

THE USE OF QUIZZLE WEBAPP FOR LEARNING VOCABULARY A CASE AT A JUNIOR HIGH SCHOOL IN BOGOR

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ABSTRAK

Perkembangan teknologi juga memberikan dampak signifikan dalam dunia pendidikan, terutama dalam proses belajar mengajar di kelas. Penelitian lain menelaah persepsi siswa sekolah menengah pertama terhadap penggunaan Quizlet sebagai media pembelajaran interaktif untuk memperkaya kosakata bahasa Inggris. Penelitian ini menggunakan metode mixed methods dengan desain paralel konvergen dan melibatkan 30 siswa kelas VIII di salah satu SMP di Bogor. Data dikumpulkan melalui angket, wawancara, dan observasi pembelajaran, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian mengidentifikasi lima tema utama, yaitu kemudahan penggunaan Quizlet, sifat interaktif melalui permainan dan flashcard, efektivitas dalam membantu mengingat kosakata melalui pengulangan, peningkatan motivasi belajar akibat fitur yang menarik, serta fleksibilitas pembelajaran yang memungkinkan siswa belajar secara mandiri kapan pun dan di mana pun. Temuan ini menunjukkan bahwa Quizlet tidak hanya membantu penguasaan kosakata, tetapi juga meningkatkan keterlibatan dan motivasi belajar siswa, sejalan dengan konsep Mobile-Assisted Language Learning (MALL). Oleh karena itu, integrasi aplikasi digital seperti Quizlet dinilai mampu meningkatkan kualitas pembelajaran bahasa Inggris, khususnya dalam pengembangan kosakata. Penelitian selanjutnya disarankan untuk meneliti dampak penggunaan Quizlet dalam jangka panjang serta efektivitasnya pada berbagai konteks dan jenjang Pendidikan

Kata Kunci: Kosakata, pembelajaran, quizlet

ABSTRACT

Technological developments have also had a significant impact on education, especially on the teaching and learning process in the classroom. Another study examined junior high school students' perceptions of using Quizlet as an interactive learning medium to enrich their English vocabulary. This study used a mixed methods approach with a convergent parallel design and involved 30 eighth-grade students at a junior high school in Bogor. Data were collected through questionnaires, interviews, and learning observations, then analyzed using thematic analysis. The results of the study identified five main themes, namely the ease of using Quizlet, its interactive nature through games and flashcards, its effectiveness in helping to remember vocabulary through repetition, increased learning motivation due to interesting features, and the flexibility of learning that allows students to study independently anytime and anywhere. These findings indicate that Quizlet not only helps with vocabulary mastery but also increases student engagement and learning motivation, in line with the concept of Mobile-Assisted Language Learning (MALL). Therefore, the integration of digital applications such as Quizlet is considered capable of improving the quality of English language learning, particularly in vocabulary development. Further research is recommended to examine the long-term impact of using Quizlet and its effectiveness in various contexts and educational level

Keyword: Vocabulary, interactive learning, quizlet

INTRODUCTION

Vocabulary acquisition is a fundamental element of language learning, as it directly affects learners' ability to understand texts, communicate ideas, and use language effectively (Brown, 2001). For students learning English as a Foreign Language (EFL), particularly at the junior high school level, vocabulary mastery plays a crucial role in academic achievement and everyday communication.

Limited vocabulary knowledge often becomes a major barrier for learners in comprehending instructions, engaging in classroom activities, and expressing their thoughts in English.

In EFL instruction, the use of engaging and effective teaching methods is essential to maintain students' motivation and active participation. Traditional vocabulary teaching methods such as rote memorization, drilling, and written quizzes are still widely used; however,

these approaches tend to support only short-term recall and often fail to promote meaningful understanding and long-term retention (Godwin-Jones, 2014). As a result, many students quickly forget newly learned vocabulary, highlighting the need for more interactive and student centered learning approaches.

In recent years, game-based learning (GBL) has gained significant attention as an effective strategy for vocabulary instruction. Game-based learning integrates educational content into interactive and enjoyable activities, encouraging active involvement, repeated exposure, and emotional engagement (Grace, 2019). Studies conducted between 2020 and 2025 have consistently shown that the use of games in language learning enhances students' motivation, vocabulary retention, and ability to apply new words in meaningful contexts (Rasti, 2021; Guarini & Peconio, 2022; Listyowati & Hidayat, 2022).

One digital platform that reflects the principles of game-based learning and gamification is Quizlet. Quizlet is a web-based learning application that provides various vocabulary learning features such as flashcards, interactive games, quizzes, and collaborative activities like Quizlet Live. These features promote repetition, variation, and immediate feedback, which are known to support vocabulary retention and learner engagement (Osadhi, 2024). Recent studies indicate that students who regularly use Quizlet demonstrate better vocabulary recall, increased confidence, and reduced anxiety compared to traditional learning methods (Rasti, 2021; Guarini & Peconio, 2022).

Despite the growing body of research on digital game-based learning tools, many studies focus on higher education contexts or general digital games rather than structured applications integrated into formal junior high school classrooms. Therefore, this study focuses on the use of the Quizlet WebApp in a real classroom context at a junior high school in Bogor. By examining students' experiences, perceptions, and challenges in using Quizlet for vocabulary learning, this research aims to bridge the gap between theory and classroom practice and contribute to learner-centered vocabulary instruction in EFL contexts during the 2020–2025 period.

METHOD

This paper used a narrative literature review study employed a qualitative case study approach to explore junior high school students' experiences in learning English vocabulary through the Quizlet WebApp. The primary aim was to understand how students interact with the application, which features support their vocabulary development, and how they perceive the learning process. A qualitative design was considered appropriate because it allows for an in-depth exploration of learners' thoughts, behaviors, and experiences within a real classroom context.

Qualitative research focuses on understanding phenomena holistically and contextually by examining participants' lived experiences in natural settings rather than relying on numerical data (Fadli, 2021). In line with this perspective, the present study emphasizes meaning-making processes, particularly how students respond to and engage with digital learning tools such as Quizlet in everyday instructional practice.

The case study design was chosen because it enables a detailed investigation of a specific group Grade VIII students at a junior high school in Bogor within a particular learning situation, namely the integration of Quizlet WebApp in vocabulary instruction. This approach is flexible and allows the researcher to refine data collection strategies as new insights emerge, which is a key characteristic of exploratory educational research (Creswell & Poth, 2022).

RESULT AND DISCUSSION

The findings indicate that the use of the Quizlet WebApp positively influences junior high school students' vocabulary learning experiences in the EFL classroom. Students generally perceived Quizlet as an easy-to-use and engaging digital platform that supports vocabulary acquisition through interactive features such as flashcards, games, and collaborative activities. These features encouraged repeated exposure to vocabulary items, which helped students remember and recall new words more effectively.

In terms of motivation, the results show that gamified elements such as points, time limits, and competitive modes increased students' interest and active participation in learning. This supports previous studies (Rasti, 2021; Guarini & Peconio, 2022) which found that game-based learning environments enhance learners' motivation and

reduce anxiety commonly associated with traditional vocabulary learning methods. Students also reported feeling more confident using newly learned vocabulary, particularly when practicing through Quizlet's interactive modes

CONCLUSION

This study concludes that the use of the Quizlet WebApp as a game-based learning tool provides positive contributions to vocabulary learning among junior high school EFL students. The findings show that Quizlet supports vocabulary acquisition by offering interactive, repetitive, and engaging learning activities that help students improve vocabulary recall, understanding, and confidence in using new words.

Moreover, the gamified features and flexible access of Quizlet enhance students' motivation and encourage learner autonomy, allowing them to practice vocabulary both inside and outside the classroom. Although some challenges related to technology access and technical issues were identified, these limitations do not diminish the overall effectiveness of Quizlet when integrated thoughtfully into classroom instruction

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