QUIZLET: ONLINE PLATFORM IN SUPPORTING THE ACQUISITION OF NEW VOCABULARY BY ESP STUDENTS IN ENGLISH FOR BUSINESS CLASS

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ABSTRACT

Vocabulary is one of the important things in mastering English, and in the business field, there is a lot of complex vocabulary that needs to be learned in order to be a professional worker. This research aims to investigate a way to support ESP students in business class to acquire new business vocabulary by using Quizlet as a media and to find out the perspective of ESP students in business class about Quizlet as an online platform to support the acquisition of new business vocabulary. This research used a qualitative method. For the data collection; first, the researcher used the observation checklist. Second, the researcher continued with the interview. The research was conducted at Universitas Suryakancana in Cianjur and the subjects of this study were the lecturer and the 3rd grade students in English for Business class. The results show the use of Quizlet Application during the class to acquire new vocabulary by using the quizlet features such as learn, flashcards, test, and match. Four of these features were used by the lecturer in the quizlet during the class. Most of the students in the English for Business class gave quite positive feedback towards the use of quizlet applications to acquire new business vocabulary.

Keywords: Quizlet, Acquisition, Business Vocabulary, English for Business

INTRODUCTION

Nowadays, students need to understand English that is relevant to their major study, no longer only understanding general English. Therefore, in today's era, the teachers use ESP course design. Agustina (2014) states that English for specific purposes (ESP) teaching is conducted to equip learners with a certain English proficiency level for a situation where the language is going to be used, termed target needs. Proficiency is important in ESP (English for Specific Purposes) because the language used must effectively and efficiently receive and convey messages for work or professional purposes (Bhatia V, Anthony L, and Noguchi J, 2011). Based on the definition. ESP is supposed to focus on educating students to use English in academic, professional, or workplace contexts where the language will be used. One example of an ESP course is English for Business.

English is the official language of business wherever the company is located. Therefore, business people must be able to communicate in English in order to communicate with customers, sellers and other business partners. So, students must have the English language skills to communicate in an increasingly global business environment. According to Rao (2017) English is essential for understanding the business background, satisfying the customers,

maintaining public relations, continuing business correspondences, signing contracts and agreements, conducting and attending meeting conferences, preparing and analyzing reports, for negotiations and interviews, telephoning skills, for marketing and sales, for finance and banking. In consequence, the students need to learn specific vocabulary, topics and skills in order to communicate accurately.

Vocabulary is a basic and important thing to communicate. Vocabulary is important because it can help students to be able to understand, produce, and use the language skills in English, such as reading, listening, writing, and speaking if they have adequate vocabulary (J. Helmie, 2015). According spencer (1992, as cited in Lelawati & Mailani, 2018) stated that vocabulary as the most important skill for a reader or writer to learn, words which are used in the field of knowledge, and a collection of terms that is organized like a dictionary, complete with a clear and brief explanation. Barr (2016, as cited in Avisteva & Halimi, 2020) stated that language learners tend not to know much vocabulary. This gives them limited understanding about a language. Therefore, building student vocabulary is one of the goals that must be achieved by the teacher. For this reason, the role of the teacher in building the vocabulary of their students is very important.

Nowadays, students or any language learners can learn through any technological media. Integration of technology as just a teaching tool in the classroom is an enjoyable technique to learn new words. Technology to support students' learning activities keeps developing every time, and it makes teachers have to innovate in the teaching and learning process to make it more appealing. When learning English, vocabulary is one of the most crucial parts (Wijaya & Helmie, 2019). Learners must be able to understand the word collection to express their opinion, ideas, and also suggestions. In addition to learning through books, one of the technologies that students and teachers can use to learn and teach vocabulary is Quizlet.

According to Dang (2015) Quizlet is a website that enables users to create and study flashcard sets utilizing a range of learning techniques that resemble games. With over a million registered users, 80 million monthly visitors, and a library of over 30 million user-generated study sets, it is one of the most popular flashcard websites (Quizlet, 2014). Some learning materials are accessible and available to everyone without requiring registration. However, users must register for an account if they wish to design their own collections of flashcards. By paying a fee, users can upgrade their accounts to have access to other features including voice recording, image uploading, and ad-free operation (Eka Wahjuningsih, 2018). Setiawan and Putro (2021) mentioned that the Quizlet application is regarded as a digital flashcard that offers picture cards used with electronic devices like smartphones to assist students in memorizing the meaning of the words. Additionally, it offers a variety of vocabulary activities, including false & true, multiple choice, and word matches.

Previous studies tended to concentrate the use of quizlet as digital learning only. There are still few people who research the use of quizlet as a medium to support the acquisition of vocabulary learning, specifically business vocabulary. Additionally, mostly the research was focused on students in high school level. This research would be more focused on the use of quizlet as a medium to support the acquisition of new vocabulary by college students, which is ESP students in Business class. Given that vocabulary is one of the important things in mastering English, and in the business field, there is a lot of complex vocabulary that needs to be learned in order to be a professional worker.

METHOD

This research uses qualitative research. According to L. M. Cohen, 2007 Qualitative is research that was carried out to comprehend social phenomena, with the term "social" being used in a broad sense. Kothari (2004, p.3) also defined qualitative research using data that is represented by words or images. The researcher started collecting data the first time by using an observation checklist to see how Quizlet can support EFL students to acquire new vocabulary in 3rd grades of English for business classes, the second is to investigate students' perspectives on Quizlet as an online platform to support the acquisition of new vocabulary using interviews and last made a conclusion in the end.

The data sources are obtained in two different ways:

1. Observation
2. Questionnaires

To collect the data, the researcher did an observation in the classroom. Ary et al (2010: 431 as cited in Daryanto, 2017) state that observation is a fundamental technique for gathering data in qualitative research with the aim of comprehending complicated interaction in natural settings. According to Hadi cities in Sugiyono (2007) observation is an intricate process, including the efforts of numerous scientists and psychologists. Memorization and the observing process are both crucial (Jauhar Helmie, 2019). In this research, researchers observed how Quizlet could support EFL students to acquire new vocabulary.

The questionnaire type is an open-ended question. Open-ended questions are free-form survey questions that allow respondents to answer in open text format so that they can answer based on their complete knowledge, feeling, and understanding. It means that the response to this question is not limited to a set of options. The research was conducted in Cianjur, West Java for a month. Respondents consisted of 10 English students in an English for Business class and were asked to answer 5 questions about how EFL students' perspectives on Quizlet as an online platform support the acquisition of new vocabulary.

RESULT AND DISCUSSION

Based on the result of the observation and questionnaire conducted to the research's subject, the researchers explained the result as follow:

a. Observation

For the first data collection through observation, the researcher used an observation sheet to help understand the research problem. Furthermore, the researchers used an observation sheet with the following guidelines to gather data:

(Table. 1) Observation sheet

The Guideline of the Observation Note
1. How was the process of teaching and learning English for Business using Quizlet in the class? 2. What are the features of the Quizlet that is used by the lecturer?

From the table above, the lecturer gives the material to the student beforehand. On that day, the lecturer also explained it, so that the student was not learning individually. But at the end of the class, the student was given some exercise. It can be seen that the lecturer tried to involve the students in practice. In the next meeting, students do a quiz using Quizlet.

The features that they used are flashcard, learn, test, and match. Each feature has its own difficulties. Flashcard feature contains a set of cards that can be played randomly or sequentially either by clicking a button (not autoplay) or by autoplay. These Quizlet cards or flashcards contain teaching materials that have been set by the teacher. Learn feature contains a set of related questions with teaching materials that have been provided in the flashcard. The learning features are almost the same as questions in the form of Multiple Choice (MC), where students can choose one answer that they feel is right. Whether the answer choice is correct or not will be immediately displayed on the screen. Test feature is the most complex evaluation tool in Quizlet. This feature includes essay, matching, multiple choice, and true or false questions. Match feature is one of the match test tools with game features disappearing as an attraction for users/students. The disappearing game feature is when students drag two matching words, these words will disappear. If the participant can make all the words disappear, then the student has completed all the tests in this feature properly. Students can choose which one to do first but mostly they use flashcard features first to memorize the word that is used in the other features. The results of the quiz can be seen at the end if we have done the quiz.

b. Questionnaire

The second data collection is through questionnaires. The questionnaire was done to 10 students of English for Business. It was aimed to investigate EFL students' perspectives on Quizlet as an online platform to support the acquisition of new vocabulary. Most of the students in the English for Business class gave quite positive feedback towards the use of quizlet applications to acquire new business vocabulary.

(Table. 2) Questionnaire sheet

List of the questions
1. Do you feel that the Quizlet application is helpful and effective in the process of learning business vocabulary? Why? 2. In your opinion, what is the most helpful feature in the process of learning business vocabulary? Why? 3. In your opinion, are there any features that make you confused or difficult when using the Quizlet application? Why? 4. What do you think of the display of the Quizlet Application? Is it attractive to learn business vocabulary? Why? 5. Did you feel happy and satisfied while learning to use the Quizlet application? Why?

From the table above, the result of the research is that there are 4 questions that have absolute answers. For the first question, 8 respondents found Quizlet very helpful and effective for their

business vocabulary learning process. They answered that the features on Quizlet can support this application so that it is neatly arranged, they can see the results of quizzes, can be used to develop linguistic intelligence, especially in terms of enriching vocabulary, making learning very easy using a handphone anywhere and anytime. 2 respondents answered that it was not effective because the quiz could only be opened once and did not help in learning business vocabulary

The second question, 4 respondents answered that a feature that is very helpful in learning business vocabulary is flashcard because this feature will bring up words/pictures and sounds and is easier to memorize, 2 respondents answered the matching feature because it is easier to use and 3 respondents answered the test and 1 respondent answered All the features on Quizlet are interrelated and it really helps in learning business vocabulary.

The third question, the respondents are still confused about the features in Quizlet because they have only used Quizlet once during the lesson. They answered that the flashcard feature made them confused about how to use the feature the first time, the match feature because they found it difficult to match their answers, the test feature because they felt they had to think longer about this feature than other features and they also haven't tried many of the features in quizlet.

The fourth question, 8 respondents answered that the appearance of the Quizlet application/site was quite interesting. This display makes respondents feel comfortable and excited in the process of learning business vocabulary. Because Quizlet can be modified according to what users want, such as displaying interesting images for other users, especially when quizzes in groups, then displaying the sound in the quiz so that users can hear it too. 2 respondents answered that the standard appearance was not very attractive but also not too boring.

The fifth question, 9 respondents agreed that they were happy and satisfied when learning business vocabulary using the Quizlet application because they felt the learning material could be conveyed well or was easy to understand, easy to access when used, lots of different interesting features that made learning less boring and can answer quizzes collaboratively. 1 respondent answered that he did not agree because if he was in a place where the internet signal was not good, Quizlet was difficult to use.

CONCLUSION

This paper investigates a way to support ESP students in business class to acquire new business vocabulary by using Quizlet as a medium and to find out the perspective of ESP students in business class about Quizlet as an online platform to support the acquisition of new business vocabulary. Based on the results, the lecturer in the English for Business class used Quizlet to conduct a quiz. In the previous meeting, the lecturer gave the material and discussed it together with the students. During the quiz, all of the Quizlet features which are flashcard, learn, test, and match were used by the lecturer. Most students use the flashcard feature at the beginning to memorize the vocabulary first, before getting into other features. In addition, the perspective of the students toward the Quizlet application were various. Most of them have quite a positive perspective toward the use of Quizlet in English for Business class. But, there are also those who give negative positive perspective toward the use of it. They answered that it was not effective because the quiz could only be opened once and did not really help in learning business vocabulary.

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