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Enhancing EFL Learners' Vocabulary Mastery through Quizlet: A Classroom Action Research Study

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ABSTRACT

Vocabulary is crucial to language mastery, as it supports developing listening, speaking, reading, and writing skills. However, many students struggle to expand their vocabulary due to limited exposure to authentic language input and ineffective learning strategies. This study aims to explore using the digital application Quizlet to enhance students' English vocabulary acquisition through Classroom Action Research (CAR). Quizlet, which incorporates learning strategies such as spaced repetition and retrieval practice, effectively supports vocabulary acquisition and increases learning motivation. Its interactive features, such as live competitions and collaborative learning modes, promote student engagement and autonomy. This study highlights the potential of Quizlet as a technology-based learning tool that strengthens vocabulary mastery and creates an active, collaborative, and supportive learning environment for English as a Foreign Language (EFL) learners.

Contribution to Sustainable Development Goals (SDGs):

SDG 4: Quality Education

SDG 9: Industry, Innovation, and Infrastructure

SDG 10: Reduced Inequalities

SDG 17: Partnerships for the Goals (*potential*)

1. INTRODUCTION

1.1 Research Background

Vocabulary is an essential component of language learning and plays a critical role in developing the four language skills: listening, speaking, reading, and writing. Without an adequate vocabulary, students find it challenging to express their ideas, comprehend texts, and engage in meaningful communication [1]. However, many students struggle to expand their vocabulary due to a lack of exposure to authentic language input and ineffective learning strategies. Traditional methods, such as rote memorization and word lists, often fail to engage learners deeply or promote long-term retention [2].

Research on vocabulary acquisition emphasizes the need for repeated exposure and active engagement with words in various contexts to achieve durable learning [3]. Consequently, language educators have sought to integrate more interactive and learner-centered approaches into vocabulary instruction. The development of technology in education offers promising opportunities to address these challenges. Digital tools, particularly those utilizing principles of active recall, gamification, and spaced repetition, have been found to enhance students' vocabulary learning experiences [4].

Among these digital tools, Quizlet has gained widespread popularity. Quizlet is a web-based and mobile application that allows users to create and study vocabulary sets using digital flashcards, games, and quizzes. It incorporates research-based learning strategies such as spaced repetition and retrieval practice, which have been shown to improve vocabulary acquisition and



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retention [5]. Several studies have highlighted the effectiveness of Quizlet in facilitating vocabulary learning. For instance, Dizon found that students who used Quizlet in English as a Foreign Language (EFL) settings showed significant improvement in their academic vocabulary knowledge compared to those who did not [6].

Furthermore, Quizlet's interactive features, such as live competitions and collaborative learning modes, can increase students' motivation and engagement in learning activities [7]. In line with the social constructivist view of learning, which emphasizes the role of interaction and collaboration in knowledge construction [8], the use of digital tools like Quizlet can create a more dynamic and supportive learning environment.

Given the potential benefits of digital applications in language learning, this study explores how the integration of Quizlet can be utilized to improve students' English vocabulary acquisition through Classroom Action Research. It seeks to examine not only the effectiveness of Quizlet in enhancing vocabulary mastery but also the ways it can foster greater learner engagement, autonomy, and collaborative learning in an EFL context.

Vocabulary acquisition is an important part of language learning because it builds the foundation for effective communication and comprehension in a second or foreign language. However, a lack of effective, exciting teaching methodologies, as well as a lack of exposure to the target language, make it difficult for many students to expand their vocabulary. Although they were once widely employed, traditional approaches such as rote memorization and static word lists have come under increasing criticism for failing to produce deep learning or long-term vocabulary retention. These approaches frequently fail to motivate students or accommodate varied learning styles, resulting in a lack of knowledge and rapid forgetfulness.

To overcome these limitations, the use of technology into language teaching has opened up new avenues for more dynamic and interactive vocabulary growth. Digital technologies, particularly vocabulary-learning apps like Quizlet, have grown in popularity due to their capacity to deliver frequent, personalized, and engaging exposure to new words in a variety of scenarios. Quizlet is a popular online study tool that includes games, quizzes, and flashcards to help you memorize through spaced repetition and active recall, two tactics that cognitive psychologists have shown to be effective in vocabulary learning [9].

Given these improvements, the goal of this study is to assess the effectiveness of Quizlet as a digital learning tool for improving students' English vocabulary acquisition in the context of classroom action research (CAR). This study will look into Quizlet's effects on student engagement and independent learning practices, as well as its effectiveness in improving vocabulary knowledge through iterative cycles of preparation, action, observation, and reflection. By doing that, the study contributes to the growing body of research that supports learner-centered pedagogical approaches and encourages technology-enhanced language training as a solution to long-standing vocabulary acquisition challenges [10].

1.2 Literature Review

1.2.1 Definition and Importance of Vocabulary in EFL Learning

Vocabulary refers to the set of words known and used by a person in a particular language. In the context of English as a Foreign Language (EFL), vocabulary mastery involves recognizing and understanding words and using them accurately in communication [11]. Vocabulary learning is considered one of the foundational components of language competence because it directly supports the development of the four main language skills: listening, speaking, reading, and writing.

In EFL classrooms, learners often have limited exposure to English outside of the classroom, making explicit vocabulary instruction essential. A well-developed vocabulary enables learners to understand texts more easily and to express ideas more clearly and fluently. Insufficient vocabulary, on the other hand, becomes a major barrier to successful communication and comprehension. Therefore, building vocabulary is not a supplementary task but a central objective in language instruction [12].

Contemporary research underscores the significant role of vocabulary knowledge in achieving overall language proficiency. For example, Alqarni and Dörnyei highlight that the extent of one's vocabulary strongly influences reading comprehension and speaking fluency [13]. Likewise, a study by Gholami and Bagheri indicated that learners with a wider range of vocabulary exhibited greater confidence and were more actively involved in communicative tasks [14].

Furthermore, the increasing adoption of communicative and task-based methods in language education has shifted the focus towards using vocabulary meaningfully rather than simply memorizing it. Educators are encouraged to embed vocabulary learning within broader language use scenarios, enabling learners to internalize words through interaction and practical application [15].

In brief, vocabulary forms the core of language learning, especially in EFL environments where natural language immersion is scarce. Enhancing vocabulary instruction is therefore essential for supporting the long-term success of English language learners.

1.2.2 Overview and Features of Quizlet

Quizlet is an online learning platform designed to help individuals develop, share, and study vocabulary through digital flashcards. Launched in 2005, its flexibility and ease of use have made it a widely adopted tool in education, especially for those learning languages [16]. Students can conveniently access Quizlet through websites and mobile applications, both inside and outside the classroom. The platform offers various study methods to cater to different learning preferences, including Flashcards, Learn (with adaptive difficulty), Write, Spell, Test, [9] and interactive games like Match and Gravity p. Educators can create custom vocabulary lists or utilize publicly available ones, fostering both individual and group learning experiences. To enhance learning, Quizlet includes audio pronunciation for vocabulary practice and supports the use of images, which is particularly beneficial for visual learners and those in the early stages of vocabulary acquisition [17]. The immediate feedback provided helps users

stay motivated and learn independently. A notable feature, Quizlet Live, is a collaborative game that encourages teamwork and real-time interaction, making vocabulary practice more engaging and effective [18]. Ultimately, Quizlet's approach, which incorporates repetition, multiple learning formats (text, audio, visuals), and interactive elements, supports cognitive theories of language acquisition, leading to improved vocabulary retention [19].

1.2.3 Effectiveness of Quizlet in Vocabulary Learning

Several recent studies have highlighted how effective Quizlet is for EFL learners in building their vocabulary. For instance, Nguyen and Le's quasi-experimental research showed that using Quizlet in vocabulary lessons significantly boosted how well students remembered words, especially when used both in class and for homework. Their study emphasized that Quizlet's interactive tools, like flashcards and games, encouraged active recall and kept students engaged, leading to better vocabulary mastery [20].

Similarly, Chaikovska and Zbaravska investigated Quizlet's impact on vocabulary growth for EFL students in higher education. Their findings indicated that students who used Quizlet experienced a significant improvement in their vocabulary knowledge compared to those who didn't, suggesting that the platform effectively supports vocabulary learning in academic contexts [21].

Furthermore, research by Dizon and Tang compared the effectiveness of digital flashcards, including Quizlet, with traditional paper flashcards. Their results revealed that digital flashcards, especially those with multimedia like audio and images, were more effective in helping students learn vocabulary than paper ones. This supports the idea that Quizlet's use of different learning methods caters to various learning styles and improves retention [22].

Overall, these studies emphasize Quizlet's potential as a useful tool for teaching vocabulary, offering interactive and engaging methods that align with current theories of how languages are learned.

1.2.4 Concept of CAR and Its Role in Language Teaching Improvement

Classroom Action Research (CAR) is a process where teachers thoughtfully examine their teaching methods to improve them and boost student learning. CAR is a cycle of planning, doing, observing, and thinking about what happened, allowing teachers to find problems in their classrooms and try out practical solutions [23]. This approach helps teachers become researchers in their classrooms and supports their professional growth based on their actual teaching experiences.

In language teaching, CAR is crucial for refining teaching strategies, especially in areas like vocabulary learning. Through CAR, language teachers can experiment with new techniques such as using digital tools like Quizlet, and see how they affect student results [24]. By looking at evidence from their classrooms, teachers can make informed decisions to improve their methods and meet the different needs of their students.

Moreover, CAR encourages a mindset of ongoing improvement and thoughtful teaching. It allows teachers to see how well their changes work in real classrooms and adjust them

based on how students respond and progress [25]. In language classrooms, where students learn at different paces and have different levels of engagement, CAR provides a way to adapt teaching to systematically improve results.

Recent studies have shown that using CAR in language learning leads to more motivated students, better teaching quality, and improved learning outcomes [26]. CAR's collaborative and step-by-step nature also encourages teachers to work together and promotes new ideas in teaching practices.

1.3 Objective of the Study

This study aims to investigate the effectiveness of the digital application *Quizlet* in enhancing English vocabulary acquisition among EFL learners through Classroom Action Research (CAR). Specifically, it seeks to examine how Quizlet's features—such as spaced repetition, retrieval practice, live competitions, and collaborative learning modes—can improve students' vocabulary mastery, increase motivation, and foster an active, engaging, and autonomous learning environment.

2 MATERIALS AND METHODS

This study applied a Classroom Action Research (CAR) approach to improve students' English vocabulary mastery through the use of the digital application Quizlet. The study approach followed the framework given [27], which consisted of four iterative stages: planning, acting, observing, and reflecting. This methodology promotes systematic, reflective practice and ongoing development in instructional methods.

The study's design was cyclical, allowing for adjustments based on the results and reflections of each cycle. The study was done in a junior high school setting, with a total of 32 students being involved. Participants were chosen based on their developmental preparedness to improve their English vocabulary acquisition, which was compatible with the cognitive demands of their learning stage [28].

The study technique was carried out in two cycles. During the planning phase, the researcher constructed lesson plans that included Quizlet into vocabulary training, compiled a target vocabulary list, created digital flashcard sets, and designed observation and assessment methods. During the acting phase, instruction was delivered following lesson plans, with students participating in Quizlet activities such as flashcard reviews, matching games, and vocabulary quizzes, which promoted active recall and spaced repetition, strategies shown to improve long-term memory retention [29].

Observations were carried out concurrently with instructional activities, with both the researcher and a collaborator documenting students' participation, engagement, and any difficulties encountered on organized observation sheets and field notes. During the reflection phase, collected data was reviewed to assess the effectiveness of the treatments, identify barriers, and plan future improvements for the next cycle.

The data sources comprised both primary and secondary data. Primary data were gathered using pre- and post-tests measuring students' vocabulary development, observation logs, and reflective journals from both students and researchers. Secondary data included documentation of learning experiences such as images, screenshots of Quizlet activities, and teacher anecdotal notes.

Data collecting methods included tests, observations, and documentation analysis. The vocabulary exams measured students' comprehension and memory of target terms before and after each intervention cycle. Observations tracked student involvement and participation, while documentation gave additional insights to help triangulate findings.

Data analysis was carried out using both quantitative and qualitative methods. The quantitative study required calculating students' mean scores and mastery percentages, while the qualitative analysis focused on interpreting observational data and documentation to investigate behavioral changes and learning engagement. The action's success was measured by improvements in students' vocabulary test scores and increased levels of classroom engagement, which supports results that incorporating digital resources such as Quizlet can promote more effective vocabulary learning [30].

3 RESULT AND DISCUSSION

This classroom action research was conducted in two cycles aimed at improving students' mastery of English vocabulary through the use of the digital application Quizlet. Each cycle consisted of four stages: planning, action, observation, and reflection, as designed by Ref. [31]. Data were obtained from pre-test, post-test, observation, and learning documentation.

3.1 Cycle I Results

In the first cycle, students were introduced to the use of Quizlet to learn target vocabulary through flashcards, matching games, and digital quizzes. Based on the results of the initial assessment (pre-test), the majority of the students showed low vocabulary mastery with an average score of only 45.94 and only 5 out of 32 students (15.63%) reached the minimum passing score of 70. The highest score achieved was 90 and the lowest score was 10.

During the implementation, students still seemed to be adjusting to the new method. Observations showed that some students were enthusiastic about participating in the activities, but others were still passive. Some technical difficulties, such as limited equipment and Internet access, also became obstacles.

Qualitative observations conducted during classroom sessions indicated that students showed initial interest in the Quizlet platform. However, their engagement was inconsistent due to limited familiarity with the application and a lack of established learning strategies. In addition, a continued reliance on rote memorization without contextual understanding appeared to hinder deeper learning. These findings underscore the need to refine pedagogical approaches and provide scaffolding to optimize the use of digital tools.

3.2 Cycle II Results

The reflection phase following Cycle I informed several instructional refinements for Cycle II. These modifications included more structured guidance on using Quizlet, incorporation of collaborative learning activities via Quizlet, and increased formative feedback. The instructional design was recalibrated to emphasize cognitive engagement, contextual usage of vocabulary, and peer-assisted learning.

Several improvements, including the provision of short technical training for students, grouping of learning

collaboratives, and more intensive mentoring during activities, resulted from the reflections of Cycle I. In Cycle II, student engagement increased significantly and active participation in learning activities became more evenly distributed.

Cycle II post-test results showed significant improvement. The average score increased to 79.50, with 28 students (87.5%) meeting or exceeding the KKM. The highest score increased to 95 and the lowest score increased to 32. In addition, observation notes showed that students were more engaged and motivated as evidenced by group discussions, participation in the live Quizlet competition, and independent use of the app outside of class.

Table 1. Comparison of Student Learning Outcomes per Cycle

Description	Cycle I	Cycle II
Average Score	45.94	79.50
Number of Students Completed	5	28
Percentage of Completion	15.63%	87.5%
Highest Score	90	95
Lowest Score	10	32

Table 2. Comparative Analysis of Cycles

Indicator	Cycle I	Cycle II
Mean Score	45.94	79.50
Student Meeting Mastery Criterion	5	28
Percentage of Mastery	15.63%	87.5%
Score Range	10–90	32–95

This comparative data shows significant progress in student vocabulary acquisition between the two cycles. The integration of Quizlet, supported by refined instructional strategies, contributed to both cognitive gains and affective engagement.

The results are consistent with the literature supporting the use of digital learning tools in vocabulary instruction. Specifically, the study supports Khezlrou and Ellis' assertion that vocabulary acquisition is most effective when learners engage with lexical items through contextualized, repetitive, and active learning strategies. The Quizlet application, by design, incorporates these elements through its features such as spaced repetition, flashcards, and learner-paced quizzes.[32]

Additionally, from a socio-constructivist perspective, the use of collaborative features such as Quizlet aligns with Vygotsky's theory that learning is mediated through social interaction [33]. Putri and Pratolo say collaborative digital platforms significantly increase learner interaction and motivation, contributing to more effective vocabulary acquisition [34].

Moreover, the shift toward learner autonomy and digital engagement aligned with recent pedagogical trends emphasizing student-centered learning. As observed by Yükselir, language learners who use mobile-assisted tools tend to demonstrate greater lexical retention and learning persistence than those who are taught through traditional methods [35].

In conclusion, integrating Quizlet into vocabulary instruction, guided by a reflective and iterative CAR methodology, proved to be an effective strategy for improving both vocabulary mastery and learner engagement. This finding adds to the growing body of research that supports the use of technology-enhanced, context-rich learning environments in foreign language instruction.

4 CONCLUSION

This classroom action research demonstrated that integrating Quizlet as a digital learning tool significantly improved middle school students' English vocabulary mastery. Over two instructional cycles, the systematic implementation of interactive and learner-centered strategies using Quizlet led to significant gains in both vocabulary test scores and student engagement. The transition from traditional, teacher-centered instruction to a technology-enhanced, student-centered learning environment allowed students to engage with vocabulary more meaningfully, contextualized, and repetitively, promoting both short-term improvement and long-term retention.

Quantitative results showed a remarkable increase in vocabulary mastery, with the percentage of students meeting the minimum mastery criterion rising from 15.63% in Cycle I to 87.5% in Cycle II. Qualitative observations also revealed increased motivation, collaborative learning behaviors, and greater learner autonomy, all essential to successful second language acquisition. These findings support a growing body of literature confirming the effectiveness of digital applications, such as Quizlet, that utilize the principles of spaced repetition, active recall, and gamification to improve language learning outcomes.

In addition, the study confirms the importance of iterative pedagogical reflection. The refinements made between cycles, based on observation and reflection, were critical to the success of the intervention. The use of collaborative features such as Quizlet not only reinforced vocabulary learning but also fostered a socially supportive and motivating classroom atmosphere consistent with constructivist learning principles.

In conclusion, the findings underscore the pedagogical value of integrating digital tools into vocabulary instruction through classroom action research. Quizlet proved to be a practical, engaging, and effective platform for enhancing vocabulary learning, primarily when supported by reflective teaching practices and collaborative learning strategies. Future studies are encouraged to explore the long-term effects of such tools across language proficiency levels and contexts, and to investigate how personalization and adaptive learning technologies can further optimize vocabulary development in EFL settings.

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