test, and effect size calculation.

FINDINGS AND DISCUSSION

FINDINGS

This research aimed to examine students' pre-test and post-test scores to evaluate their vocabulary mastery. The analysis focused on identifying the mean scores and effect size using SPSS version 27, as well as conducting a t-test to determine the significance of the results.

Table 1. Pre-Test Post-Test Mean Scores Per Aspects

Aspect	N	Pre-Test Min	Pre-Test Max	Pre-Test Mean	Post-Test Min	Post-Test Max	Post-Test Mean
Spelling	26	20	100	58.54	38	99	69.81
Usage	26	1	48	17.92	10	45	23.23
Meaning	26	5	40	18.54	8	36	25.04

Based on the pre-test results, students' scores in each aspect showed different levels of achievement. The highest mean score was in the spelling aspect, with a score of 58.54, while usage had the lowest score with a mean of 17.92. This indicates that students experienced difficulties in using grammar and sentence structures correctly, particularly in tense usage and subject-verb agreement. After the treatment, students' performance improved in all aspects. The total score for spelling increased with a mean score of 69.81, while usage improved with a mean score of 23.23. However, the ranking of the aspects remained the same, with spelling as the strongest and usage as the weakest. This suggests that Quizlet was effective in improving students' overall vocabulary mastery.

Table 2. Descriptive Statistics of Pre-test and Post-test

Test	N	Mean	Std. Deviation
Pre-test	26	50.0781	20.32519
Post-test	26	62.2233	16.60915

The results in the table indicate that students' average scores improved from 50.0781 in the pre-test to 62.2233 in the post-test. Meanwhile, the standard deviation decreased from 20.32519 to 16.60915, showing that students' performance became more stable and consistent after the treatment.

a. Normality Test

Table 3. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.123	26	.200	.952	26	.259
Post-Test	.104	26	.200	.961	26	.421

The results of the Shapiro-Wilk test showed that both pre-test and post-test data followed a normal distribution, with significance values above 0.05. Based on this result, a paired sample t-test was conducted for further analysis. The findings revealed that students' average scores increased from 50.0781 in the pre-test to 62.2233 in the post-test.

b. T-Test

Table 4. Paired Sample Test

	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pre-test – Post-test	-12.14519	15.93931	3.12596	-3.885	25	<.001

Based on the paired sample t-test revealed a statistically significant difference between pre-test and post-test scores, t-value = -3.885, df =25, and a significance of $p < .001$. These showed an improvement in students' performance in vocabulary. Furthermore, the absolute value of the t-value ($|t| = 3.885$) was greater than the t-table value (2.060), and the significance



value was less than 0.05. These findings confirm that the use of Quizlet significantly improved students' vocabulary mastery and can be considered an effective learning medium.

c. Effect Size

To find out more about the effect size of Quizlet. The researcher calculated the data using a formula. The effect size analysis using Cohen's *d* showed a value of 0.76, which falls into the large effect category. This result indicates that Quizlet had a strong and meaningful influence on students' learning outcomes.

DISCUSSION

This study investigated the effect of using Quizlet on students' vocabulary mastery. The findings revealed that students' vocabulary achievement improved after the implementation of Quizlet in the teaching and learning process. This result indicates that digital learning media can facilitate students' ability to acquire, understand, and retain vocabulary more effectively.

The normality test confirmed that the data were normally distributed, allowing the use of a paired sample t-test for further analysis. The results of the t-test demonstrated a statistically significant difference between students' pre-test and post-test scores. This finding suggests that the observed improvement was not caused by random factors but was influenced by the use of Quizlet as a learning tool. In addition, the effect size analysis showed a large effect, indicating that Quizlet had a strong practical impact on students' learning outcomes.

In terms of vocabulary components, students showed improvement in spelling, usage, and meaning. Spelling remained the strongest aspect, reflecting the effectiveness of repeated exposure and practice provided through Quizlet. However, usage continued to be the most challenging component, indicating that students still experienced difficulties in applying vocabulary in appropriate grammatical contexts. This finding supports Setiawan and Wiedarti (2020), who emphasized the importance of providing additional guidance in contextual vocabulary use.

The effectiveness of Quizlet can be attributed to its interactive and multimedia features, including digital flashcards, games, and self-testing activities. These features encourage active engagement and repeated practice, which are essential for vocabulary retention. This result is consistent with Nation (2001), who highlighted the importance of repeated exposure and active recall in vocabulary learning.

Furthermore, Quizlet promotes autonomous learning by enabling students to study independently and monitor their own progress. Nguyen *et al.* (2022) reported that Quizlet enhances learners' autonomy and active participation in vocabulary development. Similarly, Aprilani (2021) found that students had positive perceptions of using Quizlet and felt more confident in learning vocabulary. These findings indicate that Quizlet supports both cognitive and affective aspects of learning.

Students' learning motivation also contributed to the improvement in vocabulary mastery. Setiawan and Wiedarti (2020) noted that Quizlet increases learners' motivation

through interactive and enjoyable learning activities. Increased motivation encourages students to engage more actively in learning, which leads to better academic outcomes.

The results of this study support previous findings reported by Ramadani et al. (2024) and Nur and Putri (2023), which highlighted the positive effects of Quizlet on students' vocabulary mastery. The consistency between this research and earlier studies reinforces the evidence that Quizlet is an effective digital tool for vocabulary instruction.

Moreover, the improvement in students' performance reflects more balanced learning outcomes, as weaker students were able to improve and reduce learning gaps. This supports previous studies emphasizing the role of technology-based learning in promoting equal learning opportunities. Overall, the results confirm that Quizlet is an effective supplementary tool for enhancing students' vocabulary mastery. However, since students continued to experience difficulties in vocabulary usage, future instruction should integrate vocabulary learning with grammar and sentence construction activities to maximize their learning outcomes.

CONCLUSION

Based on the results of this study, it can be concluded that Quizlet had a positive impact on students' vocabulary development. The students showed better performance after learning through Quizlet, indicating that this platform can function as an effective digital medium in vocabulary instruction.

The statistical findings demonstrated a meaningful difference between pre-test and post-test scores. Students' average scores increased from 50.0781 to 62.2233, with a gain of 12.145 points. This improvement suggests that the learning progress was mainly influenced by the treatment. In addition, the effect size value of 0.76 indicates that Quizlet provided a strong practical contribution to students' learning outcomes.

Although students improved in spelling, usage, and meaning, vocabulary usage remained the most difficult aspect. This finding shows that learners still require additional guidance in applying vocabulary within proper grammatical contexts. Moreover, the interactive features of Quizlet encouraged students to become more active, motivated, and independent in learning.

Overall, Quizlet can be considered a beneficial supplementary tool for English learning, especially in supporting students' vocabulary mastery.

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