



Quizlet interactive learning: Junior high school students' perspective to enrich English vocabulary

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ABSTRACT

Changes due to technology are also very much felt in the world of education, where technology has brought about changes in the teaching and learning process. This study examines the perspectives of junior high school students on using Quizlet as an interactive learning tool to enhance their English vocabulary. Employing a mixed-methods approach with a convergent parallel design, the research involved 30 eighth-grade students from a junior high school in Medan. Data were collected through questionnaires, interviews, and classroom observations, then analyzed using thematic analysis. The results revealed five dominant themes from students' perceptions: Quizlet is user-friendly, interactive through games and flashcards, effective in improving vocabulary retention through repetition, motivating due to its engaging features, and flexible for independent learning at any time and from anywhere. These findings demonstrate that Quizlet not only supports vocabulary mastery but also fosters student engagement and motivation, aligning with principles of Mobile-Assisted Language Learning (MALL). The study suggests that integrating digital applications, such as Quizlet, can enhance the quality of English language teaching, particularly in vocabulary development. Educators are encouraged to adopt such tools to create more interactive and student-centered learning environments. Future research should investigate the long-term effects of using Quizlet and assess its effectiveness across different educational contexts and learner levels.

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ABSTRAK

Perubahan akibat teknologi juga sangat terasa di dunia pendidikan, di mana teknologi telah membawa perubahan dalam proses belajar mengajar. Penelitian ini mengeksplorasi perspektif peserta didik sekolah menengah pertama terhadap penggunaan Quizlet sebagai media pembelajaran interaktif untuk memperkaya kosakata bahasa Inggris. Menggunakan mixed methods dengan desain paralel konvergen, penelitian ini melibatkan 30 peserta didik kelas VIII dari salah satu SMP di Medan. Data dikumpulkan melalui angket, wawancara, dan observasi kelas, lalu dianalisis dengan analisis tematik. Hasil penelitian mengungkapkan lima tema utama dari persepsi peserta didik: Quizlet mudah digunakan, interaktif melalui permainan dan flashcard, efektif dalam meningkatkan daya ingat kosakata melalui pengulangan, memotivasi karena fitur-fiturnya yang menarik, serta fleksibel karena memungkinkan pembelajaran mandiri kapan saja dan di mana saja. Temuan ini menunjukkan bahwa Quizlet tidak hanya mendukung penguasaan kosakata, tetapi juga meningkatkan keterlibatan dan motivasi belajar peserta didik, sejalan dengan prinsip Mobile-Assisted Language Learning (MALL). Implikasi dari studi ini adalah bahwa integrasi aplikasi digital seperti Quizlet dapat meningkatkan kualitas pengajaran bahasa Inggris, khususnya dalam pengembangan kosakata. Pendidik disarankan untuk memanfaatkan media digital ini guna menciptakan pembelajaran yang lebih interaktif dan berpusat pada peserta didik. Penelitian selanjutnya disarankan untuk mengkaji dampak jangka panjang penggunaan Quizlet serta efektivitasnya di berbagai konteks dan jenjang pendidikan.

Kata Kunci: kosakata; pembelajaran interaktif; Quizlet

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INTRODUCTION

The development of technology has brought significant changes to human life. With the advancement of technology, various daily activities, such as shopping, studying, and working, have become more practical and efficient (Li et al., 2021). In this digital era, technology also provides opportunities for individuals to continue learning and developing without the limitations of place and time (Ashary & Komara, 2022). Changes due to technology are also very much felt in the world of education, where technology has brought changes in the teaching and learning process. Technological advances have brought about significant changes in the world of education, presenting various digital devices and applications that facilitate the learning process. If previously learning methods relied solely on books and blackboards, technology-based learning media are now increasingly popular because they can enhance the effectiveness and involvement of students in learning (Rosyiddin et al., 2023; Supriadi, 2022). Teachers now have various tools to support learning, allowing students to learn in a more engaging and interactive way (Khaira et al., 2023).

In the field of English language teaching, technology has opened up new avenues for language learning. The English language learning, as one of the most widely used foreign languages, is now facing new challenges and opportunities due to technological advances. This development necessitates innovative teaching methods that cater to the needs and learning styles of the current generation (Whalley et al., 2021). One effective way is to utilize digital technology in the learning process (Akintayo et al., 2024; Nainggolan et al., 2024). With the help of digital media, teachers can create a more engaging and less boring learning atmosphere. Technology also enables students to learn more easily and efficiently, allowing them to be more active and continue learning outside of school hours (Adiyono et al., 2024; Van et al., 2021). One example of learning media that can help students increase their English vocabulary is Quizlet. This application offers numerous features that support students in better understanding the material, particularly in terms of memorizing vocabulary (Nguyen et al., 2022). Quizlet also offers various interactive games that make learning more engaging and less monotonous, allowing students to remember new words more easily.

Several previous studies have examined the use of the Quizlet application in the English learning process. Quizlet has been shown to increase motivation in learning vocabulary among high school students (Setiawan & Wiedarti, 2020). Similar research on high school students has shown that the use of Quizlet makes the vocabulary learning process more active and increases students' enthusiasm for learning (Apriliani & Suryaman, 2021). At that time, the use of Quizlet as a vocabulary learning tool for grade 11 students was also studied, and the results of a quasi-experimental study showed that Quizlet could help improve vocabulary mastery, especially in the receptive aspect rather than the productive aspect (Aviste Va & Halimi, 2021). In addition, the study focused on the use of Quizlet as a self-study resource for Vietnamese students majoring in English, and the results showed that, in addition to offering a fun learning environment, the application significantly improved independent vocabulary learning (Nguyen et al., 2022).

The selection of Quizlet as a learning medium in this study was based on its reputation as a widely accessible and user-centered digital application specifically designed to support vocabulary development through interactive features. Unlike traditional methods that rely heavily on textbooks and rote memorization, Quizlet offers a dynamic and engaging platform that aligns with the digital habits and preferences of today's students (Tanjung & Daulay, 2023). Its features, such as flashcards, matching games, and automated quizzes, not only facilitate repetitive practice, which is essential for vocabulary retention, but also incorporate elements of gamification that enhance student motivation.

Based on previous research, there are gaps in the existing literature that this study aims to address. The majority of previous studies focused on the effectiveness of Quizlet in improving vocabulary acquisition at high school and college levels. Only a few studies explored the direct experience and perception of junior high school students towards the use of this application in learning. Therefore, based on the problems that have been described, this research will explore how students' perspectives on the Quizlet application as an interactive learning media to enrich their English vocabulary.

This study aims to explore the perspective of junior high school students towards the Quizlet application as both an interactive learning medium and a fun learning tool to enrich their English vocabulary acquisition. This research is important for understanding how technology, especially Quizlet, can help enhance students' mastery of English vocabulary. Thus, this research is expected to be valuable and helpful for students in enriching their vocabulary mastery as well as providing new insights into more innovative English learning methods.

LITERATURE REVIEW

Vocabulary

Vocabulary is a crucial component of language learning. If a person lacks sufficient vocabulary, they will struggle to understand what others say or write, and will also have difficulty conveying their thoughts, both orally and in writing. Vocabulary is the foundation of language skills, encompassing the meaning of words, their usage, and the contexts in which they are appropriate for use in conversation (Aba & Pontoh, 2022). Vocabulary learning is crucial because it serves as the foundation that enables students to develop their listening, reading, writing, and speaking skills more effectively (Ali, 2022). This means that without sufficient vocabulary, students will not be able to understand texts deeply or express their ideas fluently.

In learning English, especially for non-native learners such as junior high school students, vocabulary is the primary aspect to master (Agazzi, 2022). The more vocabulary they master, the easier it is for them to speak and understand the lessons. Vocabulary also helps students to be more confident in using English (Gumartifa et al., 2020). They can be more active in speaking and writing if they know many words. Wang in book titled "*Teaching of English Vocabulary. Learning & Education*" mentioned that for children and adolescents, having much vocabulary is very important so that they can fluently communicate. Effective vocabulary mastery will help improve students' communication fluency and confidence in using the English language. Therefore, vocabulary learning should be the primary focus in

the English teaching process. An innovative, interesting, and appropriate approach is needed to cater to the learners' characteristics, so that they are eager to enrich their vocabulary. Effective learning methods enable students to master and apply new vocabulary quickly.

Mobile-Assisted Language Learning (MALL)

The transformation of communication technology also encourages changes in the education sector, one of which is through the application of Mobile-Assisted Language Learning (MALL) in foreign language learning. MALL is a language learning method that involves digital devices such as smartphones, tablets, and technology applications (Viberg & Kukulska-Hulme, 2020). This approach evolved from Computer-Assisted Language Learning (CALL), with a greater focus on mobility and flexibility. Unlike traditional learning methods that are bound by time and place, MALL offers the flexibility of self-learning tailored to students' needs, schedules, and locations (Hui et al., 2023; Miangah & Nezarat, 2012). This approach aligns with the lifestyle of the digital generation, who are accustomed to using technology. The digital generation can utilise mobile technology to practice language in real-time with various learning applications. The use of mobile-based language learning applications enables students to learn at their own pace and in their preferred learning style (Jeong, 2022). Digital learning applications help overcome learning time constraints by providing students with access to learning resources that are always available (Yeung & Yau, 2022).

Although the use of MALL through applications such as Quizlet offers many benefits, the role of teachers in providing guidance and supervision is still necessary to ensure its effective use and alignment with learning objectives. Without clear direction, students have the potential to be distracted by other content on their devices that is not related to the learning process. Therefore, the integration of technology in language learning must be carefully designed with the right strategy, so that the results achieved can be maximized (Wiranata et al., 2024).

Interactive Media

Technology is a vital tool in the dissemination of knowledge, enabling students to access information more easily when utilized optimally. Through the use of technology in the classroom, students can more easily achieve their learning goals, thanks to access to a broader and more diverse range of learning resources (Nurillahwaty, 2021). The use of interactive media helps to improve the quality of teaching while supporting the student learning process (Nasution & Salmiah, 2024). As technology continues to evolve rapidly, the world of education must adapt so that its teaching methods remain suitable for today's world. Incorporating technology into learning is not just a matter of keeping up with trends. It is essential to enhance the overall quality of teaching and learning. One of the key aspects of this process is how technology can be effectively utilized in various subjects, including English.

METHODS

This study employs a mixed-methods approach with a convergent parallel design to investigate junior high school students' perspectives on using Quizlet for English vocabulary learning. A mixed-methods type convergent parallel design is one where data sources (quantitative and qualitative) are collected simultaneously, based on Creswell & Plano Clark (2011) in *Designing and conducting mixed methods research* (2nd ed.). This approach enables researchers to confirm, strengthen, or complement findings from one method with those from other methods, thereby providing a more complete and comprehensive picture of the phenomenon under study. The selection of this research method aims not only to obtain statistical data but also to capture students' experiences and views on the use of Quizlet. This study aims to gain a deeper understanding of how students perceive the use of Quizlet as a learning media for enriching their vocabulary. This study involved 30 eighth-grade students from a junior high school in Medan. The students who participated were between 13 and 14 years old, with varying English abilities, ranging from elementary to intermediate, as indicated by their school grades and teacher assessments. The selection of students was conducted using a purposive sampling technique, which involves selecting participants who are considered most suitable for this study.

During the data collection process, the researcher employed three methods: observation, questionnaires, and semi-structured interviews. Observations were made while students were using Quizlet in the classroom. During these activities, the researcher used an observation sheet prepared with specific indicators to assess the level of activity and engagement among students in the learning process. To find out students' views on the use of Quizlet, the researcher also distributed a questionnaire consisting of 10 statements based on a five-point Likert scale: Strongly Disagree (SD); Disagree (D); Neutral (N); Agree (A); Strongly Agree (SA), allowing students to express their level of agreement with each statement. Interviews were conducted in a semi-structured manner, using open-ended questions, to allow students to explain their experience of using Quizlet more deeply and freely. After collecting data from these three methods, the researcher conducted an analysis using a thematic approach based on Braun and Clarke's framework. The steps in this analysis include thoroughly reading the data, assigning initial codes, identifying patterns and themes, reviewing and reorganizing the themes, and creating a final report. Triangulation of data sources (observations, questionnaires, and interviews) ensured credibility and richness of findings (Braun & Clarke, 2006; Schlunegger et al., 2024). This stage aims to present an overall picture of the use of the Quizlet application by summarizing the main findings and meanings contained in the research results.

RESULTS AND DISCUSSION

The research results in this section are compiled based on the students' responses to the questionnaire evaluating the use of Quizlet as a tool in English language learning. The ten statements listed in the questionnaire were analyzed and presented in **Table 1**.

Table 1. Questionnaire Data

No	Statements	SA	A	N	D	SD
1	I find Quizlet easy to use for learning English vocabulary	36.67%	60.00%	3.33%	0	0
2	I am more active during class learning when using Quizlet	50.00%	20.00%	30.00%	0	0
3	I feel more motivated to learn vocabulary after using Quizlet	33.33%	40.00%	26.67%	0	0
4	Quizlet helps me remember new vocabulary faster	40.00%	46.67%	13.33%	0	0
5	I feel that my English vocabulary has improved after using Quizlet	26.67%	26.67%	43.33%	3.33%	0
6	I enjoy learning vocabulary through Quizlet's interactive features such as flashcards, games, and quiz	46.67%	43.33%	10.00%	0	0
7	I can easily access the features available on Quizlet	20.00%	46.67%	33.33%	0	0
8	I feel that I can learn independently by using Quizlet	26.67%	63.33%	10.00%	0	0
9	I am more interested in learning vocabulary with Quizlet than conventional methods	40.00%	50.00%	3.33%	6.67%	0
10	I will continue using Quizlet to help me learn English vocabulary	46.67%	16.67%	33.33%	3.33%	0

Source: Research 2025

Based on the questionnaire data filled in by students about the usefulness of Quizlet, it appears that most students give a positive response to the utilization of the Quizlet application in learning English vocabulary. This can be seen from the dominance of the answer choices "Agree" and "Strongly Agree" on the ten statements submitted. The researcher also found some significant findings that reflect students' experiences and perceptions after using the Quizlet application. Through the analysis of the questionnaire data above, the researcher can conclude that students have five perceptions of the Quizlet application, which encompass various important aspects, including user-friendliness, interactivity, vocabulary enhancement, motivation to learn, and efficiency and flexibility, as presented below.

User-Friendly

The term User-Friendly in this study is based on the results of questionnaires 1 and 7. The researcher used the two questionnaire items as a reference to categorize the findings into the "User-Friendly" category. The first questionnaire revealed that Quizlet was easy to use for learning English vocabulary, with 36.67% of students strongly agreeing and 60% agreeing. In comparison, 3.33% of respondents were neutral, and none disagreed or strongly disagreed. In the second questionnaire with the keyword "easy access to features", 20.00% of students strongly agreed, 46.67% agreed, 3.33% were neutral, and no respondents disagreed or strongly disagreed. From the questionnaire results, most students agreed that

Quizlet is easy to use and its features can be accessed without difficulty. Several students' opinions support this.

"It is easy to use, easier to understand, and makes memorizing vocabulary easier" (S.2)

"Good, easy to understand, and contains a lot of vocabulary" (S.3)

"Learning is more enjoyable than when the teacher explains directly" (S.1)

"Fun! Memorizing vocabulary is faster because it is from a mobile phone, whereas using a book is a bit difficult" (S.7)

The findings from the interviews showed that students responded positively to Quizlet. Student 2 stated that the app is simple and makes it easy to remember new words. Student 3 also noted that Quizlet offers a diverse range of vocabulary and is easy to use, which confirms that this platform can effectively improve students' vocabulary skills. Student 1 stated that he was more comfortable learning through the application than direct explanation from the teacher. Furthermore, Student 7 felt that learning through mobile phones was more fun and accelerated memorisation compared to learning from books. By using mobile phones, students can access vocabulary more quickly and do not have to bother opening book pages or searching for words manually.

Additionally, based on the researcher's observations of students using the Quizlet application in class, the application proved to be easily understood. This can be seen in students being able to easily download and enter the Quizlet application, which enables them to understand its appearance and navigation quickly. Some students have even explored other features before the researcher provides further explanation. Findings from questionnaires, interviews, and observations indicate that Quizlet is user-friendly because its appearance is simple, its features are easily accessible, and its use does not present a significant challenge for students.

Interactivity

The second category is interactivity. The term Interactivity in this study is based on the results of analyzing questionnaires 2 and 6. These two items served as the basis for researchers to categorize the findings under the interactivity category. The first questionnaire showed 50.00% of students strongly agreed and 20.00% agreed that they were more active when learning using Quizlet, while 30.00% of students were neutral. Then, in the second questionnaire, 46.67% of students strongly agreed and 43.33% agreed. Meanwhile, only 10.00% of students were neutral. This shows that students enjoy learning vocabulary through interactive features in Quizlet, such as flashcards and games. This finding indicates that the majority of students believe Quizlet not only provides materials suitable for their abilities but also presents them in an engaging and easy-to-understand manner, thereby encouraging active engagement during the learning process. Some student responses support this statement:

"I like the block feature because arranging the blocks leads to questions appearing" (S.2)

"The matching game is fun because I enjoy matching the words" (S.4)

"It is exciting because there are games, especially the block game" (S.6)

"I prefer learning vocabulary with Quizlet rather than from a book because it is more interesting and not boring" (S.5)

"I like learning with Quizlet because it is fun, there are games, and I can search for and choose my class" (S.7)

Based on students' opinions, the features in Quizlet make learning more fun and not monotonous. They do not feel bored because they can learn while playing. Students 2 and 6 both enjoy the block game, where they must arrange the blocks before the questions appear. This makes learning feel more engaging because it presents challenges to be solved. Meanwhile, Student 4 chose the word matching game, where students can practice matching words while learning, thereby helping to remember vocabulary more easily. In addition, Students 5 and 7 felt that learning with Quizlet is more enjoyable than using books, because the learning method is more varied and less boring. Student 7 also stated that they can search and choose their classes, determining the material they want to learn, which means students can learn according to their wants and needs. This shows that Quizlet gives students the freedom to learn, making it easier for them to understand the material. From these student responses, it is evident that the interactive features in Quizlet encourage students to be more engaged and enjoy the learning process.

According to the observation results, students appeared enthusiastic and active when using the interactive features on Quizlet. They competed positively with each other during the exercises, which demonstrated a high level of interest. Students' expressions were focused, happy, and often smiling, indicating that learning through this application creates a pleasant learning atmosphere. The questionnaire data, interviews, and researcher observations indicate that Quizlet is considered interactive because it offers various features that enable students to learn actively and engage in the learning process.

Vocabulary Enhancement

The third category, termed vocabulary enhancement in this study, is based on the results from questions 4 and 5. The researcher used the two questionnaire items as a reference to categorize the findings into the vocabulary enhancement category. The first questionnaire, which focused on the effectiveness of Quizlet in helping students enrich their English vocabulary, showed that 40.00% of students strongly agreed, 46.67% agreed, 13.33% were neutral, and no respondents disagreed or strongly disagreed. Meanwhile, in the second questionnaire, relating to students' understanding of the meaning of words through application, 26.67% of students strongly agreed, 26.67% agreed, 43.33% were neutral, 3.33% disagreed, and there were no responses of strongly disagree.

These results indicate that most students experienced an improvement in their vocabulary mastery after using the Quizlet app. Features such as word repetition, practice questions, and word context recognition are considered to help students understand and remember new vocabulary. This is supported by some of the students' opinions below:

"Vocabulary increases because the words appear repeatedly" (S.3)

"It is faster to memorize because I can see the words constantly on my phone" (S.7)

"It is very helpful for learning new vocabulary in a fun way" (S.1)

"It is easier to understand word meanings because there are exercises and instant testing" (S.5)

Based on the statements above, students experienced an increase in vocabulary mastery. Quizlet helps students memorize vocabulary more effectively due to its word repetition feature. Student 3 mentioned that their vocabulary increased because it often appears repeatedly, showing that repetition plays a role in strengthening memory. Then, Student 7 added that learning with HP makes the memorization process faster because words can be seen constantly, allowing them to practice more frequently without having to open the book manually. Student 1 also felt the same benefit, considering that Quizlet was beneficial in adding new vocabulary in a more interesting and less boring way. Meanwhile, Student 5 explained that the live exercises and tests helped them better understand the meaning of the words. This means that the more often they try and test their understanding, the stronger their memory of the words becomes.

Researcher observations also showed that students seemed more confident when asked to answer vocabulary questions, and were able to mention the meaning of words more precisely after using Quizlet. Some students were even seen repeating the exercises independently without being asked, indicating a desire to continue enriching vocabulary. Based on the questionnaire, interview, and observational data, it can be concluded that Quizlet significantly supports students' vocabulary improvement. The practice features provided proved effective in helping students understand, remember, and use vocabulary in the context of English learning.

Motivation to Learn

The fourth category is motivation to learn. The term Motivation to Learn in this study refers to the results of questionnaire numbers 3 and 10. The researcher used the two questionnaire items as a reference to categorize the findings into the motivation category. The first questionnaire asked to what extent students felt motivated to learn English vocabulary using the Quizlet app. The results showed that 33.33% of students strongly agreed, 40.00% agreed, while 26.67% expressed neutrality, and no respondents answered 'disagree' or 'strongly disagree'. In the second questionnaire, 46.67% of the students strongly agreed, 16.67% agreed, 33.33% were neutral, 3.33% of the students gave a disagree response, and there were no strongly disagree responses.

These are some of the students' opinions that support this statement:

"I am more enthusiastic because it is easier to understand than when the teacher explains" (S.1)

"I use Quizlet because it is easier to remember and more fun to use" (S.5)

"It is fun because there are games, so it is not boring" (S.4)

"It is more enjoyable because I can play while learning" (S.6)

"It makes me more motivated because there are challenges in the game" (S.7)

The interview results show that the use of Quizlet has a positive impact on students' learning motivation. Student 1 revealed that learning with Quizlet made him more enthusiastic because it was easier to understand than the teacher's explanation. Additionally, the fun aspect of learning is a factor that encourages student motivation. Student 5 mentioned that Quizlet is more engaging and helps with remembering the material. In contrast, Students 4 and 6 highlighted the game features in this application that make the learning process less boring and more enjoyable. Student 7 added that the challenges in the game further increased his enthusiasm for learning. Based on these students' opinions, most students reported that Quizlet makes learning more enjoyable and enthusiastic, indicating that the application enhances learning motivation.

From the researcher's observation in class, students seemed more focused and showed high enthusiasm when using Quizlet. They reacted positively to the quiz and game activities, showing a desire to continue practicing even after the main activity was over. Thus, data from questionnaires, interviews, and observations revealed that Quizlet has an important role in increasing students' learning motivation. The interactive and fun learning atmosphere encourages students to be more active, interested, and consistent in learning English vocabulary.

Efficiency and Flexibility

The last category is efficiency and flexibility. Quizlet helps students learn more easily, quickly, and flexibly. Researchers used these three statements as a reference to categorize the findings into categories of efficiency and flexibility in using the Quizlet application. In the first questionnaire, 26.67% of students strongly agreed, 63.33% agreed, and 10.00% were neutral. In the second questionnaire, 40.00% of students strongly agreed and 50.00% agreed that they were more interested in learning with Quizlet than conventional methods, while 3.33% were neutral and 6.67% disagreed. The results of the questionnaire showed that most students felt more efficient because they did not need to retake notes and understood the material more quickly. In addition, the majority of students also agreed that the flexibility in using Quizlet allows them to study at any time without being tied to a specific time or place. Some students' opinions prove this statement.

"I prefer Quizlet because I do not need to write anymore" (S.2)

"It is more interesting, whereas using a book is harder to understand" (S.3)

"I can study without having to take notes manually, which is more efficient" (S.5)

"It is easier to understand compared to regular memorization" (S.6)

"I can study anytime without having to rely on the teacher" (S.7)

Interviews with some students showed that Quizlet provides a more efficient and flexible learning experience. Students 2 and 5 considered the application efficient as it does not require them to take notes manually. Student 3 mentioned that learning with Quizlet is more interesting and easier to understand compared to books. Student 6 felt that vocabulary is mastered more quickly through the app, while Student 7 appreciated the freedom to study at any time without relying on the teacher.

Classroom observations indicate that students can use the Quizlet application independently without encountering technical issues. Some students even accessed it outside of class hours as an initiative to relearn. Based on the results of questionnaires, interviews, and observations, it can be concluded that the use of Quizlet supports vocabulary learning more efficiently and flexibly. This application encourages students to learn independently, allows students to manage their own time, and utilise technology to accelerate English language acquisition.

Discussion

Based on the results of this study, it can be concluded that using Quizlet as a learning media is beneficial for students in enriching their English vocabulary. The first finding shows that this application has a simple and easy-to-understand appearance. The uncomplicated interface design makes students quickly understand how to use it. Many students claimed to feel more comfortable learning with Quizlet than with traditional methods, such as reading books or taking notes, because this application is considered more practical and straightforward in conveying the material. When used in class, students can run it independently with minimal assistance, which demonstrates the ease of use of the application. This result supports the findings that students adjust more easily to modern technology than conventional learning methods (Setiawan & Wiedarti, 2020). The ease of use of digital applications can also increase students' enthusiasm for learning (Camilleri & Camilleri, 2022). Similarly, the role of simple design in supporting language learning has been highlighted (Soyupak & İpek, 2024).

Furthermore, this study found that Quizlet enables students to become more engaged in learning through its interactive features. The existence of flashcards, quiz games, and fun exercises makes the learning process more interesting and not boring. These interactive learning activities were successful in encouraging students to become more enthusiastic about memorizing and understanding new vocabulary. This finding aligns with research that emphasizes the importance of students' active participation in enhancing their vocabulary recall ability (Puspitasari, 2022). Another study also noted that gamification elements in

learning technology can enhance motivation and make the learning process more effective and enjoyable (Dehghanzadeh et al., 2021).

The third finding indicates that Quizlet is highly beneficial for students in enriching and retaining English vocabulary. The application allows practice to be repeated, making it easier to understand and remember new words. Many students reported that they felt they memorized more quickly because they often encountered and used the same vocabulary in various forms of practice. This result is reinforced by research indicating that technology-based exercises and repetition are effective methods for vocabulary acquisition (Çoban Sural & Yaşar Sağlık, 2024). This finding is also in line with research that emphasizes the importance of repetitive and active practice in improving vocabulary recall (Altalhab, 2018).

The fourth finding of this study relates to the increased motivation of students in learning vocabulary thanks to the use of Quizlet. The application's interesting features make the learning process more engaging and enjoyable, increasing students' interest and enthusiasm. Research supports this by mentioning that the game element in learning applications can increase student participation and enthusiasm for learning (Setiawati et al., 2024). According to the observation results, students appeared more active, focused, and showed greater enthusiasm when learning with Quizlet than when using the traditional method. Some students seemed eager to continue practicing even though the lesson time had ended. Positive responses, such as smiles, laughter, and encouraging one another, also showed that students enjoyed the learning process. This finding aligns with research that has found students who used digital applications had higher motivation levels than those who used traditional methods (Wichadee & Pattanapichet, 2018).

Finally, this study also found that Quizlet offers efficiency and flexibility in learning. It allows students to study at any time and from anywhere, without being tied to a specific time and place. Most students consider Quizlet a practical study tool because they do not need to rewrite the material and can adjust the study time to their schedule. This result aligns with research indicating that flexibility in technology-based learning can enhance learning outcomes (Boey et al., 2023). Digital platforms also offer flexibility, allowing students to learn at their own pace and to the extent of their ability (Jeong, 2022). Thus, Quizlet provides a flexible and independent approach to learning.

The findings of this study emphasize that Quizlet's user-friendly interface design plays a crucial role in encouraging student engagement while supporting more independent learning. Its simple nature not only facilitates access, but also encourages students to be more confident and active in using the various features. This is particularly relevant in today's learning context, which demands independent learning skills and good digital literacy. According to the Technology Acceptance Model (TAM) framework, students' perception of ease of use has a significant influence on their desire to continue using the application. When students feel that technology is easy to use, they will be more open to incorporating it into the learning process. This result aligns with research indicating that simple app design can reduce cognitive load, enabling students to focus and become more motivated in their learning. When students feel comfortable, they tend to be more active in exploring the app independently, which in turn enriches their overall vocabulary understanding (Camilleri & Camilleri, 2022; Soyupak & İpek, 2024).

Quizlet's integration of gamified learning elements, such as flashcards, quizzes, and matching games, has a transformative effect on learner motivation and vocabulary acquisition. These interactive features support the active learning approach, which emphasizes that students will remember information more easily if they are emotionally engaged and thinking actively during the learning process. This is especially suitable for junior high school students, who often have low attention and motivation to learn, especially if they only learn through monotonous memorization. The repetition and feedback features in Quizlet serve as a tool that strengthens students' vocabulary recall through direct practice, aligning with the spaced repetition approach. This research also demonstrates that the flexibility and efficiency of students studying at any time, without being tied to class hours, are instrumental in maintaining their long-term engagement in language learning. When students can self-regulate their learning pace, time, and the material they want to learn, they begin to show characteristics of independent learners. Therefore, Quizlet is not only a tool for vocabulary enrichment, but it also helps foster independent learning and self-motivation, both of which are essential for the ever-evolving process of language acquisition.

CONCLUSION

This study concluded that Quizlet is a learning medium that can significantly enrich students' English vocabulary and plays a crucial role in supporting an optimal learning process. The researcher found five student perspectives on the use of this application. Firstly, user-friendliness is ensured as the interface is simple and the features are easily accessible. Second, interactivity through features such as flashcards and games encourages students to be more actively involved in their learning. Thirdly, regular repetition of exercises helps expand students' vocabulary. Fourth, the fun learning atmosphere increases motivation compared to conventional methods. Fifth, the application offers flexibility and efficiency as it can be used anytime and anywhere. This study has several limitations, including the relatively small number of participants and the limited duration of application use. Therefore, future research is recommended to explore the impact of using the Quizlet app on vocabulary acquisition and English proficiency with a broader sample coverage, a more diverse population, and different methodological approaches. Furthermore, future research on the effectiveness of specific features in the application is necessary to understand the role each plays in supporting learning outcomes. This study confirms the importance of integrating technology in language learning and encourages educators to utilize digital technology to enhance the quality of instruction. It also contributes to the development of more innovative learning methods. It opens up opportunities for further studies on the utilisation of digital learning technologies to improve English language skills at different levels of education.

AUTHOR'S NOTE

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