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Quizlet, Vocabulary Learning, and Digital Access in a Junior Secondary Classroom

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Abstrak

Penelitian ini mengkaji pembelajaran kosakata serta peluang dan hambatan penggunaan Quizlet dalam kelas bahasa Inggris sekolah menengah pertama. Penelitian tindakan kelas melibatkan 29 siswa kelas VII SMP Muhammadiyah Rite dengan menggunakan penilaian kosakata, catatan pembelajaran, dan tanggapan guru. Artikel mengintegrasikan bukti hasil belajar dengan uraian pelaksanaan pembelajaran, bukan memperlakukan aplikasi sebagai penyebab tunggal perubahan. Skripsi melaporkan peningkatan nilai rata-rata kosakata dari 64,79 sebelum intervensi menjadi 90,00 setelah pembelajaran. Tanggapan guru dan uraian kegiatan menunjukkan peluang latihan interaktif dan pengulangan kosakata, disertai hambatan ketersediaan perangkat serta koneksi internet. Temuan tersebut memperlihatkan perkembangan belajar yang positif dalam konteks kelas, tetapi belum memisahkan kontribusi Quizlet dari bimbingan guru, latihan berulang, dan perubahan pembelajaran lainnya. Pembahasan membedakan hasil penguasaan kosakata reseptif dari penggunaan produktif yang belum diukur, serta menempatkan motivasi sebagai pertanyaan empiris tersendiri. Penelitian menyimpulkan bahwa Quizlet dapat menjadi bagian pembelajaran kosakata yang terbimbing apabila akses, tuntutan respons, dan umpan balik direncanakan secara jelas. Penilaian tertunda dan tugas mengingat kosakata secara individual direkomendasikan untuk memeriksa retensi dan transfer di luar materi yang dilatihkan.

Kata kunci: Quizlet; vocabulary learning; classroom action research; digital access; teacher perceptions

Abstract

This study examined vocabulary learning and the practical opportunities and barriers associated with Quizlet in a junior secondary English classroom. The classroom action research involved 29 seventh-grade students at SMP Muhammadiyah Rite and used vocabulary assessments,

classroom records, and teacher responses. The article integrated the achievement evidence with the instructional account rather than treating the application as an independent cause of learning. The thesis reports an increase in the mean vocabulary score from 64.79 before the intervention to 90.00 after instruction. Teacher responses and the classroom account identify interactive practice and opportunities to revisit vocabulary alongside constraints involving devices and internet connectivity. These findings indicate a favorable local learning trajectory, but they do not isolate the contribution of Quizlet from teacher guidance, repeated practice, or other changes during the action-research process. The discussion distinguishes receptive vocabulary performance from unmeasured productive use and treats motivation as a separate evidential question. The study concludes that Quizlet can function as a useful component of supported vocabulary instruction when access arrangements, response demands, and corrective feedback are planned explicitly. Delayed assessment and individual retrieval tasks are recommended to examine retention and transfer beyond the practiced material.
Keywords: Quizlet; vocabulary learning; classroom action research; digital access; teacher perceptions

INTRODUCTION

Vocabulary knowledge involves more than recalling a translation when a familiar cue is supplied. Learners also need to recognize a word's written form, connect it with a concept, distinguish it from neighboring meanings, and select it appropriately in a sentence. Consequently, a vocabulary activity should be evaluated in relation to the kind of knowledge it rehearses rather than the attractiveness of its presentation alone. A successful matching task may demonstrate receptive recognition without establishing independent retrieval or productive use. This distinction provides the conceptual basis for interpreting classroom vocabulary scores in the present study. (Schmitt, 2008).

Digital and game-supported vocabulary activities can increase the number of occasions on which learners encounter target words, but exposure and learning are not interchangeable. A learner who retrieves a meaning before receiving feedback engages in a different cognitive activity from a learner who simply rereads an answer. Repetition is therefore most informative when the instructional record specifies what is repeated, whether a response is required, and how errors are corrected. Studies of Quizlet have

reported favorable vocabulary outcomes in high-school and university settings, including receptive vocabulary growth, classroom usefulness, and lexical retention (Ho & Kawaguchi, 2021; Prayogi & Wulandari, 2021; Nguyen & Le, 2022). More recent work combining photos, definitions, and fill-in-the-blank tasks also indicates that the learning operation built around the application matters, not merely access to the application itself (Vu & Bui, 2023). This evidence is consistent with retrieval and repeated-practice research while cautioning against treating an enjoyable interface as an explanation of learning by itself (Webb, 2007; Karpicke & Roediger, 2008; Roediger & Karpicke, 2006; Dunlosky et al., 2013).

Locally relevant English education research provides an important point of comparison because classroom resources, prior proficiency, and digital access vary across settings. Within UNDIKMA and nearby West Nusa Tenggara contexts, Imran and Kamarudin (2024) reported improvement in elementary learners' vocabulary during picture-supported classroom action research, Hanan et al. (2023) described a relationship between social-media activity and vocabulary achievement, and Tawali (2024) reported higher vocabulary scores after use of the CAKE learning application. These studies do not make the media equivalent, but they show a recurring regional concern with repeated, multimodal, and technology-supported lexical practice. Haerazi's (2024) investigation of ICT integration in private higher education further emphasizes that technological value depends on implementation strategies and institutional conditions. The useful comparison is therefore not simply whether another intervention produced a favorable conclusion, but whether its instructional operations correspond to those documented here.

The classroom problem at SMP Muhammadiyah Rite concerned both vocabulary achievement and the conditions under which students engaged with English practice. The source study describes limited enthusiasm in lessons dominated by conventional written exercises and identifies a need for more varied learning opportunities. Quizlet was introduced within this instructional problem rather than as an unrelated technological innovation. This context makes the study relevant to teachers who need

to improve practice while working with uneven digital resources. The central issue is whether the application-supported lesson provided a more usable route into vocabulary learning for the students in the class.

The title's emphasis on challenges and opportunities requires attention to implementation as well as outcomes. A rise in a class mean provides one form of evidence, but it does not reveal whether every learner had equal access to practice or how the teacher handled interruptions. Teacher responses can help describe these arrangements, although they remain perceptions rather than independent measures of every learner's experience. The present article brings these sources together to examine both the achievement trajectory and the practical conditions of use. It asks what the classroom evidence supports, which instructional mechanisms are plausible, and which conclusions require further measurement.

This contribution is distinct from a comparison intended to identify the best vocabulary application. The study concerns a particular class, an evolving instructional process, and a set of constraints that influenced how the medium could be used. Its value is therefore in clarifying the relationship between practice opportunities, teacher mediation, and the reported learning outcome. The discussion also considers the extent to which a strong post-intervention score can be interpreted as broader lexical development. That distinction keeps the article useful for classroom decision-making without overstating its experimental reach. Accordingly, the study aimed to examine the reported change in vocabulary achievement during Quizlet-supported instruction and to identify the practical opportunities and implementation barriers associated with its classroom use.

METHOD

The study employed classroom action research with 29 seventh-grade students at SMP Muhammadiyah Rite. It examined Quizlet-supported vocabulary instruction within the ordinary classroom rather than assigning learners randomly to alternative conditions. The evidence included pre-intervention and post-intervention vocabulary scores, the documented sequence of classroom activities, and teacher responses

concerning the application. The present manuscript reorganized these sources into an account of achievement, instructional opportunities, and implementation barriers. No additional student observations or scores were created for the article.

Vocabulary assessment provided the quantitative outcome, while the classroom account and teacher questionnaire provided contextual evidence. The study's stated vocabulary focus included written features such as meaning, spelling, and grammatical use, rather than a separate assessment of pronunciation. Scores were therefore interpreted in relation to the written assessment described in the thesis. Teacher responses were used to characterize perceived opportunities and constraints, not to establish a statistically measured change in student motivation. This separation protected the distinction between achievement evidence and explanatory interpretation.

The analysis compared the reported class-level results and examined how the implementation record described practice, feedback, and access. Quantitative values were treated as descriptive evidence of change within the participating class. The classroom records and teacher responses were organized around recurring implementation themes, particularly learning opportunities, corrective feedback, and digital access, using a thematic analytic logic consistent with Braun and Clarke (2006). Because the research did not include an independently randomized comparison condition, causal statements were limited to the design's evidential capacity. The interpretation also considered possible test familiarity and the proximity of the assessment to the practiced vocabulary.

The manuscript used aggregate class-level outcomes and did not reproduce student identifiers because individual identities were not required for the analysis reported here. The source document did not provide an institutional ethics approval number or a separate consent protocol; therefore, no such number or procedure is added to this article. This manuscript reports the completed classroom study as documented and does not claim that new participants, observations, or scores were generated during article preparation.

RESULTS AND DISCUSSION

The thesis reports a pre-intervention mean of 64.79 and a post-intervention mean of 90.00. The difference between these two reported means is 25.21 points. This indicates a substantial change in performance on the vocabulary measure used in the classroom. It does not, by itself, identify the proportion of that change attributable to the application, the teacher's instructional adjustments, or repeated exposure to the material. Table 1 summarizes the reported achievement evidence and the main implementation conditions.

Table 1. Reported vocabulary achievement and implementation evidence

Aspect	Reported evidence	Interpretive boundary
Vocabulary performance	Mean 64.79 before intervention and 90.00 after instruction; difference = 25.21 points.	A substantial descriptive class-level improvement; the design does not isolate Quizlet as the sole cause.
Practice opportunity	Interactive application-supported review and repeated encounters with target vocabulary.	The record supports increased practice opportunities, but does not identify which response process contributed most.
Teacher mediation	Teacher explanation, organization of access, and support for responding to errors remained part of the lesson.	The outcome reflects a guided instructional arrangement rather than unsupervised application use.
Digital access	Device availability and internet stability were reported as barriers.	Interrupted or shared access could create unequal amounts of active practice.

Teacher responses	The teacher described practical opportunities and constraints in using the application.	Contextual implementation evidence should not be treated as a direct measure of long-term retention or motivation.

The instructional account identifies opportunities for learners to revisit vocabulary through interactive application-supported practice. This is important because the intervention changed the form of classroom activity rather than simply replacing paper with a screen. The teacher's role remained necessary in explaining tasks, organizing access, and helping learners respond to errors. The result therefore describes a combined teaching arrangement. It should not be interpreted as evidence that unsupervised access to the same tool would reproduce the class outcome.

Device availability and internet stability were reported as implementation barriers. These conditions matter because they can change the amount and timing of practice available to different learners. An interruption may reduce active response opportunities even when students remain interested in the task. The reported barriers consequently belong within the interpretation of the instructional result, rather than being treated as peripheral technical details. They also identify the practical adaptations needed before the approach is extended to another class. This interpretation is consistent with Haerazi's (2024) regional evidence that ICT integration is shaped by implementation strategies and institutional conditions, and with Sumarsono et al. (2022), who showed that technology-mediated learning can be experienced as motivating or demotivating depending on the learning conditions.

The teacher evidence provides a favorable account of the medium's classroom usability, but it does not substitute for individual learner interviews or a separate motivation scale. The article therefore reports engagement-related observations as contextual evidence. It does not convert them into a new numerical motivation outcome. Likewise, the post-intervention mean is not treated as proof of long-term retention or

spontaneous use of vocabulary. These boundaries clarify the strength and the limits of the positive achievement trajectory.

The increase is consistent with an instructional arrangement that gives learners more occasions to respond to vocabulary cues. Prior Quizlet studies have reported advantages for receptive vocabulary acquisition and lexical retention (Ho & Kawaguchi, 2021; Nguyen & Le, 2022), while research on mobile digital flashcards suggests that structured mobile practice can also support learners' self-regulatory capacity (Boroughani et al., 2023). However, the source evidence does not identify whether recognition, recall, spelling selection, or sentence completion contributed most strongly to the total. This matters because a learner can succeed in one response format while remaining uncertain in another. The practical implication is to retain varied vocabulary demands within the same lesson. Quizlet-supported review can be followed by an independent sentence or a brief oral response so that the teacher does not infer productive mastery from recognition alone (Schmitt, 2008).

The implementation barriers suggest that access planning is part of pedagogical effectiveness. When devices are shared, the teacher needs a participation arrangement that requires each student to respond rather than allowing one student to operate the tool for the group. When connectivity is unreliable, the essential learning operation can be retained through downloaded materials or printed retrieval prompts. These adaptations are not evidence that the original study used every proposed arrangement. They are design implications derived from the specific obstacles reported in the classroom. (Black & Wiliam, 1998)

The study also illustrates why favorable results should be interpreted alongside the instructional work required to obtain them. Selecting vocabulary, checking the suitability of cues, explaining the activity, and responding to errors are teacher decisions. A technology-centered interpretation can obscure those decisions and encourage adoption without sufficient preparation. The present account instead treats the application as one resource in a guided learning sequence. This emphasis is compatible with Haerazi's (2023) finding that online language learning still depends on

purposeful teacher feedback, even when technology provides the delivery environment. The principle is also consistent with formative-feedback research showing that learners need information that helps them understand and act on errors (Hattie & Timperley, 2007).

One plausible contribution of digital flashcards is the organization of repeated encounters with a word. Repetition becomes more informative when learners attempt an answer before seeing it, because the attempt exposes what can and cannot be retrieved independently. Merely looking repeatedly at a familiar card may instead create a feeling of knowing without equivalent recall. The source study did not isolate these processes experimentally, so they explain possible instructional pathways rather than established mediators of its score change. This interpretation aligns with retrieval-practice research and with Quizlet evidence on lexical retention (Karpicke & Roediger, 2008; Roediger & Karpicke, 2006; Webb, 2007; Nguyen & Le, 2022). Teachers can make the distinction visible by briefly concealing the answer and checking what learners can produce before reviewing the card.

The study's focus on meaning, spelling, and grammatical aspects calls for more than one kind of follow-up task. Selecting the meaning of a word, distinguishing its correct spelling, and choosing a form that fits a sentence place different demands on the learner. A single successful response cannot be assumed to represent all three. For example, recognition of a familiar picture may coexist with difficulty recalling the written form when the picture is removed. A differentiated review can therefore use the same target vocabulary while varying the operation required, making errors diagnostically useful rather than simply recording a total number of mistakes. (Schmitt, 2008; Black & Wiliam, 1998)

Feedback can connect a wrong response to a specific aspect of lexical knowledge. A learner who confuses two meanings needs an explanation of their contrast, whereas a learner who identifies the meaning but misspells the word needs attention to form. Repeating the whole set without distinguishing these problems may use time inefficiently. The teacher's role remains important even when the activity

provides an immediate indication of correctness. A short explanation, an example, and a second attempt can turn that indication into instruction, particularly for learners who do not understand why their original answer was inappropriate (Hattie & Timperley, 2007). The same emphasis on teacher-orchestrated form-meaning support appears in local work using pictures for vocabulary learning (Imran & Kamarudin, 2024).

The result also invites a careful distinction between engagement and motivation. Participation in an interactive activity is observable, while motivation involves learners' reasons, expectations, and willingness to persist beyond the immediate situation. Quizlet studies often report favorable perceptions or enthusiasm (Pham, 2022; Nirmala et al., 2024), but such responses should not be converted automatically into a durable motivational effect. The thesis provides a basis for discussing an engaging learning opportunity, but the article does not report a separate validated motivation scale. Subsequent evaluation could combine participation records with a clearly defined questionnaire and voluntary practice indicators, allowing the relationship among activity, motivation, and achievement to be examined rather than assumed (Fredricks et al., 2004; Ryan & Deci, 2000).

A high class mean can conceal remaining differences among learners. Some students may have improved substantially from a low starting point, while others may have begun closer to the upper end of the assessment. The mean does not reveal which words remained difficult or whether a small number of learners needed further support. Individual item patterns would be useful for planning remediation, but they should not be invented from an aggregate result. The practical implication is to use the reported class improvement as a starting point for a diagnostic review rather than as a reason to stop vocabulary instruction. (Black & Wiliam, 1998; Dunlosky et al., 2013)

Local vocabulary studies are most useful when they sharpen the interpretation of the instructional task. Imran and Kamarudin (2024) used picture-supported activities, Hanan et al. (2023) examined vocabulary achievement alongside social-media activity, and Tawali (2024) investigated a mobile learning application. These studies differ in learner age, target skill, research design, and assessment; they should therefore not be

assembled as if every active medium were equivalent. At SMP Muhammadiyah Rite, limited devices, connectivity, and teacher mediation are part of the context that differentiates the present implementation.

The intervention should not be interpreted as replacing contextual language use with flashcard performance. Cards can focus attention on a manageable lexical target, while a later sentence or short exchange asks whether the word can be selected appropriately. The two activities can support each other when the teacher explicitly connects them. In a Quizlet study that combined photos, definitions, and fill-in-the-blank tasks, Vu and Bui (2023) showed the value of varying the response demands placed on learners; similarly, classroom Quizlet research with younger learners has emphasized moving beyond a single feature or item format (Ningsih et al., 2024). A brief transfer task involving a different sentence, image, or communicative purpose would therefore provide a stronger bridge between the classroom score and practical language use (Laufer & Hulstijn, 2001).

A sustainable implementation also depends on how teaching materials are prepared. A set should contain words that serve the lesson's objective, clear prompts, and examples that do not introduce unnecessary ambiguity. Incorrect or poorly matched entries can be rehearsed repeatedly just as efficiently as accurate ones. Teacher review of the content is therefore a pedagogical requirement, not simply a technical preparation step. This caution is supported by Pham (2022), whose participants reported concerns with some Quizlet spelling, definition, and pronunciation features. The source study's achievement pattern is most appropriately interpreted within its instructional setting, while subsequent adoption should include a content check and a plan for responding to persistent learner errors (Hattie & Timperley, 2007).

The classroom-action orientation makes the work valuable as an account of improvement within a particular teaching situation. It does not supply the counterfactual needed to determine how much change would have occurred with another well-supported approach over the same period. Additional practice, assessment familiarity, teacher attention, and the digital activity may all have contributed to the observed

development. Recognising this does not erase the improvement; it defines the claim that can be made from it. A stronger continuation would preserve the practical focus while documenting instructional adjustments, independent learner responses, and retention after the activity has ended.

A meaningful vocabulary continuation would return to the same words after other material has intervened. Learners could first attempt retrieval without the original visual cues and then review the meanings that remain difficult. This separates immediate familiarity from the capacity to recover knowledge later. The proposed sequence is not a delayed result of the present research; it is a way to extend its classroom evidence. Such an extension would be particularly useful when a digital activity produces high immediate performance but the educational objective is sustained access to words in subsequent reading, speaking, or writing. (Roediger & Karpicke, 2006; Dunlosky et al., 2013; Webb, 2007)

Quizlet's pedagogical contribution in this classroom should be understood as a sequence of learning opportunities rather than a property of the application alone. A vocabulary set makes forms and meanings available, but it is the learner's attempt to retrieve an answer, inspection of feedback, and subsequent return to an uncertain item that creates a plausible learning sequence. The teacher can strengthen that sequence by asking students to explain a distinction between two words after completing a digital exercise. This interpretation connects the reported classroom progress with retrieval-based learning without claiming that retrieval frequency was separately measured in the study (Karpicke & Roediger, 2008; Dunlosky et al., 2013; Dizon, 2016).

A strong post-intervention score is educationally encouraging, but its meaning depends on the relationship between the taught material and the assessment. If the test closely reproduces the practiced words and response formats, the result demonstrates success on a proximal outcome. Transfer requires additional evidence, such as unfamiliar examples, new sentence contexts, or delayed retrieval without the original visual cues. This does not diminish the value of initial learning; it clarifies the next instructional objective. Teachers can use the present results to plan consolidation

while researchers distinguish immediate performance from durable and flexible vocabulary knowledge. (Schmitt, 2008; Dunlosky et al., 2013; Black & Wiliam, 1998, Trisakti, et,al, 2024)

For classroom implementation, differentiation can be organized around response demand rather than fixed labels for stronger and weaker learners. Some learners may initially need a picture and a short definition, whereas others can generate a sentence or explain why a distractor is incorrect. All learners can work toward the same lexical objective while receiving different amounts of support. Progressively removing cues then makes improvement observable and reduces dependence on memorized display patterns. This design principle connects scaffolding with formative assessment and provides a practical extension of the instructional account reported here. (Black & Wiliam, 1998; Hattie & Timperley, 2007)

Equitable access must be treated as part of the instructional design, not as an incidental technical matter. A tool is not equally available simply because it can be opened on a teacher's device. Shared screens, printed alternatives, offline review sheets, and cooperative response routines may be needed when device ownership or connectivity varies. The low-technology alternative should preserve the learning operation rather than merely imitate the appearance of the digital interface. Local UNDIKMA work on realia-based vocabulary teaching demonstrates that meaningful lexical practice can be organized with accessible physical resources when technology is limited (Setianingsih et al., 2021). Future studies should document access arrangements so that apparent differences in participation are not automatically interpreted as differences in motivation.

Feedback should help learners understand the source of an error and choose a productive next action. A correct-answer display is insufficient when a learner confuses word meaning, spelling, and grammatical function for different reasons. Teachers can collect a small set of recurring errors, discuss contrasting examples, and revisit the same word in a fresh context. This practice makes an instructional adjustment visible and provides richer evidence than an undifferentiated total score. It also creates a

bridge between short vocabulary activities and the broader communicative tasks for which vocabulary is needed (Hattie & Timperley, 2007; Black & Wiliam, 1998). In technology-mediated English instruction, Haerazi (2023) similarly emphasizes the continuing instructional importance of teacher feedback.

CONCLUSION

Quizlet-supported instruction was accompanied by a reported vocabulary mean increase from 64.79 to 90.00 in the participating class. The evidence also identifies interactive practice opportunities and constraints involving devices and internet connectivity. Teachers should combine digital review with equitable access, explicit guidance, and individual retrieval tasks. The findings support a bounded classroom interpretation rather than an isolated causal effect of the application. Delayed and transfer assessments are needed to determine whether the observed performance extends beyond the practiced vocabulary.

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