The Use Of Quizlet Platform As Media In Teaching Vocabulary

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Abstract

This study examined the utilization of the Quizlet platform for vocabulary instruction and assessed students' impressions of its application in an Indonesian EFL classroom. The research utilized a descriptive qualitative design and was conducted out at SMA Budi Utomo Medan over a duration of four weeks. The participants included 27 EFL students and one English teacher, chosen by purposive sampling. Data were gathered via classroom observations, questionnaires, and semi-structured interviews. The findings indicated that Quizlet was methodically utilized as a primary instructional resource. The teacher employed many Quizlet features, such as flashcards, matching activities, spelling drills, and Quizlet Live, to facilitate vocabulary acquisition. Students exhibited significant engagement and conveyed positive perception of the platform. The main challenges were technical, especially regarding students' initial problems with learning to use some Quizlet functions and occasional loss of internet connectivity. However, these challenges diminished over time as students as students were using Quizlet more often and with teacher guidance. Overall, the study concluded that Quizlet served as an excellent tool for vocabulary instruction in the EFL classroom.

Keywords : Quizlet, vocabulary learning, English as a Foreign Language, mobile-assisted language learning, students' perceptions

INTRODUCTION

Lexical proficiency is fundamental to achieving success in English as a Foreign Language (EFL) acquisition, as it supports learners' competence in the core language skills of listening, speaking, reading,

and writing (Richards & Renandya, 2002). However, in numerous Indonesian educational settings, vocabulary instruction remains rooted in conventional methods, including rote memorization and decontextualized word lists (Sudarman et al., 2022). While such traditional methods may aid short-term memorization, they rarely promote sustained retention, contextual comprehension, or learner engagement.

Recent developments in digital technology, particularly in mobile-assisted language learning (MALL), have introduced innovative avenues for enhancing vocabulary instruction and acquisition. MALL platforms are well-suited to support effective vocabulary acquisition strategies, including spaced repetition, which enhances retention through systematic review intervals and retrieval practice; additionally, these platforms foster learner autonomy and engagement by integrating gamified elements (Okumuş, 2023; Teymouri, 2024). Among the various platforms, Quizlet has demonstrated effectiveness in enhancing vocabulary acquisition and long-term retention, and to foster positive learner attitudes (Chaikovska & Zbaravska, 2020), likely attributed to its interactive and user-friendly features.

Empirical evidence consistently demonstrates that Quizlet can increase student motivation, leading to higher enthusiasm, reduced boredom, and independent task completion relative to traditional methodologies (Setiawan, 2021). Learners often indicate that the platform's interactive elements, self-directed pacing, and prompt feedback alleviate learning anxiety, thereby promoting learner autonomy and self-regulated learning (Chaikovska & Zbaravska, 2020). This facilitation of independent learning constitutes a significant advantage of mobile-assisted language learning (Askhatova, 2020; Susila, 2023). A recent meta-analysis indicated that Quizlet yields moderate positive impacts on vocabulary acquisition and learner attitudes across various EFL settings (Özdemir & Seçkin, 2024). In Indonesia, Kartika et al. (2024) and Serliah & Putri (2023) reported significant improvements in students' vocabulary test scores following several weeks of instruction utilizing Quizlet. These findings indicate that systematic use of Quizlet, coupled with effective teacher guidance, can enhance vocabulary acquisition.

However, the platform's effectiveness is contingent upon various contextual factors, including disparities in internet accessibility and varying levels of digital literacy, Inadequate pedagogical support may constrain its utilization, whereas conventional and repetitive vocabulary teaching approaches could impede learner engagement and hinder academic performance (Oktarini et al., 2025). Hence, the effective integration of Quizlet into classroom instruction necessitates deliberate pedagogical planning that harmonizes technological tools with communicative and contextually rich learning activities.

Moreover, learners' engagement with Quizlet is contingent upon pedagogical and contextual variables, including content diversity, task design, and accessibility to technology. Ningsih et al. (2024) observed that although numerous students value Quizlet's interactive features, their motivation diminishes when activities grow monotonous or fail to align with the intended learning outcomes. Similarly, insufficient teacher support and unreliable internet connectivity can constrain the platform's effectiveness. These challenges highlight this underscores the necessity to investigate both the pedagogical application and learner perceptions of Quizlet within specific classroom settings, especially in Indonesia, where digital

resources are progressively accessible but their adoption remains uneven.

Despite increasing evidence supporting Quizlet as an effective vocabulary-learning tool, limited research exists on how the platform is practically integrated into classroom instruction and how students in specific Indonesian EFL contexts perceive its use. Most existing research most studies concentrate on learning outcomes, while the instructional practices and learner perceptions influencing these outcomes have received limited attention. At SMA Budi Utomo Medan, vocabulary instruction has relied mainly on textbook-based explanations and memorization, offering limited interactive practice despite students' access to mobile devices and the internet. To bridge this gap, the current study examines the instructional application of Quizlet in the classroom and investigates students' perceptions of the platform as an integral component of their vocabulary acquisition process. Accordingly, this article seeks to answer two research questions: (1) In what ways does the teacher implement Quizlet for vocabulary instruction among EFL learners? and (2) What are the students' perceptions regarding the use of Quizlet in vocabulary learning within the EFL classroom?

METHODOLOGY

This study employed a descriptive qualitative research design to examine the implementation of the Quizlet platform as a tool for vocabulary instruction and to explore students' perceptions of its use in an EFL classroom. A qualitative approach was selected to obtain a comprehensive understanding of Quizlet's implementation in authentic classroom settings and to explore learners' experiences and perceptions of the platform during vocabulary learning activities (Creswell, 2012). The study was carried out at SMA Budi Utomo Medan over a duration of four weeks in September 2025. The participants included 27 EFL students from a single class and one English teacher, selected via purposive sampling. The class was selected based on students' intermediate English proficiency and their access to mobile devices and internet connectivity, both essential for utilizing the Quizlet platform.

Throughout the instructional process, the teacher incorporated Quizlet into vocabulary lessons by employing various features, including flashcards, matching exercises, spelling drills, and quizzes. Vocabulary learning activities were structured to facilitate both autonomous student practice and collaborative classroom engagement. The researcher assumed the role of a non-participant observer, with a focus on the pedagogical use of Quizlet and student engagement with the learning activities. Data were gathered via classroom observations, questionnaires, and semi-structured interviews. Classroom observations were carried out to systematically record instructional methods, teaching strategies, student participation, and interactions occurring during Quizlet-based activities. Questionnaires were distributed to collect students' perceptions of Quizlet's usefulness, usability, motivational impact, and any difficulties encountered in vocabulary learning. Additionally, semi-structured interviews were conducted with the English teacher and four students selected from the total of 27 participants to gain more nuanced insights into their experiences, attitudes, and perspectives regarding the platform. The student interviewees were selected through purposive sampling based on

their level of classroom participation and questionnaire responses, ensuring representation of both highly engaged students and those who reported moderate challenges in using Quizlet.

The gathered qualitative data were examined through thematic analysis, which entailed data reduction, coding, categorization, and interpretation. This process facilitated the identification of recurrent themes concerning instructional implementation, student engagement, perceived advantages, and challenges associated with using Quizlet for vocabulary acquisition. To strengthen the study's trustworthiness, data triangulation was employed by cross-verifying findings from observations, questionnaires, and interviews. Utilizing this descriptive qualitative approach, the research offers a contextualized insight into the implementation of Quizlet in vocabulary instruction and elucidates students' perceptions of its effectiveness in facilitating vocabulary acquisition within an Indonesian EFL classroom.

RESULT AND DISCUSSION

Result

This section outlines the study's findings derived from classroom observations, questionnaires, and semi-structured interviews. The results are structured around the two research questions: (1) the teacher's implementation of Quizlet in vocabulary instruction, and (2) students' perceptions of Quizlet as a tool for vocabulary learning.

Teacher's Use of Quizlet in Vocabulary Instruction

Classroom observations and teacher interviews indicated that Quizlet was systematically and intentionally incorporated into vocabulary instruction. The teacher employed Quizlet as the central instructional tool rather than a supplementary resource. Vocabulary lessons were organized around Quizlet's features, such as flashcards, matching exercises, spelling practice, quizzes, and Quizlet Live.

Each lesson typically commenced with flashcards introducing new vocabulary items through written text, images, and audio pronunciation. This multimodal approach facilitated students' simultaneous association of form, meaning, and pronunciation. These instructional practices align with Paivio's (1991) Dual Coding Theory, which posits that the integration of verbal and visual stimuli enhances memory retention. The teacher deliberately restricted each session to around ten new vocabulary items to effectively manage cognitive load and facilitate incremental vocabulary acquisition (Alqahtani, 2015).

After the initial introduction, students participated in matching and spelling exercises designed to promote repeated retrieval and reinforcement of vocabulary items. These tasks served as formative exercises, enabling students to track their learning progress and self-assess their vocabulary development. The instructional sequence subsequently advanced to the use of Quizlet Live, wherein students collaborated in small groups to reinforce their vocabulary knowledge through interactive and team-based activities. This collaborative dimension reconceptualized vocabulary acquisition as a socially interactive process, aligning with Vygotsky's (1978) Social Constructivist theory, which underscores the significance of peer-mediated learning and the co-construction of knowledge through meaningful interaction.

Interview data suggested that the teacher viewed Quizlet as congruent with instructional objectives and aligned with curricular expectations. The teacher underscored the platform's user-friendliness and its provision of pronunciation assistance, and ease of use, highlighting that it streamlined lesson preparation and obviated the need for printed materials. Significantly, the teacher reported no substantial pedagogical or technical challenges encountered during Implementation proceeded smoothly, indicating that Quizlet was well-suited to the classroom environment and aligned with students' technological proficiency.

Table 1. Transcript Teachers' Interview

R1: What do you think about using Quizlet for vocabulary learning in class? Does it fit with your lesson plan?
T: I think Quizlet is a good tool for learning vocabulary. Quizlet makes it easy for students to learn vocabulary with its flip and google voice features. Since it is accessible online, teachers don't need to print out vocabulary lists as flashcards anymore. The use of Quizlet is in line with my lesson plan, as evidenced by the achievement of learning objectives.
R1: In your opinion, what are the advantages and disadvantages of using Quizlet compared to traditional methods (such as word list, memorization, or dictionary work) in teaching vocabulary?
T: The advantages are that it is easily accessible, does not need to be printed, has a Google Voice feature to imitate pronunciation, a flip flashcard feature to learn meanings, and a display that is easy to understand. Compared to conventional methods, I don't think Quizlet has any disadvantages.
R1: Did you encounter any technical or pedagogical obstacles when using Quizlet?
T: No. So far, I haven't encountered any problems when using Quizlet.
R1: In your opinion, does using Quizlet help increase student motivation in learning vocabulary?
T: Yes, it helps a lot.
R1: Do you think Quizlet is suitable for long-term vocabulary learning, or is it only effective in the beginning due to its novelty factor?
T: I think it is suitable, especially if Quizlet upgrades and adds more exciting features that make it easier for teachers and students to learn vocabulary.

Students' Engagement and Perceptions of Using Quizlet

Findings from classroom observations, questionnaires, and interviews indicated that students generally expressed favorable perceptions of Quizlet as an effective tool for vocabulary acquisition. During the observed lessons, students exhibited strong levels of engagement, especially during interactive and gamified activities like Quizlet Live. Students actively participated, collaborated with peers, and expressed enthusiasm and enjoyment throughout the learning activities enthusiasm displayed during competitive sessions suggested enhanced motivation and focused engagement.

Questionnaire results indicated that the majority of students regarded Quizlet as user-friendly, readily accessible, and engaging. Students valued the platform's interactive functionalities, prompt feedback, and Flexibility, facilitating autonomous vocabulary practice irrespective of time and place. These results corroborate prior studies demonstrating that mobile-assisted language learning platforms foster increased learner autonomy and motivation (Askhatova, 2020; Susila, 2023).

Table 2. Students' Questionnaires

Initials	Questionnaires	SD	D	N	A	SA
S1	Quizlet is easy to use for learning vocabulary				✓	
	I can access Quizlet anytime and anywhere easily.					✓
	The features of Quizlet (flashcards, live, tests) are user-friendly.					✓
	Quizlet makes vocabulary learning more interesting.					✓
	Using Quizlet increase my motivation to learn new words					✓
	I enjoy learning vocabulary more with Quizlet compared to traditional methods.				✓	
	Sometimes I find it difficult to use Quizlet for learning vocabulary		✓			
	Quizlet helps me remember vocabulary more effectively			✓		
	Quizlet helps me practice vocabulary in a meaningful way					✓
	Quizlet allow me to learn vocabulary independently			✓		
	Quizlet encourages me to review vocabulary outside the classroom					✓

Students further reported that Quizlet facilitated more effective vocabulary retention through repeated exposure and diverse activity formats. Immediate feedback enabled learners to identify mistakes and rectify misconceptions promptly independently, thereby promoting learner confidence and supporting the development of self-regulated learning skills. This corresponds with Chaikovska and Zbaravska (2020), who contend that immediate feedback and adaptive learning mechanisms facilitate enhanced learner engagement, autonomy, and self-directed learning environments help alleviate learner anxiety and foster autonomous vocabulary acquisition.

Despite generally favorable perceptions, a number of challenges were identified. A small number of students initially encountered challenges in navigating certain features of the platform and required instructional guidance from the teacher. Additionally, intermittent internet connectivity occasionally disrupted the learning process, especially during real-time interactive sessions. These challenges reflect contextual constraints frequently documented in Indonesian EFL settings, where technological access and digital literacy levels remain unevenly distributed (Ningsih et al., 2024; Oktarini et al., 2025). However, observations indicated that students progressively acclimated to the platform, with these challenges decreasing over time.

This study aimed to investigate the implementation of Quizlet in vocabulary instruction and to examine students' perceptions of its application within an Indonesian EFL classroom setting. The findings demonstrated that Quizlet operated not only as a technological tool supplement but as a fundamental instructional tool that influenced teaching practices, student involvement, and vocabulary acquisition experiences.

Teacher's Pedagogical Use of Quizlet

The results demonstrated that the teacher employed Quizlet in a structured and intentional manner within vocabulary teaching. The systematic implementation of flashcards, matching exercises, spelling drills, and Quizlet Live demonstrated intentional pedagogical design rather than casual or incidental integration of technology. This finding corroborates the argument that the efficacy of digital platforms depended predominantly on the manner of their pedagogical integration rather than solely on their accessibility (Oktarini et al., 2025).

The utilization of multimodal flashcards integrating text, images, and audio corresponded with Dual Coding Theory, which posits that learning is enhanced when information is processed via both verbal and visual channels (Paivio, 1991). By employing multiple representations of vocabulary, the teacher facilitated the development of robust connections among form, meaning, and pronunciation. This finding aligns with Alqahtani (2015), who highlighted that multimodal input facilitated vocabulary retention and mitigated cognitive load by introducing new lexical items incrementally.

Moreover, the transition from solitary exercises to cooperative tasks via Quizlet Live exemplified principles of social constructivist learning. As posited by Vygotsky (1978), peer interaction is fundamental to the process of knowledge construction. The observed collaborative games promoted

negotiation of meaning, peer scaffolding, and collective problem-solving, this dynamic transformed vocabulary acquisition into a socially interactive and collaborative process. Comparable findings were reported by Dizon (2017), who identified that collaborative digital tools enhanced learner engagement and participation in EFL settings.

The teacher's favorable view of Quizlet, specially its congruence with lesson goals, user-friendliness, and accessibility, underscored the critical role of teacher preparedness and receptivity in successful technology integration. Teachers who perceive digital tools as facilitators rather than obstacles tend to integrate them more effectively into their instructional practices (Creswell, 2012).

Students' Engagement and Perceptions of Quizlet

The findings revealed that students predominantly regarded Quizlet as an engaging, motivating, and easily accessible tool for vocabulary acquisition. Elevated participation rates during Quizlet Live sessions, alongside favorable questionnaire results, suggest that gamified components, including competition, instant feedback, and interactive activities, effectively enhanced learner motivation. This finding corroborates Rashid et al. (2022), who contended that gamification transforms conventional language practice into engaging and meaningful learning experiences.

Students' recognition of Quizlet's flexibility and accessibility exemplified fundamental principles of mobile-assisted language learning (MALL). The capability to access learning materials ubiquitously empowered students to engage in self-directed practice beyond the confines of the classroom. Askhatova (2020) and Susila (2023) asserted that MALL environments promote learner autonomy by enabling students to regulate the pace, timing, and frequency of their learning activities. The current findings corroborate that Quizlet fosters autonomous review and promotes self-directed vocabulary acquisition.

Immediate feedback was identified as a highly appreciated feature. Students indicated that it facilitated error recognition and progress monitoring, thereby enhancing confidence and alleviating anxiety. This finding aligned with Chaikovska and Zbaravska (2020), who found that real-time feedback supported self-regulated learning and lowered affective barriers in vocabulary acquisition. The findings suggested that Quizlet created a low-stress learning environment in which mistakes were treated as part of the learning process rather than as failure.

Challenges and Contextual Factors

Despite overwhelmingly positive perceptions, the findings also revealed several contextual challenges. Some students initially struggled with navigating the platform, and unstable internet connectivity occasionally disrupted learning activities. These challenges reflected broader issues in Indonesian EFL contexts, where digital infrastructure and students' technological literacy varied considerably (Ningsih et al., 2024).

However, the gradual reduction of these difficulties indicated that familiarity and teacher guidance played an important role in mitigating technological barriers. As students became more accustomed to Quizlet, their confidence and engagement increased. This finding supported Oktarini et al. (2025), who argued that sustained teacher support and clear instructional guidance were essential to prevent

technology from becoming a source of frustration rather than facilitation.

Importantly, these challenges did not significantly diminish students' overall positive attitudes toward Quizlet. Instead, they highlighted the need for careful instructional planning, adequate infrastructure, and ongoing support to maximize the benefits of digital learning platforms.

Overall, the discussion showed that Quizlet effectively supported vocabulary learning by combining multimodal input, gamification, collaborative learning, and learner autonomy. The teacher's structured implementation and students' positive perceptions demonstrated that Quizlet functioned as a meaningful instructional medium rather than a novelty tool. These findings aligned with previous studies that emphasized the pedagogical value of Quizlet in enhancing engagement and vocabulary learning experiences in EFL classrooms (Setiawan, 2021; Kartika et al., 2024; Serliah & Putri, 2023). By focusing on instructional processes and learner perceptions, this study addressed gaps in outcome-focused research and contributed contextualized insights into how Quizlet operated within a real Indonesian EFL classroom. The findings reinforced the importance of aligning technology use with pedagogical goals and learner needs to achieve meaningful vocabulary learning.

CONCLUSION

This study investigated the use of the Quizlet platform as a medium in teaching vocabulary and explored students' perceptions of its use in an Indonesian EFL classroom. Using a descriptive qualitative approach, the study focused on instructional implementation, learner engagement, and learning experiences rather than on measuring statistical outcomes. The findings showed that Quizlet was implemented systematically and purposefully by the teacher. The teacher integrated various Quizlet features, such as flashcards, matching activities, spelling practice, and Quizlet Live, into vocabulary instruction. This structured implementation supported multimodal learning and encouraged both individual practice and collaborative interaction. The use of visual, textual, and audio input helped students connect word form, meaning, and pronunciation, while collaborative activities promoted peer interaction and active participation.

The study also revealed that students generally perceived Quizlet positively as a vocabulary-learning medium. Students reported that Quizlet was easy to use, accessible, and enjoyable. The interactive and gamified features increased motivation and engagement, while immediate feedback supported self-regulated learning and reduced learning anxiety. Many students demonstrated autonomous learning behavior by reviewing vocabulary independently outside classroom hours. Despite these positive outcomes, the study identified several challenges related to technological and contextual factors. Some students initially experienced difficulty navigating the platform, and unstable internet connectivity occasionally disrupted learning activities. However, these challenges decreased over time as students became more familiar with the platform and received teacher guidance.

In conclusion, the study indicated that Quizlet functioned as an effective and engaging medium for teaching vocabulary when integrated with clear instructional design and active teacher facilitation. The findings suggested that Quizlet supported vocabulary learning by promoting multimodal input, learner autonomy, and collaborative learning. However, these findings should be interpreted within

the framework of the study's descriptive qualitative design. The research was limited to 27 EFL students from a single class and one English teacher at SMA Budi Utomo Medan over a four-week duration, with participants selected through purposive sampling based on their availability to mobile devices and internet connectivity. Consequently, the findings offer contextualized insights into a particular instructional setting rather than statistically generalizable conclusions relevant to all Indonesian EFL classrooms, especially those with varying institutional conditions and levels of digital infrastructure. Future studies involving larger and more diverse samples, multiple research sites, and complementary quantitative or mixed-methods approaches are recommended to enhance the transferability and generalizability of research on the use of Quizlet in vocabulary instruction.

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