

The Beneficial Values of Activating Quizlet Application to Escalate EFL Learners' Vocabulary Knowledge Growth

Kristian Florensio Wijaya

¹Cita Hati International School, Samarinda, Indonesia

✉kristianwijaya500@gmail.com

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Abstract

In these modern second language teaching-learning enterprises, technology plays a pivotal role in shaping a deeper understanding of the targeted lessons among EFL learners. For this reason, second language educators ought to be willing to embrace the advent of digitalization in their regular classroom learning circumstances to promote more optimal educational outcomes to be further attained by language learners. This library-based qualitative study aimed to investigate the beneficial values of activating the Quizlet application to escalate EFL learners' vocabulary knowledge growth. To embody the objective mentioned above, the researcher internalized a thematic analysis approach to yield more credible, relatable, and applicable results as the thematically-based findings were clustered into some major-specific themes. The thematically categorized research results disclosed that the Quizlet application promoted more enjoyable vocabulary learning experiences and helped EFL learners master challenging new words easily.

Keywords: Technology; Quizlet; EFL learners; library study; thematic analysis.

INTRODUCTION

It is of great importance for second language educators to equip EFL learners with a solid foundation in vocabulary knowledge before embarking on specific classroom learning activities. Without adequate vocabulary knowledge, it seems improbable to utilize target language expressions accordingly, as they do not obtain a comprehensive understanding of the specific messages imparted by other interlocutors. This major vocabulary learning issue is supported by Irzawati (2023) arguing that without sufficient vocabulary knowledge, EFL

learners will encounter serious obstacles while capitalizing a certain number of English language expressions since they do not understand some particular information addressed by other speakers. On the contrary, EFL learners frequently undergo low vocabulary learning motivation, particularly when they learn a vast array of challenging words. The debilitating impact of this unintended learning behavior may result in a real struggle while utilizing proper words and expressions to establish meaningful communication with others. The above-elaborated impediment is consistent with Surmanov and Azimova (2020) confessing that the majority of EFL learners try to avoid partaking in intensive vocabulary learning dynamics in which they need to be more adaptable to construct efficient conversational events with other learning companions and persistent in memorizing some novel words. Concerning the memorization of the words, EFL learners also undergo identical vocabulary learning difficulties. This may be due to the constant employment of traditional vocabulary learning methods where EFL learners need to remember the meanings of some newly acquired words. As a result of this conventional vocabulary learning process, EFL learners are more likely to experience excessive boredom impacting their whole vocabulary learning motivation. Setiawan and Wiedarti (2020) strongly advocated for second language educationalists to start immersing EFL learners in more interactive, captivating, and hands-on vocabulary learning activities by which they feel more encouraged to continue escalating the targeted vocabulary knowledge to the fullest potential.

Concerning the optimal utilization of learner-oriented vocabulary learning dynamics, second language educators cannot detach their regular pedagogical practices from technological-based learning tools. One of these promising digital media platforms manifested in the gamification learning model. It is believed that gamification learning media can help EFL learners ascertain a more comprehensive mastery of their vocabulary knowledge. This coveted learning outcome may take place since EFL learners are capable of substantiating their vocabulary knowledge in various enjoyable vocabulary learning activities. Upon inculcating a higher degree of vocabulary learning enjoyment, EFL learners are more inclined to proceed into more challenging vocabulary learning enterprises, which in turn, enables them to magnify their word retention to the greatest growth. All these valuable vocabulary learning rewards are meaningfully associated with Dehghanzadeh et al. (2021) theorizing that with the continuous enlightenment of the gamification learning model, EFL learners are more eager to embrace a wider array of laborious vocabulary learning challenges through which they possess limitless

access to reviewing the newly-obtained words having just been obtained. Gamification learning strategy synchronously allows promising trajectories for EFL learners to progressively transfigure into more proactive, spirited, and optimistic vocabulary learning participants. The entrenchment of these commendable vocabulary learning characteristics takes place as EFL learners are continually exposed to positively-sound and emotionally-supportive classroom environments. This contention concurs with Zou et al. (2021) articulating that it will be rewarding for second language teachers and learners to commence their initial vocabulary learning activities with the compatible use of gamification media as a further attempt to establish, nurture, and reinforce EFL learners' vocabulary learning motivation.

One of the gamification learning tools promising to foster EFL learners' vocabulary knowledge and motivation growth is the Quizlet application. With the endorsement of the Quizlet application, EFL learners will have broader opportunities to broaden their vocabulary knowledge to the utmost potential. This possibility can occur as EFL learners constantly acquire various new and useful words to be further applied in their regular classroom learning enterprises. Hikmah (2021) states that second language teachers should activate Quizlet media in their vocabulary teaching-learning basis in order to magnify EFL learners' word knowledge enrichment leading them to attain more satisfying academic achievements. In the light of the Quizlet application, EFL learners are granted with limitless freedom to continue mastering a particular number of novel words in line with their vocabulary learning paces, interests, needs, and levels. By habituating EFL learners to these customized vocabulary learning activities, they will feel less pressurized while taking various kinds of vocabulary tests and challenges since there are no compelling regulations requiring them to master the targeted words at once. Sari et al. (2020) have likewise noted that it is of utmost importance for second language educators to apply Quizlet application at the onset of their vocabulary classroom vicinities to promote more convivial vocabulary learning climates to all learning community members. Another vocabulary learning advantage that can be potentially promoted by the Quizlet application is the robust entrenchment of self-regulation. Given that the Quizlet application is presented with various interactive, collaborative, and authentic learning features, EFL learners are more motivated to conduct independent vocabulary learning reviews outside the regular vocabulary classroom contexts. This lifelong learning character indirectly helps EFL learners to become more knowledgeable target language academicians inculcating a richer repertoire of advanced words. Kawaguchi (2021) contends that the Quizlet application plays a crucial role in the

process of establishing EFL learners' self-regulation by which they are highly desirous of conducting deeper explorations of each single word having been obtained.

To ascertain the best implementation of the Quizlet application, second language teachers need to be more aware of EFL learners' vocabulary knowledge areas in need of constant development. By infusing this in-depth vocabulary development analysis, second language educators will be more skillful at devising a vast array of vocabulary topics and activities compatible with EFL learners' vocabulary learning needs, preferences, and levels. The above-suggested input is corroborated by Aprilani and Suryaman (2021) affirming that during the incorporation of the Quizlet application, second language educationalists ought to embed suitable vocabulary classroom learning activities fitting best for EFL learners' existing vocabulary knowledge growth by which they will redouble more effortful actions to improve some pinpointed drawbacks in their specific vocabulary learning areas. It is worth mentioning that amidst Quizlet application implementation, second language learning instructors should be open-minded to embrace various kinds of supportive, innovative, and effective vocabulary pedagogical approaches. By becoming more insightful toward heterogeneous vocabulary learning strategies, second language teachers are more likely to support EFL learners' entire vocabulary learning progressions. Through differentiated vocabulary learning approaches, EFL learners can acquire more optimum word retention as the internalization of these adjustable methods is suitable for their unique vocabulary learning styles. This fundamental vocabulary learning principle corresponds with Cantika et al. (2023) who believe that Quizlet application can work maximally when second language educators are sufficiently eager to embrace a wide variety of contextualized vocabulary pedagogical methodologies completely fulfilling EFL learners' distinctive vocabulary learning uniqueness.

Five previous studies mutually interlinked with technological-based learning tools in modern second language vocabulary learning enterprises have been conducted. The first study was initiated by Hasram et al. (2021) mentioning that the great majority of Malaysian EFL learners experienced a higher degree of vocabulary enjoyment after being introduced to Word wall online games in which they had positive competition with other learning counterparts. Maenza and Gajić (2024) unfolded that a vast number of Serbian EFL learners were keen on harnessing the WordUp application in their personalized vocabulary learning process by which they gradually acquire various advanced new words. Parinduri (2023) highlighted the critical importance for Indonesian second language vocabulary learning instructors to capitalize on the

Quizizz application in their regular classroom learning dynamics to significantly increase EFL learners' activeness while taking part in varied vocabulary learning activities. Sibatuara (2021) advised second language teachers in Indonesia to start equipping EFL learners with the decent accompaniment of Kahoot media in their daily vocabulary learning enterprises as an actual effort to bring about more remarkable vocabulary knowledge improvement for long periods. In the last study, Warmansyah et al. (2024) highly recommended Indonesian second language educationalists to concatenate the utilization of well-structured vocabulary teaching methods along with the meaningful presence of Duolingo application through which EFL learners will be better supported to master various challenging new words easily by learning the simplest lexical forms in the first place. All these five previous technological-based learning platforms studies have not exhaustively investigated the beneficial values of activating the Quizlet application to escalate EFL learners' vocabulary knowledge growth. To that end, there is an urgency for the researcher to enforce this present small-scale library study to dismantle various advantageous values brought about by the Quizlet application to remarkably foster EFL learners' vocabulary knowledge to more advanced development. Two major reasons motivated the researcher to initiate this library-based qualitative study. First, we all are now living in an ever-changing era where digitalization has reformed our ELT enterprises. Hence, it is becoming progressively essential for second language educators to be more erudite in terms of utilizing proper digital learning platforms and maximizing particular technological tool benefits to the fullest potential. The second reason deals with the revitalization of our curriculum systems whereby educational stakeholders should begin equipping second language teachers with a series of intensive technological-based digital learning tools in these modern classroom learning situations. By doing so, second language educationalists will no longer feel uneasy in conducting active integration of certain technological learning tools in their habitual educational enterprises as they have gradually become more ingenious technological users. To holistically embody all these aforementioned study objectives, the researcher made a venture to discover precise responses to this proposed research problem: what are the beneficial values of activating the Quizlet application as an attempt to escalate EFL learners' vocabulary knowledge growth?

METHODS

The researcher actuated this library-based qualitative study with the support of a thematic analysis approach to generate more reliable, relevant and contextualized research findings. These rewarding outcomes may take place since the researcher subsumed the designated findings into some main pertinent themes. Braun and Clarke (2021) state that with the limelight of a thematic analysis approach, the researchers can potentially yield more robust, relatable, and applicable research results since all the specifically-reviewed findings have been categorized into some major-specific themes. To ascertain the optimal employment of a thematic analysis approach, the researcher concurrently applied an open-coding approach. With the help of an open-coding approach, the researcher would not have tough moments to cluster all the data into accurate categories by which he could spot various kinds of unintended data discrepancies. This advantageous value is positively linked to Nowell et al. (2017) averring that under the guidance of an open-coding approach, the researchers will have broader opportunities to produce more precise findings as they are capable of unearthing a vast array of unwanted incongruences among the particular analyzed data.

There are two main aspirations upon the completion of this small-scale library investigation. Firstly, the researcher hoped that second language educational stakeholders would work collaboratively with teachers and curriculum developers to devise new curriculum enactment reinforcing the maximum utilities of technological-based learning tools in these modern classroom learning vicinities. By doing so, EFL learners are more likely to gain meritorious learning rewards. Secondly, the researcher expected that second language educators would be willing to enforce significant breakthroughs in their daily-based learning enterprises with the accompaniment of innovative, sophisticated, and meaningful technological tools. By actualizing the above-mentioned objective, EFL learners will be more highly desirous of fostering their target language competencies and elements to the greatest potential.

To release more trustworthy and evidential-based findings, the researcher thematically analyzed the findings from 30 previous Quizlet application journal articles. These 30 prior studies were taken from various reputable international and national journal article platforms. The range of these articles' publication years is from 2018 to 2024. By incorporating all these stipulated considerations, the researcher is more likely to provide a glimpse of influence for second language educationalists who are willing to provoke better-facilitated English learning

dynamics in the light of proper technological tools internalization. For the data explanation stage, the researcher substantiated his descriptive finding delineations with the accompaniment of prior compatible results and technological-based learning theories. By embodying the above-mentioned step, the designated educational parties will instill a higher level of assurance while evaluating their daily vocabulary classroom activities. This laudable attitude can be entrenched as all the descriptively-depicted findings are specifically based on previous research-informed decisions.

RESULTS AND DISCUSSION

The researcher stipulated two major research themes after the accomplishment of comprehensive thematic analysis on 30 prior Quizlet application studies: (1) Quizlet application promoted more enjoyable vocabulary learning experiences, and (2) Quizlet application helped EFL learners to master various challenging new words easily. Given the fact that this library-based qualitative study was specifically manifested in descriptively-based finding reports, the researcher attempted to augment his detailed reports with the accompaniment of robust digital learning theories and findings. More in-depth descriptive data delineations are seen in the following lines.

Figure 1. Quizlet Application Promoted More Enjoyable Vocabulary Learning Experiences

Theme 1	Studies
Quizlet application promoted more enjoyable vocabulary learning experiences	Aprilani and Suryaman (2021); Anjaniputra and Salsabila (2018); Çinar and Arı (2019); Al-Malki (2020); Okkan and Aydın (2020); Setiawan and Putro (2021); Bayaksud et al. (2024); Prayogi and Wulandari (2021); Hong and Du (2021); Wulandari and Irfiani (2023); Cantika et al. (2023); Çaparlar and Yünkül (2024); López et al. (2022); Sudrajat (2022); Dung and Loan (2022).

The Quizlet application can be one of the major driving forces for EFL learners to experience more enjoyable vocabulary learning experiences. One of the plausible reasons for this commendable educational event is the dissemination of enriching vocabulary knowledge from other supportive learning community members. As EFL learners continuously encounter

various challenging novel words while partaking in some vocabulary learning activities, the Quizlet application helps establish mutual, solid, and collaborative group discussions, which in turn, enables EFL learners to obtain a more profound understanding of these words' categories, definitions, and functions. This assertion is closely interlinked with Okkan and Aydın (2020) discovering that the predominant number of Turkish EFL learners experience the fullest development of their vocabulary growth amidst Quizlet application integration wherein they are deliberately allowed to conduct meaningful group discussions with their entrusted learning companions. Quizlet application simultaneously immersed EFL learners in limitless vocabulary learning environments. Meaning to say, EFL learners will have limited access to relearn the specifically-addressed vocabulary materials anytime and anywhere. With the presence of more flexible vocabulary learning environments, EFL learners are more likely to enjoy their whole word exploration as they can review all vocabulary topics in line with their current learning paces. This influential benefit aligns with Prayogi and Wulandari (2021) uncovering that the vast majority of Indonesian Senior High school students seemed to experience a higher degree of vocabulary learning enjoyment after being introduced to the Quizlet application while they are not being forced to master various newly obtained words at the present moments. When EFL learners cultivate a higher level of vocabulary learning enthusiasm through the optimal incorporation of the Quizlet application, they are more inclined to showcase more supportive, positive, and active learning behaviors while partaking in a wide variety of vocabulary learning enterprises. As an effect, EFL learners will succeed in obtaining satisfying vocabulary learning achievements. Hong and Du (2021) unraveled that most Vietnamese EFL learners have completely attained more gratifying vocabulary learning outcomes after being exposed to the Quizlet application where they subconsciously inculcated proactive learning characteristics in the long run.

It is interesting to note that the Quizlet application is concurrently helpful for alleviating EFL learners' excessive foreign language learning anxiety. Simply speaking, the Quizlet application enables EFL learners to become more optimistic knowledge seekers while encountering varied taxing vocabulary learning obstacles. This advantageous value is not happening by accident as EFL learners incessantly obtain various kinds of immediate, constructive, positive, and meaningful feedback from the Quizlet application upon the completion of their vocabulary learning activities. Wulandari and Irfiani (2023) strongly suggested second language teachers start implementing the Quizlet application at the outset of

their regular classroom activities to address various kinds of useful and enriching suggestions leading EFL learners to undergo better-facilitated vocabulary learning dynamics in their impending events. In Quizlet application, EFL learners tend to infuse a higher degree of eagerness and autonomy to forge their vocabulary knowledge to the greatest development. The cultivation of this admirable learning attribute happened since EFL learners consistently attempt their best efforts to achieve the highest vocabulary game leaderboards, particularly while competing with other classmates. Cantika et al. (2023) highly prompted second language educators to capitalize on the proper use of Quizlet application while involving EFL learners in real-time vocabulary learning activities as a constant attempt to increase rigorous and positive competitive atmosphere directing them to maximize their word retention to the greatest growth.

Figure 2. Quizlet Application Helped EFL Learners to Master Various Challenging New Words Easily

Theme 2	Studies
Quizlet application helped EFL learners to master various challenging new words easily	Sanosi (2018); Nguyen et al. (2021); Waluyo and Bucol (2021); Pham (2022); Avisteva and Halimi (2021); Setiawan and Wiedarti (2020); Aksel (2021); Chaikovska and Zbaravska (2020); Van et al. (2020); Platzer (2020); Ho and Kawaguchi (2021); Tanjung (2024); Fan and Pianchana (2024); Minh et al. (2022); Novitasari and Prijambodo (2022).

The Quizlet application can be one of the propelling forces for EFL learners to master various challenging new words easily. One of the factors evoking this positive vocabulary learning experience pertains to EFL learners' abilities to orchestrate a vast array of efficient strategies best resolving their present vocabulary learning hindrances. This admirable learning behavior is well-entrenched since the Quizlet application ceaselessly exposed EFL learners to moderately challenging vocabulary learning activities through interactive quizzes and games. This beneficial advantage is closely interlinked with Waluyo and Bucol (2021) revealing that the great majority of Thailand EFL learners have progressively transfigured into more strategic decision-makers and efficient problem solvers after being immersed in the Quizlet application wherein they learned extensively to deploy a wide range of meaningful strategies working most

appropriately to overcome their presently-situated vocabulary learning hurdles. After turning into more strategic academicians, EFL learners will be more vibrant in conducting in-depth vocabulary learning reviews even though they are not commissioned by their teachers. By continually habituating this commendable vocabulary learning habit, EFL learners insistently possess a higher level of intellectual curiosity while encountering various kinds of novel words. The above-elucidated conception is in parallel with Pham (2022) who unravelled that most Vietnamese EFL learners have been more persistent at conducting critical self-vocabulary learning reviews in their regular routines amidst Quizlet implementation through which they will become more well-rounded target language academicians. Given the condition that the Quizlet application presented a vast array of interesting, interactive, and collaborative learning features, EFL learners are more skillful at recalling the meanings of some newly obtained words. Compared to conventional vocabulary learning methods like rote memorization, the Quizlet application imparted more holistic vocabulary learning dimensions to EFL learners. For instance, EFL learners will be put at ease to memorize some unfamiliar words with the continuous display of relevant symbols, pictures, and sounds. All these unique digital learning characteristics are harmonious with Ho and Kawaguchi (2021) adducing that Australian EFL learners no longer encounter laborious obstructions in memorizing some peculiar words in which a wide variety of relatable pictures, symbols, and sounds are consistently integrated within Quizlet application.

In light of the Quizlet application, second language educators are more skilled at addressing more understandable and comprehensive vocabulary learning instructions to EFL learners. After receiving apprehensible and in-depth vocabulary learning instructions, EFL learners can pay more profound attention to relearning some difficult words. In effect, they will have wider opportunities to obtain more fruitful vocabulary learning outcomes. Tanjung (2024) postulated that it is of foremost importance for second language educationalists to begin ensuring the efficient usage of Quizlet application in their daily-based vocabulary classroom surroundings in which more obvious and understandable vocabulary learning instructions will supportively assist EFL learners' progressive vocabulary knowledge development. Quizlet application synchronously allowed promising pathways for EFL learners to become more highly achieving target language users. One probable merit potentially achieved through the Quizlet application is EFL learners are more willing to conduct profound vocabulary learning evaluations. With the realization of exhaustive vocabulary learning reflections, EFL learners

will excel more in some vocabulary areas that need further development. This coveted vocabulary learning reward may take place since EFL learners have been more aware of their particular vocabulary learning strengths and weaknesses. This ultimate beneficial value is in agreement with Fan and Pianchana (2024) who highly recommended second language teachers equip EFL learners with the decent internalization of Quizlet in their daily vocabulary classroom circumstances by which they are more prone to maintain their satisfying vocabulary learning performances due to the significant diminution of some unnecessary vocabulary learning mistakes.

CONCLUSIONS and Recommendations

Put all the thematically reviewed results together, second language educationalists should start prioritizing the optimal utilization of the Quizlet application at the commencement of daily vocabulary teaching-learning enterprises. This immediate technological learning tool actualization will matter most for the continual promotion of enjoyable vocabulary learning activities in which EFL learners feel less stressful while exploring a richer repertoire of novel words in the long run. In a similar vein, the Quizlet application simultaneously allows positive trajectories for EFL learners to master various challenging new words effortlessly. This supportive vocabulary learning facilitation is prompted by the enforcement of varied captivating, interactive, collaborative, and authentic vocabulary learning features contained in the Quizlet application, which in turn brings about limitless boundaries and periods for EFL learners to conduct intensive regular reviews toward every single new word having just been learned. For the significant betterment of the prospective library investigations, it will be more beneficial for the prospective researchers to replicate the identical model forming in this study by exploring some specific features of the Quizlet application that may be contributable to EFL learners' vocabulary knowledge progressions. With the realization of this suggested advice, second language educators will be more conscientiously selective while making use of some Quizlet features in their vocabulary learning process. It is worth noting that future researchers need to reveal some particular drawbacks of implementing Quizlet application in these ever-changing vocabulary-learning enterprises. By carrying out this forthcoming research action, second language educators will possess richer technological-based learning tool alternatives in worst cases that Quizlet application does not work in corresponding ways to induce remarkable vocabulary knowledge improvement among EFL learners. Irrespective of all these inescapable

shortcomings, the thematically categorized research results helped to bring some influential enlightenment and breakthroughs for second language learning instructors aspiring to ensure exceptional vocabulary knowledge development among EFL learners.

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