

# THE EFFECTIVENESS OF QUIZLET IN IMPROVING VOCABULARY MASTERY OF JUNIOR HIGH SCHOOL STUDENTS

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## ABSTRACT

This study investigates the effectiveness of Quizlet, a digital flashcard-based learning platform, in improving the vocabulary mastery of junior high school students, particularly in learning collocations within descriptive texts. Using a quantitative quasi-experimental design, two seventh-grade classes from a public junior high school were selected as the control and experimental groups. The experimental group received vocabulary instruction through Quizlet, while the control group used conventional methods. Data were collected using Pre-Test and Post-Test instruments that included multiple-choice and matching questions designed to assess students' understanding of collocations. Although the independent samples t-test result showed no statistically significant difference between the two groups ( $p > 0.05$ ), gain score analysis revealed a higher mean improvement in the experimental group. The findings suggest that Quizlet positively influenced vocabulary acquisition, particularly in enhancing engagement and retention through its interactive features. The study contributes to the integration of technology in English language teaching, offering insights into how digital tools like Quizlet can enrich vocabulary instruction, support the Merdeka Curriculum, and address learners' digital tendencies in today's classrooms.

**Keywords:** Collocation, Descriptive Text, Junior High School, Quizlet, Vocabulary Mastery

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## INTRODUCTION

Language is one of the most fundamental tools for communication. It allows people to express ideas, thoughts, intentions, and feelings to others. The importance of language in daily interactions makes learning it, particularly a foreign language like English, a necessity. English is considered a global lingua franca and is widely used in international communication, education, and technology. Due to this status, English is not only taught at higher education levels but has also become a compulsory subject in junior high schools in Indonesia. However, for many students, especially at the junior high school level, learning English presents challenges—most notably in vocabulary mastery.

Vocabulary is the foundation upon which the four essential language skills—listening,

speaking, reading, and writing—are built. Without adequate vocabulary, learners find it difficult to express themselves and comprehend others. Nation (2001) emphasized that mastering vocabulary is a prerequisite to developing the four language skills effectively. Atmaja, A. S. K., & Sonia, (2020) also underline that vocabulary plays a crucial role in English learning, as students with broader vocabulary knowledge tend to experience fewer difficulties in communication. On the contrary, Abbasian, G.-R., & Ghorbanpour (2016) argue that a lack of vocabulary is one of the main barriers to language proficiency. Therefore, vocabulary mastery is central to English language acquisition.

Nevertheless, vocabulary learning is not only difficult for students but also presents a pedagogical challenge for teachers. Harmer (2002) notes that teaching English to young

learners demands creativity, patience, and adaptability, especially considering their developmental stage and learning preferences. Many junior high school students are transitioning from elementary school and tend to be more playful and less motivated in traditional learning settings. Hence, teachers must innovate their teaching methods and materials to make learning more engaging and effective.

In recent years, technology has emerged as a valuable aid in educational settings, especially in language learning. Digital tools offer interactive and flexible learning experiences, particularly for vocabulary instruction. Among these tools, digital flashcards have proven to be effective due to their portability, accessibility, and adaptability to different learning styles. One platform that leverages digital flashcards is Quizlet. Developed in 2005 by Andrew Sutherland and publicly launched in 2007, Quizlet is an online learning application that provides users with various features such as flashcards, tests, learn modes, and matching games. Its user-friendly interface and interactive nature make it appealing, especially to digital-native students.

Previous studies have highlighted the effectiveness of digital flashcard tools in supporting vocabulary learning. Dizon (2016) found that the use of Quizlet significantly improved students' academic vocabulary acquisition because learners were able to repeatedly review vocabulary items through interactive digital activities. Similarly, research on technology-assisted language learning suggests that digital platforms can increase learner motivation and provide flexible opportunities for vocabulary practice both inside and outside the classroom. These findings indicate that digital learning tools such as Quizlet have the potential to support vocabulary development in contemporary language classrooms.

Digital vocabulary learning is also supported by cognitive theories of language acquisition. Nation (2001) explains that vocabulary learning requires repeated exposure to words in meaningful contexts so that learners can gradually develop both receptive and productive knowledge. Digital learning platforms provide opportunities for such repeated exposure through interactive practice and immediate feedback. In addition,

multimedia elements such as images, audio, and games can support memory retention by engaging multiple sensory channels during learning. When students repeatedly encounter vocabulary through different activities, they are more likely to remember and apply the words in real communication. Therefore, technology-based tools like Quizlet can function not only as supplementary learning media but also as platforms that support deeper vocabulary processing and practice.

Quizlet supports vocabulary learning by offering multimodal features that enhance memory retention and engagement. For instance, students can practice vocabulary through digital flashcards that include audio and images, participate in quizzes that test their understanding, and play games that reinforce word associations. These activities not only provide immediate feedback but also encourage repetitive learning in a fun and engaging way. Moreover, teachers can customize content according to the curriculum, ensuring that vocabulary instruction aligns with the intended learning outcomes.

Several previous studies have shown promising results regarding the effectiveness of Quizlet in vocabulary acquisition. For example, Dwita Laksmi Rachmawati (2018), Hartati (2023), and Mega Kartika & Wiki Tedi Rahmawati (2024) demonstrated that students taught using Quizlet showed significant improvement in their vocabulary mastery compared to those taught through conventional methods. Similarly, Avisteva & Halimi (2021) concluded that students responded positively to Quizlet and found it beneficial in retaining new vocabulary. However, most of these studies have examined general vocabulary learning and did not focus on specific aspects such as collocation or text-based contexts.

Collocation, a key aspect of vocabulary knowledge, refers to natural combinations of words that frequently occur together, such as "make a decision" or "wear glasses." As Lewis (2000) and Hill (2000) emphasized, understanding collocations is crucial for achieving fluency and naturalness in language use. According to Sinclair (1991), native speakers rely on collocations in everyday speech, and learners who grasp these patterns are better equipped to produce accurate and idiomatic expressions. Thus, collocations are not merely word pairs; they reflect real-life

usage that enhances communication competence.

Despite the relevance of collocations, few studies have explored the role of Quizlet in teaching collocation-based vocabulary, particularly within the context of descriptive texts. This reveals a significant research gap. Descriptive texts, especially those focusing on people, provide a rich context for learning collocations because they often include familiar and visualizable attributes such as physical appearance and personality traits. Incorporating collocations in this genre allows students to see how words are used naturally and repeatedly, which is essential for internalizing vocabulary patterns.

Considering the limitations of previous research and the potential benefits of integrating Quizlet into vocabulary instruction, this study aims to explore the effectiveness of Quizlet in improving junior high school students' vocabulary mastery. Unlike previous studies, this research specifically focuses on vocabulary related to collocations within descriptive texts, offering a more targeted approach to vocabulary learning.

To frame the investigation, the study proposes the following research question:

Does the use of Quizlet significantly affect the vocabulary mastery of junior high school students?

The general objective of this study is to enhance vocabulary mastery among junior high school students through the use of Quizlet. Specifically, the research aims to determine whether Quizlet has a significant positive impact on vocabulary acquisition, especially in the area of collocation.

This research holds significance for educators, students, and future researchers. For teachers, it provides insights into integrating technology into language instruction in ways that align with the Merdeka Curriculum and students' digital tendencies. For students, it offers an engaging and effective alternative to traditional vocabulary learning methods. For future researchers, the study highlights new directions in the use of technology to support language development, particularly within focused text genres and vocabulary patterns.

The uniqueness of this study is that it tries to connect what is known from theory with what actually happens in the classroom. It does this by using Quizlet, an easy-to-use and widely

available tool, to help students learn collocations in descriptive texts. By focusing on a specific kind of vocabulary and text, this study gives a more detailed contribution to previous research and also answers the real needs of teachers and students in today's digital learning environment.

## METHOD

This study used a quantitative quasi-experimental design to investigate the effectiveness of Quizlet in improving junior high school students' vocabulary mastery. Quasi-experimental research is widely used in educational settings when random assignment of participants is not feasible. According to Creswell and Creswell (2018), quasi-experimental designs allow researchers to examine the effect of an intervention by comparing groups that already exist within natural classroom settings. Similarly, Shadish, Cook, and Campbell (2002) explain that this design is appropriate for school-based research because it enables the evaluation of instructional strategies while maintaining the authenticity of the learning environment. Therefore, this design was considered suitable for examining the effect of Quizlet on students' vocabulary mastery.

A quasi-experimental approach was chosen because the participants were not selected randomly but based on recommendations from the school. This type of research is suitable when full randomization is not possible but the researcher still wants to test the impact of an intervention through comparison between a treatment group and a control group.

The study was conducted at a public junior high school in Pare District, Kediri Regency, East Java. The school was selected because it supports the implementation of the Independent Curriculum, which encourages the integration of technology in teaching and learning processes. The location was also chosen due to its accessibility and familiarity to the researcher.

The participants consisted of 59 students from two classes of seventh grade, who were selected through non-random purposive sampling. The selection was made based on the suggestion of the English teacher who recommended classes that consistently participated in English lessons and could

represent the general characteristics of the student population. Class VII-A was assigned as the control group (27 students), and class VII-C as the experimental group (32 students). The control group received conventional teaching using PowerPoint, while the experimental group received vocabulary instruction using Quizlet. Conventional vocabulary instruction in many EFL classrooms typically relies on teacher explanations and visual presentation of vocabulary items, often supported by slides or textbook materials. Such approaches usually emphasize explanation and memorization of word meanings rather than interactive digital practice.

To measure the students' vocabulary mastery, the researcher used a test as the research instrument, which consisted of a Pre-Test and a Post-Test. Both tests had the same format and level of difficulty. Each test included 15 multiple-choice questions and 5 matching questions related to descriptive texts and collocations. These questions were designed to evaluate students' understanding and use of collocations in context. Each correct answer was given one point, and the total score was calculated based on the number of correct responses.

Before the test was used in the actual research, its validity and reliability were ensured. The content validity of the test was confirmed through expert judgment, where a rubric was used to assess whether the questions aligned with the learning objectives and measured what they intended to. Revisions were made based on expert feedback. The reliability of the test was measured using Cronbach's Alpha and analyzed through SPSS version 22. The test achieved a reliability coefficient of 0.703, which falls into the "acceptable" category according to George and Mallery (2003). This indicates that the instrument was consistent and reliable for use in data collection.

Data collection took place over several meetings. In the first meeting, both groups were given the Pre-Test to measure their initial vocabulary level. The experimental group then received treatment over two sessions, where they used Quizlet to study vocabulary through flashcards, matching games, and tests. They also received feedback through Quizlet's automatic scoring system. In contrast, the

control group received only one session, which consisted of vocabulary instruction using PowerPoint and traditional explanations without interactive media. In the final meeting, both groups were given the Post-Test to measure any improvement in vocabulary mastery after the treatment.

After collecting the data, several steps were followed for analysis. First, the data from both Pre-Test and Post-Test were tested for normality using the Shapiro-Wilk test, and homogeneity was assessed using Levene's Test. Both tests showed that the data were normally distributed and homogeneous, allowing for further statistical analysis.

The mean scores of the Pre-Test and Post-Test were then calculated to observe the average improvement in both groups. To determine whether there was a significant difference between the two groups, an independent sample T-Test was conducted using SPSS. The significance level was set at 0.05. In addition, a gain score analysis was performed by subtracting the Pre-Test score from the Post-Test score for each student. This aimed to measure the degree of vocabulary improvement between the two groups.

By combining these steps, the researcher aimed to ensure that the study was valid, reliable, and capable of answering the research question regarding the impact of Quizlet on students' vocabulary mastery. The methodological approach used in this study is expected to provide a clear and evidence-based understanding of how digital tools like Quizlet can be integrated into vocabulary instruction in junior high school contexts.

## FINDINGS AND DISCUSSION

The results of this study were obtained through a quantitative quasi-experimental method aimed at measuring the effect of using Quizlet on junior high school students' vocabulary mastery. The findings are based on the results of the Pre-Test and Post-Test scores from both the experimental and control classes, with additional statistical analysis to ensure the reliability of the results. The results are presented objectively and followed by a discussion that links the findings to the research question, literature, and theoretical framework.

The Pre-Test was administered to both classes to assess students' initial vocabulary

knowledge before the treatment. The control class had a mean score of 73.89, while the experimental class had a mean score of 69.22. These results indicate that, although both classes had a relatively similar baseline, the control class slightly outperformed the experimental group at the beginning.

Following the treatment, the Post-Test was given to both groups. The control class achieved a mean Post-Test score of 78.15, showing a modest improvement. The experimental class, on the other hand, scored an average of 81.72, reflecting a more significant increase in vocabulary mastery. This raw improvement in scores suggested a potentially greater impact of the Quizlet-based learning treatment compared to conventional methods.

To further verify the reliability of the data, the normality of the score distribution was tested using the Shapiro-Wilk test. The significance values for both groups were above 0.05, indicating that the data were normally distributed. A homogeneity test using Levene's Test for Equality of Variances showed a significance value of 0.057, which is also above the threshold of 0.05. This means that the variances between the two groups were not significantly different, allowing for fair and valid comparison.

Hypothesis testing was conducted using an independent samples t-test to determine whether the differences between the groups were statistically significant. The result showed a significance value (2-tailed) of 0.060. Since this is slightly above 0.05, the null hypothesis could not be rejected. This means that the improvement observed in the experimental class, while higher than that in the control class, was not statistically significant at the 5% level.

Despite the t-test result, a gain score analysis provided deeper insight into the practical significance of the findings. The experimental class achieved a mean gain score of 12.50, while the control class only achieved a gain score of 4.26. This notable difference suggests that students in the experimental class experienced a more substantial improvement in vocabulary mastery, even if it was not reflected in the statistical test. These findings align with the practical outcomes observed during the treatment sessions.

The use of Quizlet in the experimental class appears to have had a positive impact on students' vocabulary development. The

flashcards, interactive quizzes, and matching games provided repetitive exposure to vocabulary in an engaging and personalized way. This type of learning aligns well with Nation's (2001) emphasis on the importance of frequent and meaningful vocabulary exposure in language acquisition. Students were able to practice and recall vocabulary through varied learning modes, reinforcing their memory and understanding of collocations.

Furthermore, the findings support theories that stress the importance of visual and interactive learning, especially for younger learners. Harmer (2002) states that young learners require creative and stimulating learning environments to maintain their attention and motivation. Quizlet, with its multimedia features and gamified learning tools, helped fulfill this need by offering a digital space where students could study vocabulary in a way that felt more like a game than a traditional classroom task. This likely contributed to the experimental class's higher engagement and motivation during the vocabulary lessons.

The focus on collocations within descriptive texts in this study adds a specific and valuable perspective to vocabulary instruction. As Lewis (2000) and Hill (2000) explain, learning collocations is crucial for achieving fluency and sounding natural in English. Quizlet enabled students to recognize and internalize collocations such as "wear glasses," "tell a joke," and "make a mistake," not only through repetition but also through visual and contextual reinforcement. This connection between form and meaning is essential in building both receptive and productive vocabulary knowledge.

In classroom practice, the experimental group demonstrated more active participation and enthusiasm. Students appeared more motivated when using Quizlet, and field observations showed that they were more engaged, quicker in understanding collocations, and eager to complete the activities. Although no qualitative data was formally collected through interviews or questionnaires, these observations suggest that the use of Quizlet positively affected students' affective response to vocabulary learning, which could influence long-term retention.

The control class, which only received instruction through PowerPoint, did show

improvement, but not as significantly. This implies that while traditional methods can still be effective, they may lack the engagement and reinforcement needed to maximize vocabulary retention—particularly in learners who are highly visual or kinesthetic. The short time allocation for the control class (only one meeting) might also have influenced the result, although the design aimed to minimize such bias by keeping the difficulty level of materials consistent between groups.

These findings echo previous research, such as that conducted by Dwita Laksmi Rachmawati (2018) and Mega Kartika & Wiki Tedi Rahmawati (2024), which found Quizlet to be effective in improving vocabulary mastery. However, this study provides a new contribution by narrowing the focus to collocation learning within descriptive texts. This more focused approach responds to a research gap and highlights how digital tools like Quizlet can be tailored to teach specific types of vocabulary in meaningful contexts.

The findings of this study are also consistent with previous research highlighting the potential of digital flashcard tools in vocabulary learning. Dizon (2016) reported that Quizlet significantly improved students' vocabulary retention because the platform allows repeated exposure and interactive practice with target vocabulary. Similarly, Ashcroft and Imrie (2014) found that digital flashcard applications help learners review vocabulary more frequently and independently, which supports long-term memory retention. These studies suggest that digital vocabulary tools may enhance students' learning experiences by providing multimodal exposure to language input and opportunities for repeated practice.

Another important aspect that may explain the effectiveness of Quizlet is learner autonomy. Digital learning platforms allow students to review vocabulary at their own pace and revisit learning materials whenever necessary. This flexibility encourages students to take greater responsibility for their learning process. Previous research on technology-enhanced language learning suggests that autonomous learning opportunities can increase students' motivation and engagement in language learning activities. When learners have the opportunity to practice vocabulary independently through digital tools, they may

develop stronger learning habits and greater confidence in using new words. Therefore, integrating digital platforms such as Quizlet into classroom instruction may support both vocabulary development and learner autonomy.

Although the results are promising, several limitations should be considered. First, the unequal duration of learning between the two groups could have influenced the outcome, although the significant difference in gain scores suggests that quality of instruction played a more critical role. Second, this study only focused on vocabulary related to descriptive texts and collocations. Vocabulary in other genres or involving idiomatic expressions, synonyms, or academic words was not included. Therefore, the results cannot be generalized to all areas of vocabulary learning.

In terms of educational implications, this study supports the integration of digital learning tools like Quizlet in vocabulary instruction. It aligns with the goals of the Merdeka Curriculum, which emphasizes personalized, differentiated, and student-centered learning. The findings suggest that teachers should consider incorporating Quizlet not just as a supplementary tool but as an integral part of their vocabulary teaching strategies, especially for junior high school students.

From a broader perspective, this study contributes to ongoing conversations in language education about how technology can enhance learning. While traditional methods have their place, digital tools offer new opportunities for interaction, feedback, and motivation that may be particularly effective for today's learners. By using Quizlet in a focused and curriculum-aligned way, teachers can create a more engaging and effective learning experience that not only improves vocabulary mastery but also builds learner autonomy and confidence.

## CONCLUSION

In conclusion, although the statistical analysis did not show a significant difference between the experimental and control groups, the higher gain scores and positive classroom observations indicate that Quizlet had a meaningful impact on students' vocabulary mastery. The use of interactive features such as

flashcards and games helped improve student engagement, motivation, and understanding of collocations in descriptive texts. Therefore, Quizlet can be considered a valuable supplementary tool for teaching vocabulary, especially in junior high school contexts.

Future research is recommended to involve larger samples and longer treatment periods in order to obtain more robust statistical results. In

addition, further studies may explore the effectiveness of Quizlet in teaching other types of vocabulary, such as idiomatic expressions, academic vocabulary, or phrasal verbs. Researchers may also consider combining quantitative and qualitative methods to better understand students' perceptions and learning experiences when using digital vocabulary tools.

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**APPENDICES**

**Appendix A: Normality Test Table (Shapiro-Wilk)**

**Tests of Normality**

Class		Shapiro-Wilk		
		W	df	Sig.
Result	Control Class	.960	27	.377
	Experiment Class	.949	32	.139

**Appendix B: Homogeneity Test Table (Levene's Test)**

**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	3.759	1	57	.057
	Based on Median	1.736	1	57	.193
	Based on Median and with adjusted df	1.736	1	40.944	.195
	Based on trimmed mean	3.838	1	57	.055

**Appendix C: Independent Samples T-Test Table**

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	95% CI Lower	95% CI Upper	
										Mean Difference
Post_Test	Equal variances assumed	3.759	.057	-1.920	57	.060	-3.571	1.860	-7.295	154
	Equal variances not assumed			-1.860	44.651	.069	-3.571	1.920	-7.438	296

**Appendix D: Gain Score Calculation**