

STUDENTS' ATTITUDES TOWARDS QUIZLET IN ENGLISH VOCABULARY LEARNING

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ABSTRACT

This paper reports a study on students' attitudes towards an online learning platform, Quizlet, in English vocabulary learning. Three research questions were raised, namely: (1) How are the students' attitudes towards Quizlet in English vocabulary learning? (2) What influence do the students' attitudes have on their English vocabulary learning using Quizlet? and (3) How does Quizlet facilitate the students' English vocabulary learning? This qualitative study used a questionnaire and an interview to investigate students' attitudes towards Quizlet in their English vocabulary learning. Twenty students were involved in the questionnaire and six students in the interview. Three major findings are concerned with the students' attitudes toward Quizlet; the influence of the students' attitudes towards their English vocabulary learning using Quizlet; and how Quizlet facilitates their English vocabulary learning. Findings indicate that (1) students' attitudes were all positive, deriving from their opinions, thoughts, feelings, and experiences towards Quizlet; (2) the positive attitudes gave encouragement to their English vocabulary learning; and (3) Quizlet facilitated the students' English vocabulary learning through its features, namely, Card, Study, Game, and Test modes. Based on these findings, some suggestions are offered. First, for the students to pay more attention to the learning platform they use to learn, such as Quizlet. Second, for the teacher, lecturer, and Study Program to pay more attention to the students' positive attitudes towards a particular learning platform and to utilize more Quizlet for learning. Third, it is suggested that future researchers investigate how far Quizlet facilitates English vocabulary learning via pretest and posttest.

Keywords: English vocabulary, Quizlet, students' attitudes

INTRODUCTION

Learning a second language is not as easy as it is seen when the learner has also acquired their first language, which sometimes drives them into such interference. It is undoubtedly believed that there are many new and interesting ways of learning in the educational field, including the use of technology. Moreover, English is one of the compulsory second language subjects in Indonesia. There are four skills required in learning English, such as reading, writing, speaking, and listening. Thus, vocabulary is one particular knowledge that deals with the body of words used in a particular language. According to Asgari and Mustapha (2011), "One of the most important challenges that learners will face during the process of second language learning is learning vocabulary. Learners' insufficient vocabulary knowledge causes difficulties in second language learning" (p. 84). Nowadays, there are some techniques to learn

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vocabulary; one of the techniques is through the use of technology. The advancement of online education is regarded as a positive transition for any educational field in the twenty-first century, and it is also regarded as having a high potential to encourage teaching and learning aspects in this digital era.

As a result, technology helps to facilitate learning and improve students' performance by creating, using, and managing appropriate technological processes and resources. For example, there is an online learning application, namely Quizlet (<https://quizlet.com>). Moreover, Quizlet is one of the online learning media that comes from America. This website provides the students' flashcards as the main feature. Therefore, the flashcards are completely equipped with images, diagrams, various languages, or audio in order to facilitate students' learning. Quizlet also provides a variety of games and tests in line with the flashcards. In this study, there are three major issues, namely: students' attitudes towards Quizlet; the influence of attitudes on students' learning; and how Quizlet facilitates the learning. Using technology as a new learning tool for students is believed to be a powerful way to fulfil the demand for 21st century learning. In accordance with the topic, three research questions are formulated: (1) How are the students' attitudes towards Quizlet in English vocabulary learning? (2) What influence do the students' attitudes have on their English vocabulary learning using Quizlet? and (3) How does Quizlet facilitate the students' English vocabulary learning?

LITERATURE REVIEW

Technology in Education

Adapting to 21st century learning, the use of technology in any educational field is now a common thing. According to Lambert and Cuper (2008), the younger generation today is familiar with the use of any type of multimedia tool. Besides, according to Beetham and Sharpe (2007), "Learners have increasing opportunities to take their learning from place to place, in the form of e-portfolios and learning records, and to make choices about how, when, and where they participate in education" (p. 5). This means that the use of technology can facilitate the learners in an efficient way since the learning is not limited to a particular place. As stated by Beetham and Sharpe (2007), the advantage of using technology in such a learning activity can also help the teacher pay full attention to the students' needs:

Classroom teaching with minimal equipment allows us to tailor our approach to the immediate needs of learners. Tutors can quickly ascertain how learners are performing, rearrange groups and reassign activities, phrase explanations differently to help learners understand them better, guide discussion, and ask questions that challenge learners appropriately. (p. 7).

According to Beetham and Sharpe (2007), it is undoubted that the lesser use of any teaching equipment and media in learning causes teachers to spend extra time approaching the students to understand whether they have learning difficulties or not. Besides, learning technology advancement enables teachers to redesign learning activities that are suitable for students' needs.

However, behind those brilliant ideas about the technology used in learning, there is also an argument standing against the use of advanced technology in any learning activity. In some rural areas, there are still many teachers who find it difficult to deal with learning technology use since they do not have experience of using technology in learning (Papert, 1993). In other words, there is still a lack of learning technology literacy among some teachers.

In addition, Lambert and Cupper (2008) also argued that technology used in learning requires the fulfilment of the 21st century demand:

With new demands for meaningful and contextual application of technology in classrooms, teacher preparation becomes both increasingly important and increasingly challenging as teacher

educators seek new ways to integrate 21st-century skills, nonlinear thinking skills, and digital-age reflections into coursework (p. 265).

From the previous argument, it can be revealed that teachers who use technology in their learning activities cannot apply technology in the same way they use other learning media. Learning with the advance of technology requires teachers to prepare the learning in order to reach the contextual and meaningful one. That is why this kind of learning media is a challenging thing for any educator.

Web-based Learning System and Tool

The specific use of an advanced technology in learning activity comes with the emergence of web for learning that is called as web-based learning. The web-based learning provides such particular learning platform for learning as proposed by Storey, Philips, Maczewski, and Wang (2002), "Web-based learning tools provide integrated environments of various technologies to support diverse educators' and learners' needs via the Internet" (p. 91). In line with the previous statement, Yu, Liu, and Chan (2005) also proposed that in this twenty-first century learning, technologies including web-based learning systems seem propitious for learning.

Web-based learning tool also sets a particular goal to be reached in the learning process. According to Storey, Philips, Maczewski, and Wang (2002), "The goal of these tools is to enhance face-to-face instruction and to deliver distance-learning courses" (p. 91). It implies that web-based learning is especially created to facilitate the learning in a distance. Talking about the system used in web-based learning, Paolucci (1998) states, "The use of web-based learning systems has been claimed to promote a higher level of comprehension development because it requires the association and linking of different ideas and information rather than simply recalling facts and data" (as cited in Lo, Chan, & Yeh, 2012, p. 210). One of the advantages drawn from web-based learning system is that the contextual learning which develops the way a particular learning is being processed; thus, learning does not only focus on remembering a particular thing. In addition, Lo, Chan, and Yeh (2012) also claim about the beneficial thing from web-based learning that encourages the students to learn:

An effective web-based system creates an attractive presence that meets learning objectives such as attracting students to the system, making the system interesting enough for students to stay and explore, convincing students to follow the system's links to obtain information, and creating a knowledge structure consistent with the system's desired image. It is important to give students alternative ways to learn. (p. 210).

Based on the statement derived from Lo, Chan, and Yeh (2012), it can be said that the use of web-learning can motivate students from the very first appearance of the web used for learning. Web-based learning also creates an attraction for users. Therefore, students will be encouraged to continue exploring their learning through the web to find out any information to be constructed on their own learning. However, it was pointed out that when the knowledge provided in web-based learning systems is created inconsistently, some students will tend to fail during the process of getting the idea from any given information because they are free to construct their own learning through exploring the web course (Brown, 1998 as cited in Lo, Chan, & Yeh, 2012).

Students' Attitudes

To begin with the theory of attitudes, Allport's (1935) defined, "Attitude is a state of an individual's mind that has resulted through experience and directs how that individual should respond to an object or situation that is related to or associated with it" (as cited in Eshun, 2014, p. 2). As the participants of a particular learning activity, students surely have their feelings and even opinions about the learning they have been through.

Mensah, Okyere, and Kuranchie (2013) also state, "Attitudes are formed as a result of some kind of learning experience students go through" (p. 132). Regarding the previous idea, attitudes of students can also be known from students' experiences during their learning process of a particular object. In the same token, Berteau (2009) states, "Thus, the attitude can be positive, if the new form of education fits the students' needs and characteristics, or negative, if the student cannot adapt to the new system, because he does not have the set of characteristics required" (p. 418). Then, Maio and Haddock (2010) proposed, "These are the cognitive component, the affective component, and the behavioral component" (as cited in Mensah, Okyere, & Kuranchie, 2010, p. 133).

To learn more about the cognitive component of attitude, click here. An attitude deals with the way someone has a thought or belief towards a particular object. The second component of the affective component of attitude mainly focuses on the personal feelings and emotions of someone towards a particular object. The last component, which is a behavioral component of attitude, commonly deals with the response given by someone towards a particular object (Eagly & Chaiken, 1993; Maio & Haddock, 2010, as cited in Mensah, Okyere, & Kuranchie, 2010: 133). Related to the attitudes towards e-learning or any web-based learning system, Berteau (2009) states, "Students' attitudes towards e-learning are influenced by its perceived advantages and disadvantages. The schedule flexibility is, without a doubt, an important advantage; the student could learn no matter his location, no matter the time, as long as he has an Internet connection" (p. 419). Deriving from the previous statement by Berteau (2009), the students' attitude or feelings towards e-learning can be seen from the advantage and also the disadvantage of e-learning with its tools. However, the disadvantage commonly makes the students show a negative attitude for some particular reason.

In addition, Carpenter, Boster, and Andrews (2013) add, "Although two people might have the exact same valence, that attitude might serve very different functions for each person" (p. 104). Regarding the previous statement, it means that someone's personal thoughts and feelings can be different from another's even though they are about the exact same thing. In addition, Liaw (2000) claims, "Having a positive attitude to virtual learning leads to more motivation" (as cited in Fini, 2008, p. 253). Based on the previous statement from Liaw (2002), the positive attitude shown in students' attitudes can motivate students in their e-learning activities. It is known that a positive attitude commonly leads the learner to an enjoyable atmosphere of learning using e-learning tools like Quizlet. Positive attitude is thought to be such an encouragement for students to be curious about what they will do with the e-learning tool that it will quickly create their interest in using Quizlet. There are several reasons that affect students' attitudes, such as emotion, goal, direction, strength, and consistency (Anderson, 1994 as cited in Ashaari, Judi, Mohamed, & Wook, 2011). As it is seen, those five components have their own function that influences the attitudes shown by students towards particular learning.

Therefore, an attitude is formed by the person's personal experience. Then, the personal experience will show such a response towards a particular thing related to the experience he or she has had previously. In addition, there are another six components of students' attitude: affective, cognitive capability, value, difficulty, interest, and effort (Schau, 2003 as cited in Ashaari, Judi, Mohamed, & Wook, 2011, p. 288). Based on the previous statement, one of the components that will be discussed is interest. According to Ashaari, Judi, Mohamed, and Wook (2011), "Interest is a component assessing students' tendency towards the subject" (p. 288). Based on the previous statement, it can be concluded that interest deals with how students react and respond to the learning tool used. However, students' attitudes towards learning are not always on the positive side regarding the negative feelings that appear when students use any web-based learning tool. In addition, the negative feelings can also come from the lack of human interaction during learning. Therefore, the role of teacher is also needed to set up the learning ambience (Berteau, 2009: p. 218). In conclusion, the way of thinking, feeling, and behaving are the basic components of attitudes. Hence, three of the components are combined into an attitude towards a particular thing.

English Vocabulary Learning

Vocabulary is one of the skills that learners should be capable of. Therefore, vocabulary is an essential aspect of any language learning process (Ghazal, 2007). Ghazal (2007) says further, "Words are the building blocks of a language since they label objects, actions, and ideas without which people cannot convey the intended meaning" (p. 84). Moreover, vocabulary has two mastery types, namely receptive and productive.

Besides the importance of vocabulary acquisition in L2 learning, Meara (1982) reports the students' opinion toward their difficulty in vocabulary acquisition.

This neglect is all the more striking in that learners themselves readily admit that they experience considerable difficulty with vocabulary, and once they have gotten over the initial stages of acquiring their second language, most learners identify the acquisition of vocabulary as their greatest source of problems (as cited in Lawson & Hogben, 1996, p. 102).

Regarding the previous statement by Meara (1982), the learner also finds out the difficulty of acquiring the vocabulary, especially when it comes to the moment when they start their L2 learning. In line with the previous vocabulary difficulty distinctions, there are another three distinctions, namely general vocabulary, technical vocabulary, and academic vocabulary (Schmitt, 2010, p.75).

In learning vocabulary, learners are expected to conduct an analysis of the words' meanings they will obtain in order to initiate the working memory construction (Lawson & Hogben, 1996). As Schmitt (1997) reported, "Research has shown that many learners do use more strategies to learn vocabulary, especially when compared to such integrated tasks such as listening and speaking" (as cited in Ghazal, 2007, p. 84). On the contrary, learners have the tendency to take the basic strategy of vocabulary acquisition (Schmitt, 1997 as cited in Ghazal, 2007).

There are some strategies for vocabulary acquisition listed: metacognitive, cognitive, memory, and activation strategies (Gu & Johnson, 1996 as cited in Ghazal, 2007). As mentioned previously, the first strategy used deals with metacognitive strategies. Gu and Johnson (1996) address, "Metacognitive strategies consist of selective attention and self-initiation strategies" (as cited in Ghazal, 2007, p. 85). Then, Gu and Johnson (1996) also add, "Cognitive strategies entail guessing strategies, skilful use of dictionaries, and note-taking strategies" (as cited in Ghazal, 2007, p. 85). Therefore, in guessing, learners will focus on using their existing knowledge with the additional clues in the sentences to predict what the particular words mean. The next idea comes from Johnson and Gu (1996), "Memory strategies are classified into rehearsal and encoding categories" (as cited in Ghazal, 2007, p. 85). Talking about rehearsal, it deals with how often learners train themselves with vocabulary exercises and the word list. Therefore, Johnson and Gu (1996) state, "Encoding strategies encompass such strategies as association, imagery, visual, auditory, semantic, and contextual encoding as well as word structure (i.e., analyzing a word in terms of prefixes, stems, and suffixes)" (as cited in Ghazal, 2007, p. 85).

Johnson and Gu (1996) also explain, "Activation strategies include those strategies through which the learners actually use new words in different contexts" (as cited in Ghazal, 2007, p. 85). Based on the idea stated previously, in activation strategies, learners will be able to acquire the vocabulary of their L2 with the habit of using the new words they have just learned in their sentence writing; thus, this idea is believed to facilitate them in acquiring the new word. The use of vocabulary learning strategies proposed previously, however, should also have such consideration in some aspects. It is known that the use of a particular strategy should also take a look at some variables in the learning activity in order to fulfil the learner's needs. Furthermore, Nation (2001) discusses factors to consider when developing vocabulary learning strategies for students.

Finally, teachers should bear in mind that learners need to understand the goal of each strategy and the conditions under which it works best. Learners also need enough practice to feel confident and proficient in using strategies. Therefore, teachers should provide ample time for strategy training (as cited in Ghazal, 2007, p. 88).

Regarding the idea proposed by Nation (2001), it is clearly known that the role of a teacher in the learning activity is expected to be able to ensure whether the students really catch the idea of what is being learnt.

Quizlet as a Digital Tool to Learn English Vocabulary

Following the 21st century learning demand means that the learning should be ready to be set on the technology-advanced learning in which the learning will be facilitated with technology. Computer Assisted Language Learning (CALL) is mostly known as the new way of vocabulary learning that involves the use of technology in classroom learning. Thus, there does not seem to be any technical problem since technology has started to be used in common (Anjaniputra & Salsabila, 2018). Therefore, it means that the use of technology has started to be indispensable for any kind of activity lately. According to Anjaniputra and Salsabila (2018), "One of the realizations of CALL recently prevailing, especially for vocabulary learning, is by using Quizlet, which is a new sophisticated tool specifically designed for learning vocabulary" (p. 2).

To introduce more about Quizlet, Anjaniputra and Salsabila (2018) state, "Quizlet is a website that allows users to learn vocabulary by means of flashcard sets using a variety of game-like learning tools" (p. 2). Therefore, the use of free flashcards provided in Quizlet will encourage the students as vocabulary learners to be able to recognize the new words in the word-bank easily through the useful flashcards. In line with the previous statement about flashcards, Davie and Hilber (2015) also proposed, "Digital flashcards have the advantages of supporting multimedia (e.g., audio files as well as text or pictures) and can also monitor and store the learner's progress" (p. 71). To describe Quizlet more, this game-like learning tool consists of two main parts, namely, study and play. In this study, there are five features provided, such as Learn, Flashcards, Write, Spell, and Test. Learn deals with familiarization; Flashcards provide additional information about specific topics; Write encourages users to write about the description shown; Spell provides spelling practice; and Test is used for learning assessment (Anjaniputra & Salsabila, 2018).

In the meantime, play consists of matches, gravity, and live. Live is used to any kind of matching practice about a particular definition. Gravity deals with the answers before the meteor hits. The user will be able to compete among several groups to answer the questions live (Anjaniputra & Salsabila, 2018).

In accordance with its purpose, Quizlet also gives the user beneficial advantages for the user, such as increasing learners' performance, engagement, autonomy, interest, and also learning motivation (Anjaniputra & Salsabila, 2018). Therefore, it means that Quizlet does not only facilitate the students in terms of learning tools but also encourages them to be interested in the learning activity. In addition, it was found that during the use of Quizlet for vocabulary learning, 100% of the learners claimed that Quizlet was a useful, convenient tool and user-friendly. Then 68% believed that Quizlet helped them to learn new words and 81% assumed that it also facilitated their retention. Finally, 75% of learners confirmed that they were able to recall their previous vocabulary and produce it in spoken and written form (Bueno-Alastuey & Nemeth, 2020).

On the contrary, there are also several disadvantages to the use of Quizlet as a learning tool. The first obstacle comes from Barr (2016), who once stated the overload work of things students have to finish in order to accomplish the task provided in the Quizlet (as cited in Anjaniputra & Salsabila, 2018, p. 3). Regarding the statement by Barr, the tasks provided in Quizlet can make students work a bit hard to accomplish their assignment. In line with the previous idea, Káleck (2016) argues about the acceptance of the exact same answer in Quizlet, saying that it makes students lack creativity in exploring their ideas (as cited in Anjaniputra & Salsabila, 2018, p.3). In the same token, Káleck (2016) also adds that the use of such a learning tool will be fully dependent on the internet connection, phone memory, and the battery (as cited in Anjaniputra & Salsabila, 2018, p. 3). However hard the obstacles are, the implementation of the advanced technology that engages the students when they learn vocabulary is key.

RESEARCH METHODS

This current study used qualitative data that focused on questionnaire and interview results. According to Ary, Jacobs, Razavieh, and Sorensen (2010), "Qualitative studies are a distinctive type of research in education and the social sciences that can produce vivid and richly detailed accounts of human experience" (p. 446).

This study involved 20 students from the vocabulary class of the English Education Study Program at a private university in Yogyakarta. Regarding the requirement of the sampling that the respondents must be the ones who are currently using Quizlet in their even semester, 20 respondents were involved in the questionnaire and six students in the interview based on their negative and positive attitudes towards their questionnaire answers.

This current study took verbal data as both the questionnaire's results and the interview's results. The primary sources of data were the questionnaire and interview results. Meanwhile, the secondary data was the previous studies of students' attitudes towards the use of Quizlet discussed in the previous section. In this study, there were two kinds of instruments, namely: questionnaire and interview.

The questionnaire was open-ended and closed-ended, providing an opportunity for the respondents to express their opinion and feelings towards the use of Quizlet. Open-ended questions help to facilitate the spontaneous responses from each respondent, whereas close-ended questions help to avoid the bias that may come from suggesting responses to respondents (Reja, Manfreda, Hlebec, & Vehovar, 2003). There were thirteen questions adapted from the studies by Davie and Hilber in 2015; Mensah, Okyere, and Kuranchie in 2013, Eagly & Chaiken in 1993, Berteau in 2009, and Liaw in 2000 within the same fields on students' attitudes and the use of technology in learning.

A structured interview was conducted with six interviewees in order to understand the students' attitudes deeper. In addition, the structured interview allows the researcher to get certain information from the interviewees because each of them was asked the same set of questions but in a different sequence (Ary, Jacobs, Razavieh, and Sorensen, 2010). Nine adapted questions were taken from studies by Bueno-Alastuey and Nemeth in 2020, Berteau in 2009, Schau in 2003, and Eagly and Chaiken in 1993 within the same fields on students' attitudes and e-learning.

In this current study, the data collection was done in some steps. The first step was to collect the first data from the questionnaire via Google Form, and then the researcher gave several days to the respondents to fill in the questionnaire. Moreover, it took the researcher a week to analyze and categorize the questionnaire results in order to find six interviewees.

The second step was conducting an interview in Zoom Meeting with six students who gave positive and negative attitudes. Then, each interviewee was given around ten to fifteen minutes to answer the questions.

In analyzing the data, the researchers followed the following procedures: According to Ary, Jacobs, Razavieh, and Sorensen (2010), "The first step in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved" (p. 481). The researchers then took a moment to re-read the questionnaire results and categorize them into the topical questions given in the questionnaire in order to make the results easier to learn about.

The second step was programming. According to Ary, Jacobs, Razavieh, and Sorensen (2010), "After familiarizing yourself with the data and organizing them for easy retrieval, you can begin the coding and reducing process. This is the core of qualitative analysis and includes the identification of categories and themes and their refinement" (p. 483). Coding and reducing were done to categorize the result. The coding for the questionnaire result, the data was categorized as the positive attitudes towards Quizlet (*increasing learners' performance, engagement, autonomy, interest, and learning motivation*) and the negative attitudes (*overload work, acceptance of the exact same answer only, and the need for internet connection, phone memory, and battery*). Therefore, the coding for the interview was students' experience of using Quizlet (*a useful and convenient tool to acquire new vocabulary; it is user-friendly,*

helps to learn new words, facilitates retention, and helps to recall the words and produce them in spoken and written form).

The last step was interpreting and representing the data. According to Ary, Jacobs, Razavieh, and Sorensen (2010), "Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations" (p. 490). The coded data was interpreted in the discussion. Therefore, the data code was developed and collaborated with the chosen theories developed in the previous section.

FINDINGS AND DISCUSSION

Findings

Students' Attitudes

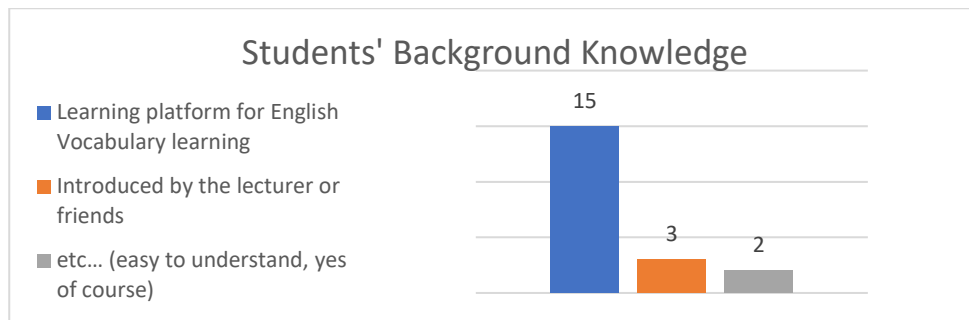


Figure 1. Students' Background Knowledge towards Quizlet

The first finding found that most of the respondents answered that Quizlet was a *learning platform* that helped them to learn English vocabulary. Three respondents wrote that they knew Quizlet from *their lecturer who shared it in the classroom*, whereas the rest of the respondents gave another answer that Quizlet was *easy to understand and yes, of course*.

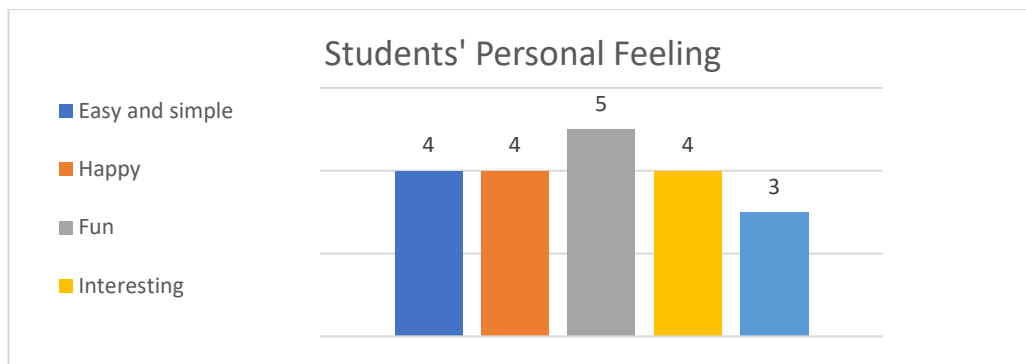


Figure 2. Students' Personal Feeling

The next result about respondents' feelings when they used Quizlet to learn English vocabulary showed five respondents wrote that it was *fun* to use Quizlet, four respondents said it was *interesting*, and another four respondents said that they were *happy* to use it. In the same token, four respondents claimed that Quizlet was *easy and simple*. Meanwhile, the other three respondents felt *excited* and *relaxed*.

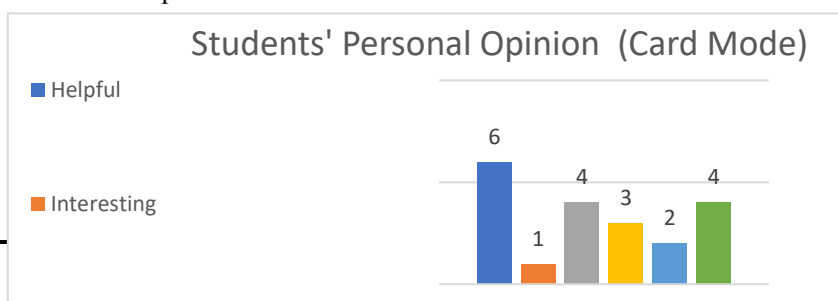


Figure 3. Students' Personal Opinion towards Card Mode

Respondents' opinion towards the card feature was that six respondents said it was *helpful*, four said it was *fun*, and another three claimed that it was *easy and simple* to use. Then, two respondents said that it was *good*, and one responded that it was *interesting*. Four respondents said it was *cool* and it *provided useful features*. However, two respondents said it was *not too much* and *they had not tried* it.

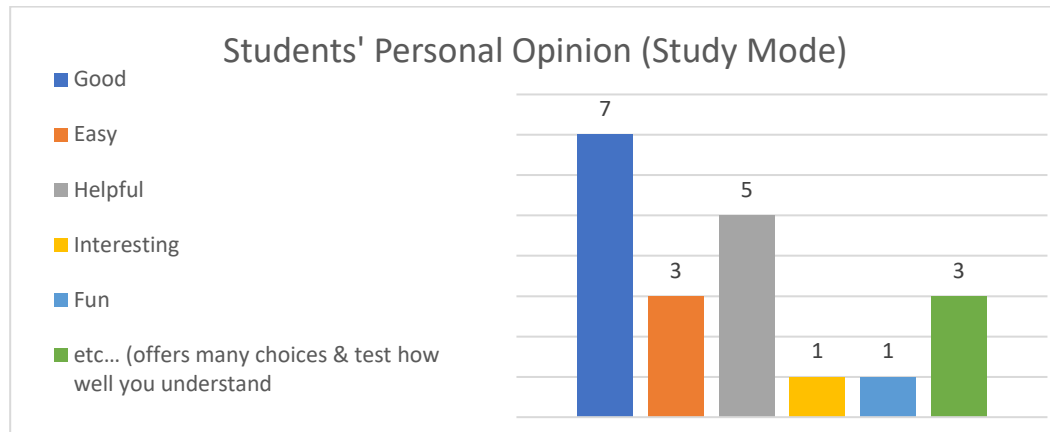


Figure 4. Students' Personal Opinion in Study Mode

For study mode, most of the respondents claimed that it was *good*; five of them said that it was *helpful*; and three of them also wrote that this feature was *easy* to use. In addition, one respondent wrote that it was *interesting* and another one claimed that it was *fun*. The other three respondents said this feature *offered many choices* and it was used *to test how well they understood*.

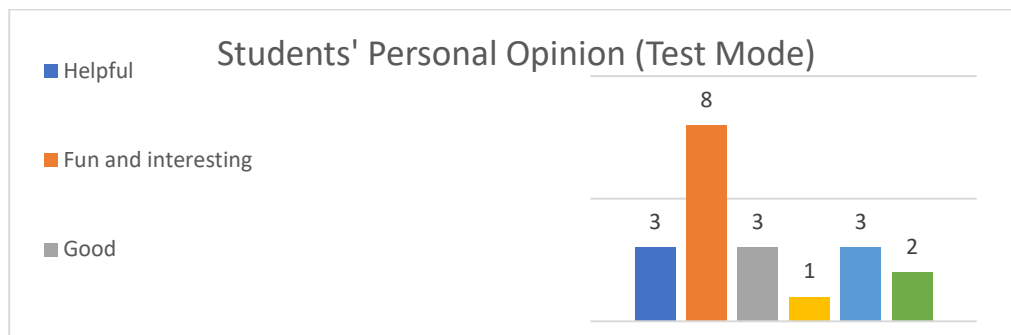


Figure 5. Students' Personal Opinion towards Test Mode

In Test mode, eight respondents said that it was *fun and interesting*. In addition, three respondents said it was *helpful*, then three respondents also wrote that the feature was *good*, and three other respondents claimed that the feature was just *the common test or evaluation* for them. One respondent said that it was *simple and easy*, and the rest two respondents agreed that it made them *know their comprehension* and it was *the mode to present the answers*

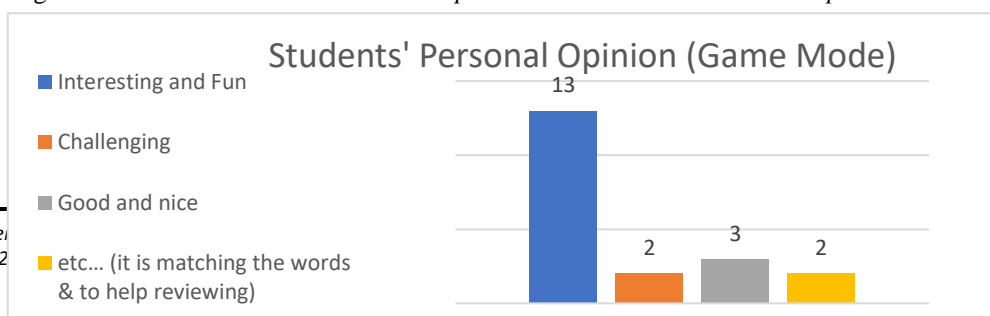


Figure 6. Students' Personal Opinion towards Game Mode

For the Game mode, most of the respondents said that it was *interesting and fun*. In addition, there were three respondents who said that this mode was *good and nice*, and there were two respondents who claimed that the feature was *challenging* for them. Whereas, the rest two respondents wrote that it was *to match the words and help them reviewing the material*.

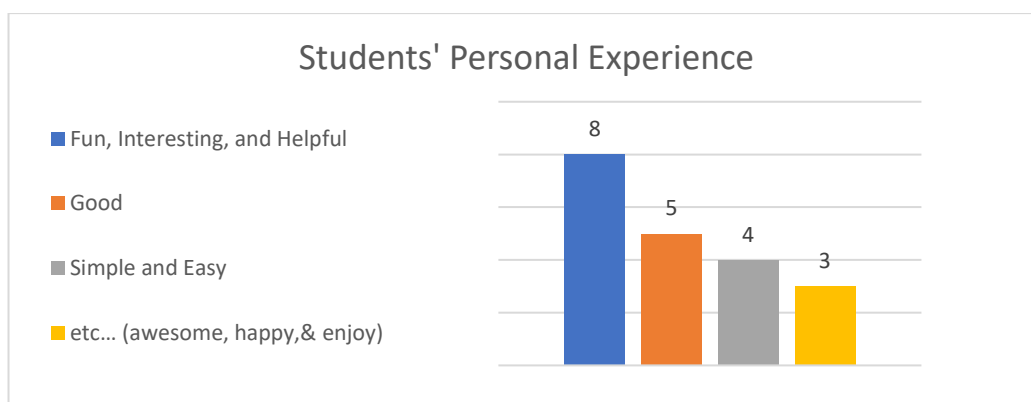


Figure 7. Students' Personal Experience towards Quizlet

The last point about respondents' experience when they used Quizlet found that eight respondents claimed Quizlet as a *helpful, interesting, and fun*. Then, five respondents mentioned that Quizlet was *good* and other four respondents claimed that it was also *simple and easy* learning tool. Whereas, the rest three respondents said that they were *happy* to use it because it was *awesome* and they *enjoyed* it.

The interview results showed, four interviewees said that Quizlet was helpful for them to learn and improve their English vocabulary and the rest two interviewees also mentioned that Quizlet was good and the interesting learning media. Moreover, it was found that all of the six interviewees were satisfied to use Quizlet in vocabulary learning due to several reasons such as the complete features, easier to use, and helpful tool for introducing the new words and correct pronunciation.

The Influence of Attitudes

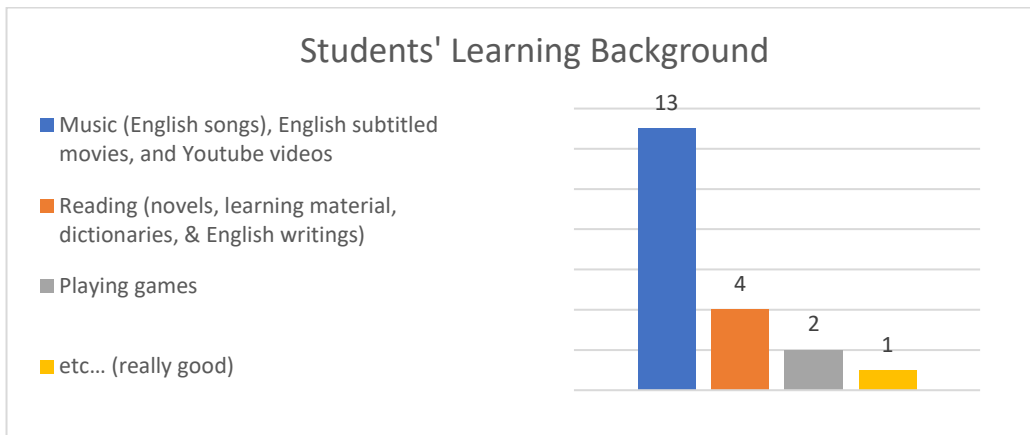


Figure 8. Students' Learning Background before using Quizlet

From the data collected, it was found that most of the respondents mentioned *music*, including *English songs*, *English subtitled movies*, and also *YouTube videos* to learn English vocabulary, previously. In addition, four respondents said that they had read *novels*, *learning materials*, *dictionaries*, and *English writings* to learn vocabulary, and three other respondents said that *playing games* was also part of their previous learning background. whereas, there was one respondent who gave another *really good answer*.

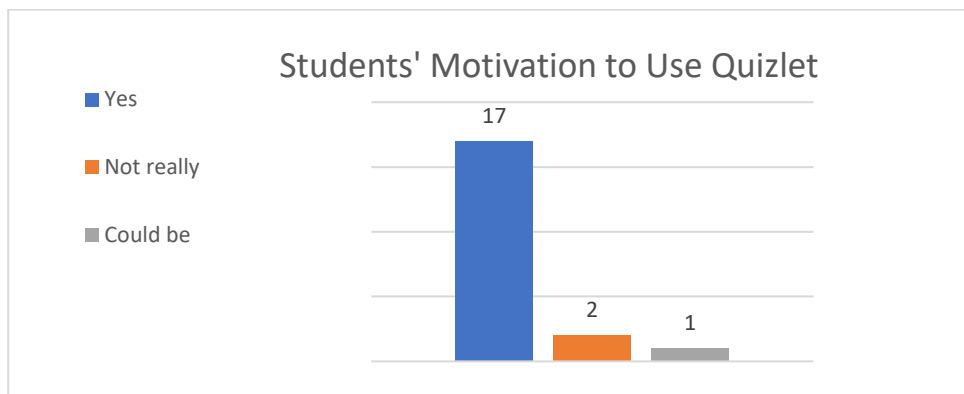


Figure 9. Students' Motivation in Quizlet

The result showed that most of the respondents were definitely *motivated* after they used Quizlet to learn English vocabulary. Meanwhile, two respondents were *not really* motivated, and another one gave an answer that *could be* motivated.

In the interview, it was found that five out of six interviewees claimed that they were *motivated* to learn English vocabulary after they used Quizlet although one of them said that the Internet connection which needs data plan became her most difficulty. As the opposite, there was one interviewee who *did not find much interest* to use Quizlet, but she said that it was helpful. Then, five interviewees said that they would *definitely use* Quizlet to learn English vocabulary in the future. Whereas, the rest one respondent was *still confused* whether she wanted to use it or not.

How Quizlet Facilitates the Learning

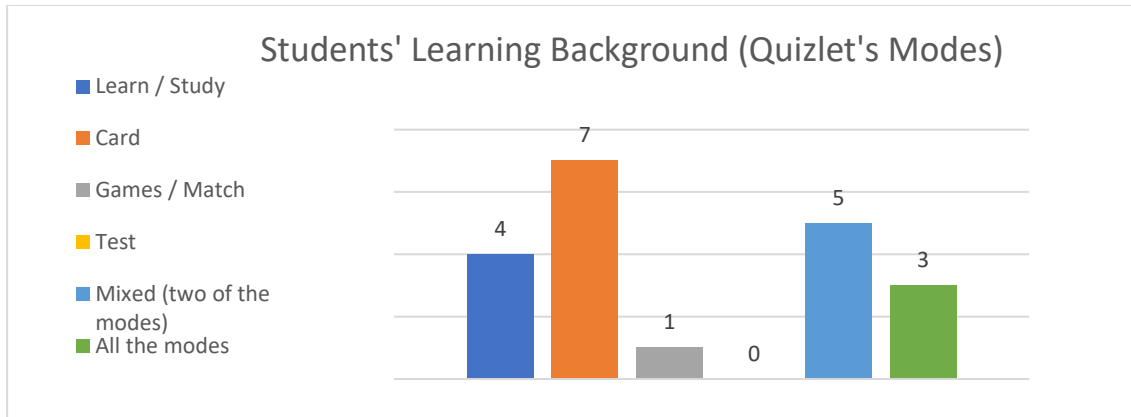


Figure 10. Students' Learning Background in Quizlet Modes

The point about how Quizlet facilitates learning was drawn from the question about what features they have used. The result showed that six respondents have used the *Card Mode*, one respondent has ever tried the *Games (Match) Mode*, and there was no respondent who has ever used *Test Mode*. Moreover, three respondents have tried *all the modes*, and the remaining five respondents said that they have used a mix between two modes so far.

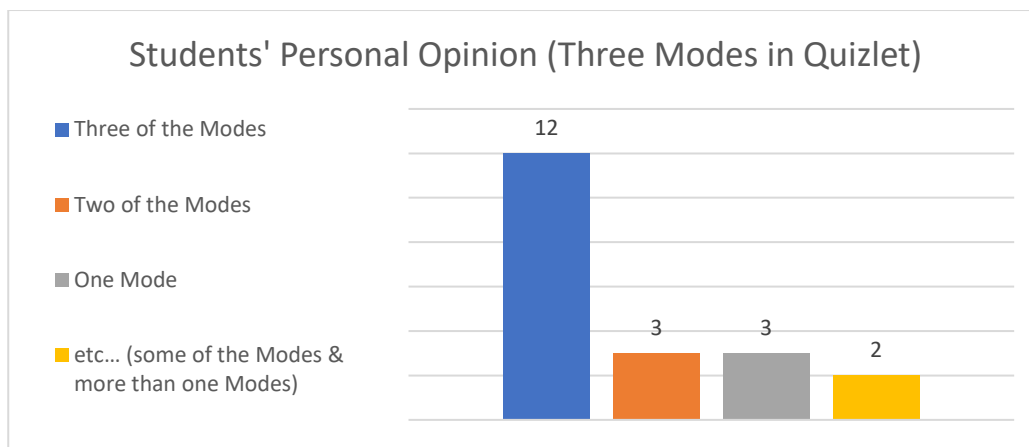


Figure 11. Students' Personal Opinion towards Three Modes in Quizlet

The result showed that most of the respondents experienced that *all the modes* were really helpful for them. Moreover, three respondents claimed that *two of the modes* had already helped them, and three other respondents said that there was only *one mode* that helped them. whereas the other two respondents said that *some of the modes* and *more than one mode* helped them in Quizlet.

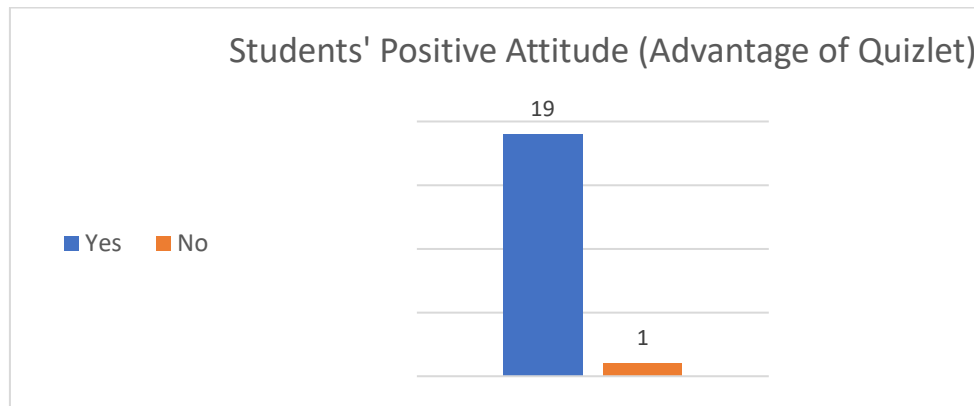


Figure 12. Students' Positive Attitude towards Quizlet

The next point focuses on the advantages found in Quizlet. Therefore, the respondents were asked to mention the advantages they found in Quizlet. It revealed that most of the respondents *found advantages* when they used Quizlet, and there was one respondent who *did not find any advantages*. Moreover, the advantages found in Quizlet are as follows: an *interesting* and *fun* learning tool consisting of several useful features; *helpful* in terms of adding new vocabulary; finding the vocabulary; and improving English vocabulary; and also, a *simple* and *easy* tool to access.

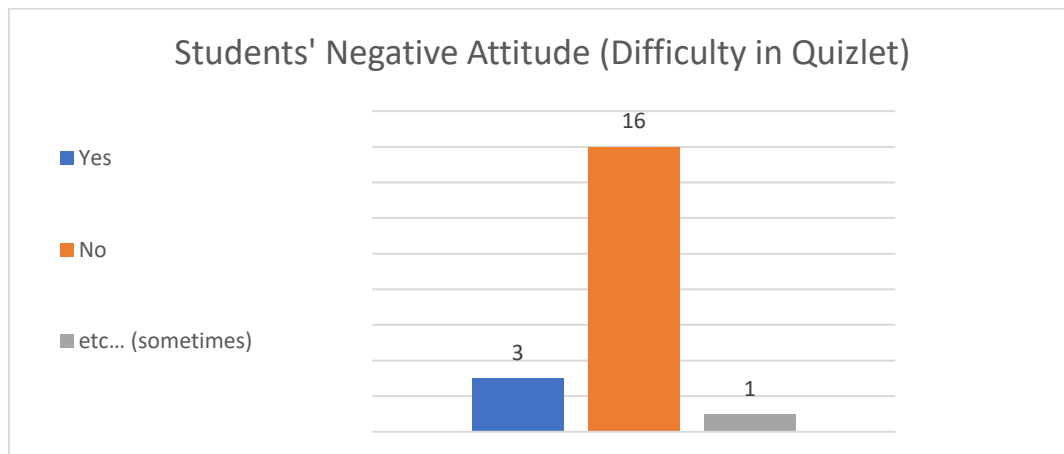


Figure 13. Students' Negative Attitude towards Quizlet

As the opposite of the previous point, the result showed that almost all of the respondents *did not find* any difficulty, and three respondents claimed that they *found* some difficulty, and the rest claimed that they *sometimes* found difficulty using Quizlet. Moreover, the difficulties were found in English proficiency and operating Quizlet on the first day.

The interview showed four parts of the results. The first part was about the useful, convenient, and user-friendly tool for the learners, and it was found that all the interviewees agreed about that, although two of them said that their first experience using Quizlet was not as good as the others. The second part dealt with whether Quizlet *helped* to learn the new words, and it was found that all the interviewees confirmed that they were helped to learn the new words, although one of the interviewees mentioned her difficulty in memorizing the vocabulary before she used Quizlet. The next part is talking about retention, or the continued possession, use, or control of interviewees' English vocabulary acquisition. The result showed that all the six interviewees agreed that Quizlet helped in the retention and continued possession of their English vocabulary. The part dealt with whether the interviewees were able to recall the vocabulary they had learnt previously and produce it in spoken and written form, and it was found that five out of six interviewees agreed. However, there was one interviewee who had never tried to produce the words in spoken or written form.

Discussion

Students' Attitudes towards Quizlet

The first research question is how the students' attitudes toward Quizlet change in English vocabulary learning, and the results showed that the students' attitudes towards Quizlet were all positive. As Maio and Haddock (2010) propose, "These are the cognitive component, the affective component, and the behavioral component" (as cited in Mensah, Okyere, & Kuranchie, 2010, p. 133). The cognitive component of attitude deals with the way someone has a thought or belief towards a particular object (Eagly & Chaiken, 1993; Maio & Haddock, 2010, as cited in Mensah, Okyere, & Kuranchie, 2010: 133). These ideas are proven with respondents' positive opinions and thoughts about Quizlet; most of the students assumed Quizlet as the learning platform; they also knew Quizlet from their lecturer in class; and the learning platform was easy to understand, of course.

The next findings on the cognitive component are on how the respondents gave their thoughts and opinions on the features in Quizlet. For the card mode, most of the students gave positive thoughts, such as: helpful, fun, easy and simple, good, and also interesting. Meanwhile, there were students who gave the negative thought that they had not tried the mode and it was not too much. In Study Mode, it was found that most of the students mentioned their positive opinions, such as good, helpful, easy, interesting, and fun learning tool. The rest, on the other hand, stated that it provided many options and was used to test comprehension.

For the Test Mode, the result showed that most students had positive thoughts and opinions, such as: fun and interesting, helpful, good, and simple and easy learning tool. The last mode showed the result that students' positive opinions about game modes were such as: interesting and fun, good and nice, and helpful to review. However, there were also students who expressed their negative attitude towards the game mode, which was challenging for them.

The second is the affective component of attitude that focuses on the personal feelings and emotions of someone towards a particular object (Eagly & Chaiken, 1993; Maio & Haddock, 2010, as cited in Mensah, Okyere, & Kuranchie, 2010, p. 133). As the evidence shows, all the students delivered their positive feelings when they used Quizlet, such as fun, interesting, happy, easy and simple, enjoying and excited during the use of Quizlet in their English vocabulary learning.

The last component is the behavioral component of attitude that deals with the response given by someone towards a particular object (Eagly & Chaiken, 1993; Maio & Haddock, 2010, as cited in Mensah, Okyere, & Kuranchie, 2010, p. 133). For the behavioral component dealing with the response, it was proven in the previous discussion that almost all of the respondents gave their positive responses through their opinions or thoughts towards Quizlet in English vocabulary learning. The finding also proves that students' personal opinions towards Quizlet can also affect their attitudes, as Mensah, Okyere, and Kuranchie (2013) also state, "Attitudes are formed as a result of

some kind of learning experience students go through" (p. 132). Based on the results of students' experience of using Quizlet, it was found that all of the students shared their great experiences when they used Quizlet, such as helpful, interesting, and fun, good, simple, and easy tools for learning that made them happy and enjoyed the learning well because Quizlet was awesome.

In addition, the interview results also showed the students' positive attitudes. As Berteau (2009) states, "Thus, the attitude can be positive, if the new form of education fits the students' needs and characteristics, or negative, if the student cannot adapt to the new system, because he does not have the set of characteristics required" (p. 418). Based on the result, it was found that the students gave their positive thoughts and opinions about Quizlet, saying that it was helpful, good, and an interesting learning tool. The finding is just in line with the idea from Berteau (2009) in which the positive attitude when the learning form fits the learners' needs and characteristics, and it was proven by the learners' improvement in their English vocabulary learning.

Moreover, based on the study, there are several reasons that affect students' attitudes, such as emotions, goals, direction, strength, and consistency (Anderson, 1994 as cited in Ashaari, Judi, Mohamed, & Wook, 2011). Here, the emphasis is on emotions that can be related to the students' satisfaction with Quizlet. Based on the interview results, the students confirmed that they were satisfied when they used Quizlet for some reasons, such as the complete features, ease of use, and helpful tool for introducing the new words and correct pronunciation that they found in Quizlet.

The Influence of Attitudes

The second research question deals with what influence the students' attitudes have on their English vocabulary learning using Quizlet. To begin with, Schmitt (1997) reports, "Research has shown that many learners do use more strategies to learn vocabulary, especially when compared to such integrated tasks such as listening and speaking" (as cited in Ghazal, 2007, p. 84). In line with the idea from Schmitt, students' previous strategies to learn vocabulary before they used Quizlet were listening to English songs, watching English subtitled movies and YouTube videos, reading novels and English writing, and also playing games. Gu and Johnson (1996) addressed, "Metacognitive strategies consist of selective attention and self-initiation strategies" (as cited in Ghazal, 2007, p. 85). In line with the idea from Gu and Johnson, it is known that students looked for their own proper strategies to learn English vocabulary based on what attracted their interest and what comforted them.

Talking about motivation in vocabulary learning, it is assumed that the use of Quizlet will increase students' interest in learning vocabulary. As Liaw (2000) claims, "Having a positive attitude to virtual learning leads to more motivation" (as cited in Fini, 2008, p. 253). In the same token, the researchers found that almost all of the students were motivated to learn English vocabulary after they used Quizlet.

Deriving from the previous discussion, it is known that the students gave their positive attitudes towards the use of Quizlet through their opinions, thoughts, and personal experiences. Based on the attitude study, there are six components of students' attitude; they are affective, cognitive capability, value, difficulty, interest, and effort (Schau, 2003 as cited in Ashaari, Judi, Mohamed, & Wook, 2011: p. 288). Here, the result found that students showed their interest in the use of Quizlet. The students found any interest in learning English vocabulary after using Quizlet. Therefore, it means that Quizlet has successfully been an interesting platform to learn English vocabulary.

In addition, according to Ashaari, Judi, Mohamed, and Wook (2011), "Interest is a component assessing students' tendency towards the subject" (p. 288). In line with the idea, the result showed that students would definitely use Quizlet for English vocabulary in the future. The result proves that the learners have already been interested in

Quizlet. Therefore, the learners' interest is such strong evidence that Quizlet was a really meaningful medium for them.

The second research question is clearly answered by the questionnaire and interview results. To conclude, it was found that students' positive attitudes have influenced the way students perceive their vocabulary learning, and students were motivated to learn English vocabulary after they used Quizlet. Moreover, after they were motivated, they also showed an intention to use Quizlet for future vocabulary learning.

How Quizlet Facilitates Students' Learning

The third research question deals with how Quizlet facilitates students' English vocabulary learning. Davie and Hilber (2015) propose that "digital flashcards have the advantages of supporting multimedia (e.g. audio files as well as text or pictures) and can also monitor and store the learner's progress" (p. 71). On the same token, it was found that Card Mode was the most-used mode, followed by the mixed modes, all the modes, Games Mode, and Test Mode. Therefore, it is known that the flashcard mode as the supporting medium facilitated students' vocabulary learning. That was the reason why it was the most used mode compared to other modes.

Describing how Quizlet gives the advantages, Berteau (2009) states, "Students' attitude towards e-learning is influenced by its perceived advantages and disadvantages" (p. 419). Furthermore, the idea is fully supported by the finding in which most of the students found that all the modes in Quizlet were really helpful, which means those were beneficial for their English vocabulary learning. Therefore, it is known that students have already gotten the advantages from Quizlet that made them maintain their positive attitude when they used Quizlet.

In accordance with the previous idea, it also gives advantages for the user, such as increasing learners' performance, engagement, autonomy, interest, and also learning motivation (Anjaniputra & Salsabila, 2018). The result highly supports the idea that almost all of the students got advantages when they used Quizlet, such as an interesting and fun learning tool consisting of several useful features; helpful in terms of adding new vocabulary, finding the vocabulary, and improving English vocabulary; and also a simple and easy tool to access. Furthermore, it can be seen that Quizlet has already facilitated the learners through its features that increase learners' performance, engagement, and learning motivation.

Moreover, a study found that during the use of Quizlet for vocabulary learning, 100% of the learners claimed that Quizlet was a useful, convenient tool and user-friendly (Bueno-Alastuey & Nemeth, 2020), and this idea is also supported by the finding that the students agreed to say Quizlet was a useful, convenient tool and user-friendly during their use in English vocabulary learning. Another idea is that about 68% of users believed that Quizlet helped them learn new words (Bueno-Alastuey & Nemeth, 2020), which is proven with students' achievement in learning such new vocabulary words after they used Quizlet. In addition, 81% of Quizlet users also assumed that Quizlet also facilitated their retention (Bueno-Alastuey & Nemeth, 2020). Furthermore, it is proven by the students' claims that they were helped in the retention and continued possession of English vocabulary learning. Finally, 75% of learners confirmed that they were able to recall their previous vocabulary and produce it in spoken and written form (Bueno-Alastuey & Nemeth, 2020). Moreover, the idea is proven with the ability to recall the vocabulary they have learnt previously and then to produce the words in spoken and written form.

The opposite, the negative side, showed the disadvantages of Quizlet. Although most of the students did not find any difficulty, there is also a disadvantage related to the knowledge provided in web-systems that is sometimes created inconsistently, which drives the users into any failure during the process of getting the idea effectively because they are free to construct their own learning through exploring the web course (Brown, 1998 as cited in Lo, Chan, & Yeh, 2012). The idea expressed previously is also supported by the result that some students find some difficulty when they use Quizlet. Furthermore, the difficulties were English proficiency and confusion about using Quizlet on the first

day because they were also free to construct their own learning using the learning tool. However, most of the students showed there was no difficulty when they used Quizlet.

The third research question can be divided into the advantages and disadvantages when students use Quizlet. As a result, students claimed that they found all the modes in Quizlet very helpful for their vocabulary learning. Then, it can be concluded that Quizlet has already facilitated the students since they found that it was an interesting and fun learning tool consisting of several useful features; helpful in terms of adding new vocabulary, finding vocabulary, and improving English vocabulary; and also, a simple and easy tool to access. In addition, other advantages of Quizlet are that it is a convenient tool and user-friendly, helpful for learning new words, helpful for students' retention and continued possession of English vocabulary, and helpful for students' ability to recall the vocabulary they have learnt to produce the words in spoken and written form. However, besides the advantages of Quizlet, there are also some disadvantages, such as the difficulty of students' English proficiency and the difficulty of using Quizlet on the first day. Whereas, it can be concluded that the overall use of Quizlet was good and the disadvantage came from the students themselves.

CONCLUSION AND SUGGESTION

The first conclusion shows that students' attitudes towards were all positive. Furthermore, their positive attitudes are from their personal thoughts, opinions, feelings, and experiences with Quizlet. The second conclusion deals with the students' attitudes that have an influence on their learning. Students admitted that their motivation increased well after they used Quizlet due to the positive attitudes they showed towards Quizlet, and these positive attitudes encouraged them to learn. Moreover, the students have the intention of using Quizlet for English vocabulary acquisition in the future. The last conclusion describes how Quizlet has facilitated students' vocabulary learning from its advantages to be such a useful, convenient, and user-friendly tool; a helper to acquire new words; a helper for students' retention; and a helper to recall their previous vocabulary and produce it in spoken and written form. However, students discovered disadvantages in Quizlet when dealing with difficulties on their first use and their English proficiency, which confused them.

There are three recommendations drawn from this study. They are as follows:

1. Students should pay more attention to the learning platform they use to learn, such as Quizlet, and be open to trying out a new one to expand their English vocabulary.
2. For the learning facilitator and Study Program, to pay attention more to students' positive attitudes towards a particular learning platform and be able to utilize more the use of Quizlet in English vocabulary learning.
3. For the future researcher who wants to conduct the research in the same field, to analyse more on how far Quizlet facilitates the English vocabulary learning through pre-test and post-test.

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