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THE EFFECT OF DIGITAL MEDIA IN THE FORM OF QUIZLET ON STUDENTS' BASIC ENGLISH LITERACY OF NINTH-GRADE STUDENTS IN SMP NEGERI 3 ABIANSEMAL

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ABSTRACT

This study investigates the impact of Quizlet's implementation on students' basic English literacy skills in SMP Negeri 3 Abiansemal, ninth-grade students in the academic year 2024/2025. It uses a quantitative method with a quasi-experimental post-test-only control group design. The population of this research is comprised of all ninth-grade students, who consist of 332 students. Cluster random sampling was applied to this study, with 58 students from two ninth-grade classes divided into experimental and control groups. The experimental group was treated with Quizlet during the activity, while the control group used conventional media. At the end of the treatment, both groups were given the post-test. The collected data were analyzed using descriptive statistical analysis and inferential statistical analysis using IBM Statistics version 26. Then, the data was analyzed using an Independent sample t-test. The finding showed a significant effect of Quizlet on students' basic English literacy in the ninth-grade students of SMPN 3 Abiansemal. Students who learn using Quizlet get higher post-test scores than those who use conventional media. The significance value of the t-test is shown (Sig. (2-tailed (0.000). In addition, the calculation of Cohen's d effect was 1.531, which is classified as a large effect. This concludes that implementing Digital Media in the form of Quizlet can influence students' basic English literacy.

Keywords: Digital Media, Quizlet, English Literacy, Basic English Literacy Skills.

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INTRODUCTION

The literacy skills of Indonesian children are significantly lower than those of children in other countries and have become a National phenomenon (Arisandi et al., 2018; Dewi et al., 2018; Puspitasari et al., 2021). IEA Study of Reading Literacy states that Indonesia ranks 30th among 31 countries (Harisanty et al., 2020). In addition, according to data from the Programme for International Student Assessment (PISA) 2018, Indonesia's literacy level is below average, 74th out of 79 countries. Students' literacy is a bridge, enabling them to comprehend the world and explore new knowledge and perspectives (Padmadewi et al., 2018). Learning a Foreign language requires basic literacy skills (Budiman et al., 2023). This foundation helps them grasp the grammatical structures and vocabulary of the foreign language, making it easier to communicate effectively with others. A strong foundation in basic literacy skills is crucial for young learners embarking on the journey of foreign language learning.

Kemendikbud introduces Gerakan Literasi Sekolah, also known as the GLS program, to enhance students' literacy practice in school. As part of this program, students must read for 15 minutes before starting the class. In the 4.0 era, English plays an important role in communication worldwide. The position of the English language in Indonesia is that it is considered a foreign language. However, there is little support for developing literacy in English as a foreign language. In addition, English is not used for daily communication in school; it is challenging to develop students' English literacy in school (Dewi et al., 2018). The role of the teacher as a facilitator is crucial in enhancing learning. Therefore, teachers should provide a supportive learning environment emphasizing basic English literacy. This basic helps them better understand the grammatical structures and vocabulary of the foreign language and enables them to communicate more effectively with others.

Based on the preliminary observation in SMPN 3 Abiansemal, it was found that there is little support for developing students' literacy in English. In addition, the English teacher still does not utilise technology-based learning much. The learning process in ninth-grade students primarily relies on English books and most teacher-centered learning. As the teacher explained, most students listened, not asking or taking notes. Furthermore, teachers state that students still struggle with literacy skills, especially in reading and writing. However, the teacher uses technology to support learning media by using YouTube videos during online learning. This shows that the learning media are less interactive.

The use of media is crucial in facilitating the teaching of English language activities (Helmie et al., 2023). By integrating media in language instruction,

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students can practice their language skills more engagingly and interactively, leading to increased motivation, retention, and proficiency in the English language (Yulsardi & Ratmanida, 2021). In the modern era, digital technology is part of learning media in education. Digital media make teaching and learning more innovative, effective, and interactive. Additionally, digital media is one of the sources of learning that can be used to implement basic literacy in learning (Fitria, 2023). Lately, there has been a rising trend of using well-established technologies in foreign language education. This has led to learners enjoying innovative tools and methods that make language learning more fun, interactive, and practical (Bernard, 2020). Examples of digital media include animation, which involves creating a series of images; flipcharts, large sheets of paper that can be flipped to present new information; and digital flashcards, electronic cards featuring text, images, or other multimedia elements, often used for studying or memorization.

The Quizlet application is a digital flashcard media tool accessible on a smartphone or computer (Setiawan & Wiedarti, 2020). The multimedia feature of Quizlet can help students improve their basic English literacy skills because they can use this platform to practice their reading and writing (basic literacy scope). The flashcard sets include terms and definitions that can be tailored to fit users' needs. Quizlet offers various modes like Match, Test, and Learn. As a digital learning tool, Quizlet promotes collaborative learning, repetition, drilling, and enjoyable experiences, helping students stay engaged and avoid getting bored easily. (Anjaniputra & Salsabila, 2018) in (Putri & Zuhri, 2023).

Suganda (2022) explored the potential benefits of using digital media in enhancing students' learning. The researcher found that integrating digital media into the learning process significantly improves students' engagement and achieves learning outcomes. Harisanty et al. (2020) researched using flashcards in children's information literacy development. The result showed that flashcards can promote literacy culture. Devi & Rusdinal (2023) found that digital learning media can effectively improve students' basic literacy skills. Hsu and Chen (2019) in (Al Balushi, 2024) discovered that Quizlet helped Taiwanese EFL students improve their vocabulary. Students who used Quizlet also expressed higher satisfaction with their learning experience than those who did not. Moreover, Quizlet has been shown to enhance Chinese listening, speaking, and reading skills while boosting student engagement on behavioral, emotional, and cognitive levels. (Ma, 2024).

Although many studies have shown the positive impact of using Quizlet on learning, more in-depth research is needed to explore its effects at specific levels and across different learning fields. Previous research has yet to investigate how implementing digital tools like Quizlet influences teaching basic English literacy.

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No research has been conducted on the effects of implementing digital media in the form of Quizlet on students' basic literacy. Based on the problems and explanations above, digital media is believed to improve students' basic English literacy skills. So, this study investigates the effects of implementing Digital Media in Quizlet on students' basic English literacy in the ninth-grade students of SMPN 3 Abiansemal.

THEORETICAL FRAMEWORKS

English as a Foreign Language

When students learn English, which is not generally used as a native language, it is called English as a Foreign Language (Daif-Allah & Aljumah, 2020). Learning a foreign language, particularly English, is a crucial aspect of modern education in Indonesia (Purba et al., 2022). Indonesian students learn English from elementary school until University level. However, most students still struggle to communicate in English. Nduwimana, as cited in (Daif-Allah & Aljumah, 2020), suggests that people often learn English for various reasons, such as fulfilling school or university requirements.

Literacy

The term "literacy" refers to the ability of individuals to comprehend, utilize, and interpret information in diverse settings (Pilgrim & Martinez, 2013). The United Nations Educational, Scientific, and Cultural Organization (UNESCO defines literacy as reading, writing, comprehending, interpreting, creating, communicating, and using printed, written, and visual materials in diverse contexts (Zua, 2021). Bozsik (2015) states that Literacy is considered a key skill for success in education and society. It allows people to understand different types of communication, such as spoken language, printed texts, media broadcasts, and digital learning.

Basic Literacy

Fitria (2023) defines basic literacy in students as the basic skills needed to read, write, and understand information well. Basic literacy is a foundation for understanding, interpreting, and participating in this increasingly complex world. Basic English literacy means students can read and write in English. Basic literacy skills are crucial as they impact a person's intellectual and emotional abilities and significantly affect human resource quality (Ratminingsih et al., 2021). Radhika Kapur (2019) states that basic literacy skills, like writing and numeracy, are

important for everyone, regardless of background or job. These skills are vital in daily life, whether managing work or household tasks.

According to Hardianti, (2019), the indicators of literacy include: students being able to understand the reading, students being able to extract information from the text, students gaining new knowledge from reading, students reflecting on the content of the reading, and students drawing conclusions from the reading material.

Educational Media

Lubis et al. (2023) describe educational media as any tool that conveys messages to support students' learning. This encompasses resources such as people, materials, equipment, or activities. When teachers effectively utilize these tools, they can make learning more engaging and enjoyable, helping students to grasp the topics better (Helmie, 2022). Teachers can use various types of media during the teaching process, but they often overlook whether the chosen media aligns with the students' needs and the material being taught.

Digital Learning Media

According to Lubis et al. (2023), educational media include materials, equipment, and activities that convey messages to help students complete the teaching and learning process. Technology is rapidly increasing in an era of globalization, especially in education. Now, the learning media collaborate with technology known as Digital Learning. Munir (2017) stated that digital learning is a tool that helps students learn extensively with a greater variety of visual, audio, and interactive content. According to Zamzani et al. (2022), digital media, also known as online media, is displayed on websites. Online media refers to any type or format of media that can only be accessed via the Internet and contains images, text, and sound. Digital media can be seen as a technology that uses networks (Zamzani et al., 2022).

Quizlet as Digital Learning Media

Hikmah (2019) is a free mobile and web-based educational platform designed to provide various learning tools for students. Quizlet is a user-friendly and interactive platform with multimedia features that can help students comprehend the topics (Azhari et al., 2023). This helps teachers create and customize the materials based on students' needs. Putri & Zuhri (2023) state that Quizlet has several features. Flashcard mode allows students to learn vocabulary by displaying terms and definitions while providing audio of the text being read aloud.

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The learning mode allows students to practice their learning with various questions, including fill-in-the-blank, multiple-choice, and written questions. The teacher can insert the text in this mode, so the students can practice their reading comprehension. In the test mode, students can know their progress after learning 1 chapter, and the activities include multiple choice questions, true or false, and students can view their test scores and receive feedback on their answers. In the match mode, students can enhance learning by dragging matching items onto each other, including a time clock display to track students' progress during the matching activity. It shows how long students take this practice. Also, some features that collaborate with games are Live or Blast Mode, so students can learn while playing a game.

METHOD

This study aims to investigate the effect of digital media in the form of Quizlet on students' basic English literacy. To investigate the effect of Quizlet, the quasi-experimental research posttest-only control group design was employed. The sample was selected using cluster random sampling techniques and a spin wheel to divide the experimental and control groups. Quasi-experimental research is designed with a control group, but it cannot completely control the external variables that could influence the experiment's outcome (Sugiyono, 2015). A quasi-experimental research design is appropriate for this study because the research subjects are junior high school students, which was already grouped into some classes.

According to Creswell (2014), the scenario of this design is the sample divided into experimental and control groups. The experimental group will receive the treatment, and the control group will not. At the end of the treatments, both groups are measured on the post-test to determine any significant effect after implementing the treatment. Based on this study, the experimental group was given treatment by implementing digital media in the form of Quizlet, and the control group conducted the teaching and learning process using the teacher's usual method and media.

Table 1. Post-test only control group design

Group	Treatment	Post-test
Control	-	O
Experiment	X	O

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The study was conducted at SMPN 3 Abiansemal, Bali. The research population consisted of 332 ninth-grade students in the academic year 2024/2025, divided into 11 classes. The sample applied cluster random sampling, with 58 students from two classes. Cluster random sampling is a method in which students are taken randomly among all the clusters (Ary et al., 2010). Those 2 classes were divided into an experimental group and a control group.

Table 2. Research Sample

Groups	Students
Experimental Group	30
Control Group	28
Total	58

The normality and homogeneity tests were conducted to ensure the sample was normally distributed and homogeneous. The data was normally distributed if the significance value was higher than 0.05 (Sig. >0.05). After the normality and homogeneity tests were conducted, we did the independent sample t-test. This test is needed to ensure that both sample groups had no significant differences or the same level before treatment, indicating that the sample selected was appropriate.

The instruments are lesson plans for both groups. The experimental group's lesson plan is for the Quizlet activity, and the control group is not. The treatment instruments are a Quizlet and a post-test that contains 25 questions of various types. Before the treatment, the instruments were tested using the Validity Test by the Gregory Formula and the reliability testing using the Intra-Class Coefficient (ICC) by two expert judgments. The results of this instrument testing were valid and reliable.

The treatment was given in 6 meetings, and at the end of the treatment, a post-test was given to both groups to assess their basic English literacy. After the data were collected, they were analyzed using descriptive statistical analysis, a pre-requisite test, hypothesis testing using an Independent sample t-test, and measuring the effect size using Cohen's d effect. SPSS 26 was used to analyze the data to make this process accurate.

Descriptive statistical analysis evaluates the data, including measuring the mean, median, range, and standard deviation (Sugiyono, 2015). Then, the normality test was conducted. The Shapiro-Wilk test was used to check the normality of the sample. While a homogeneity test using Levene's test. The data were normally distributed and homogenous if the significance value is greater than 0.05. Meanwhile, if the significance value is lower than 0.05, the data were not normally distributed and not homogeneous.

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The researcher used an independent sample t-test to compare the means of the two samples and determine Quizlet's effect on students' basic English literacy based on hypothesis testing. The hypotheses for sampling were:

Ho: There is no significant effect on students' basic English literacy between students taught using Quizlet media and those taught using the teacher's method and learning media (Sig 2-tailed > 0.05).
Ha: There is a significant effect on students' basic English literacy between students taught using Quizlet media and those taught using the teacher's method and learning media (Sig 2-tailed < 0.05).

After analyzing the hypothesis, the researcher conducted an Effect size to explain how the treatment affects the research sample. In this study, the Effect size is used to determine the effect of Quizlet on basic English literacy learning outcomes in the research sample. After performing the t-test, the effect size is calculated using Cohen's d measurement: Small (0.0-0.4), Medium (0.5-0.7), and Large (0.8-2.0).

FINDINGS AND DISCUSSION

Findings

Students were assessed on their basic English literacy skills after the treatments. Based on this table, there was a significant difference in students' basic English literacy skills.

Descriptive Statistical Analysis

This section shows the result of descriptive statistical analysis, consisting of the mean score and standard deviation. The result shows a significant difference in students' basic English literacy skills in the experimental group compared to the control group.

**Table 3**. The result of the descriptive statistics

Descriptive Statistics

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Post-Test Score

	N	Mean	Std. Deviation
Experimental Class	30	84.6667	7.43400
Control Class	28	72.8571	8.02641
Total	58	78.9655	9.69892

The basic English literacy post-test results between the experimental and control groups have different mean scores. Based on the descriptive statistics above, the experimental group's mean score of the basic English literacy post-test is 84.66, and the mean score of the control group's basic English literacy post-test is 72.85. That result indicates that the mean score of the basic English literacy post-test of the experimental group using Quizlet is higher than that of the control group using the teacher's usual method and learning media. The standard deviation of the experimental group is 7.43, and the control group is 8.02, which shows that the control group was more spread out.

Histogram for Class= Experimental Class
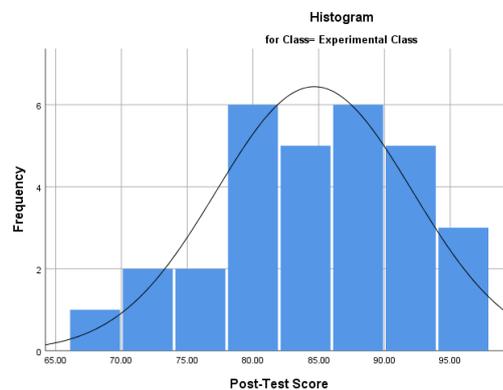
The histogram illustrates the experimental class's post-test scores, with most students scoring between 80 and 90, indicating strong overall performance. The average score is 84.67, and the standard deviation of 7.43 suggests that most scores are close to the mean, with only a few outliers. The normal curve highlights a balanced distribution, showing no extreme variations. This reflects that the experimental class achieved good results with consistent performance.

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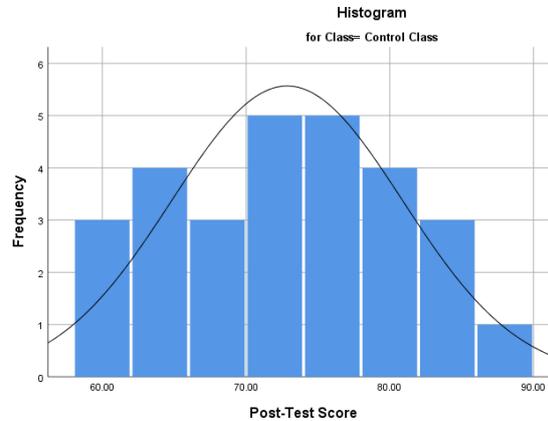
The histogram displays the post-test scores of the control class, where most students scored between 65 and 80, indicating lower performance than the experimental class. The average score is 72.85, with a standard deviation of 8.026, suggesting some variability, as certain students scored significantly higher or lower than the mean. The normal curve reveals a balanced distribution, emphasizing that the control class had lower and more varied scores than the experimental class.

Pre-requisite analysis

In this test, the normality and homogeneity tests were conducted to ensure the data followed a normal distribution, and a homogeneity test was carried out to confirm that the score variance was similar between groups.

Table 4. The result of the Normality Test

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post-Test Score	Experimental Class	.140	30	.140	.953	30	.208
	Control Class	.117	28	.200[*]	.953	28	.235

Based on the table above, Shapiro-Wilk shows that the significance value of the experimental group was 0.208, and the significance value of the control group was 0.235. This normality test showed that the significance value of both groups was higher than 0.05 (Sig. > 0.05), which means that the data scores were distributed normally.

Table 5. The result of the Homogeneity Test

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.

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Post-Test Score	Based on Mean	.277	1	56	.601
	Based on Median	.244	1	56	.624
	Based on Median and with adjusted df	.244	1	55.864	.624
	Based on trimmed mean	.259	1	56	.613

It showed that the homogeneity test's significant value (Sig.) for basic English literacy skill is 0.601 based on the mean, 0.624 based on the median, 0.624 based on the median and with adjusted df, and 0.613 based on the trimmed mean. This indicates that the significant value (Sig.) is higher than 0.05. It means that those group scores were homogeneous.

Hypothesis Testing

After the data were normal and homogenous, hypothesis testing using an Independent sample t-test was conducted. If the significance value is higher than 0.05, it means the null hypothesis (Ho) would be rejected (Sig.> 0.05), and the alternative hypothesis (Ha) would be accepted (Sig.< 0.05). The result can be seen below.

Table 6. The result of the Independent Sample T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-Test Score	Equal variances assumed	.277	.601	5.818	56	.000	11.80952	2.02997	7.74300	15.87604
	Equal variances not assumed			5.802	54.823	.000	11.80952	2.03543	7.73013	15.88891

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Based on the table, the significant value Sig. (2-tailed) is 0.000, which is lower than 0.05 (0.000 < 0.05. The result shows that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) is accepted. Indicates a significant effect on students' basic English literacy between students taught using Quizlet media and those taught using the teacher's method and learning media.

Effect Size

Since the hypothesis testing result was significant, the effect size needed to be measured. Cohen's d effect was applied to measure the effect size of students' basic English literacy skills. The result can be seen below.

The Cohen's d formula:

$$d = \frac{\overline{x_1} - \overline{x_2}}{SD_{pooled}}$$

$$SD_{pooled} \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$d = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{(30 - 1)S_1^2 + (28 - 1)S_2^2}{n_1 + n_2 - 2}}}$$

$$d = \frac{84,66 - 72,85}{\sqrt{\frac{(30 - 1)7,43^2 + (28 - 1)8,02^2}{30 + 28 - 2}}}$$

$$d = \frac{11,81}{\sqrt{\frac{(29)7,43^2 + (27)8,02^2}{56}}}$$

$$d = \frac{11,81}{\sqrt{\frac{(29)55,20 + (27)64,32}{56}}}$$

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$$d = \frac{11{,}81}{\sqrt{\dfrac{1.600{,}8 + 1.736{,}64}{56}}}$$

$$d = \frac{11{,}81}{\sqrt{\dfrac{3.337{,}44}{56}}}$$

$$d = \frac{11{,}81}{\sqrt{59{,}59}}$$

$$d = \frac{11{,}81}{7{,}71}$$

$$d = 1{,}531$$

Based on Cohen's d-effect formula, the effect size for the student's English literacy skills is 1.531. This value shows that using digital learning media, such as Quizlet, in the experimental group had a significant effect. Based on the interpretation of Cohen's d effect, the 1.531 is classified as a large effect.

Discussion

The researcher uses English for the Nusantara handbook to guide the materials. The control and experimental groups studied Chapter 5: Upcycling Used Materials, which included three main units—Unit 1: Look at My Creation, Unit 2: They Are on Sale, and Unit 3: Let's Donate. These lessons aimed to enhance students' basic English literacy skills, such as reading, writing, and evaluating information. Throughout the study, students participated in activities designed to help them effectively understand and use English in real-life situations.

The research consisted of six learning sessions in which both groups used the same materials but employed different teaching approaches. The control group adhered to the traditional method with the English for the Nusantara handbook, a curriculum book for this level. Meanwhile, the experimental group used Quizlet, which provided interactive and digital exercises to enhance engagement. Each session aimed to help students develop basic English literacy skills through exercises, discussions, and practical tasks. In the seventh session, both groups completed a post-test to evaluate their progress and overall achievement, assessing

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whether Quizlet improved students' basic English literacy skills compared to the conventional method.

This study found that integrating digital learning media in the form of Quizlet significantly affects students' basic English literacy skills. The findings also showed a significant difference between students taught using Quizlet and those taught using the teacher's usual method and learning media. The mean post-test score of the experimental group was higher than that of the control group: 84.66, while the control group score was 72.85. This finding was supported by Dewi et al. (2018), who found that integrating reading and writing skills in English as a Foreign Language learning improves and enhances all the basic skills.

This study is consistent with previous literature. This further proves the positive effect of digital media in the form of Quizlet on students' basic English literacy. Aligned with a study by Suganda (2022), which researched the use of digital media to improve students' literacy in English learning in Junior High School. This study found that integrating digital media into learning significantly enhanced student engagement and learning outcomes. Moreover, also aligning with Mauidloh et al. (2024), the research found a correlation between students' engagement and reading comprehension using Quizlet gamification. Most students increase their engagement in reading comprehension. Indicates that integrating game elements into educational contexts can create an enjoyable learning environment that enhances learning outcomes.

The results of this study show that Quizlet affects basic English literacy, particularly in vocabulary recognition and sentence construction. This supports Clay's emergent literacy theory (Clay, 1966), as referenced in (Doyle, 2018), which posits that literacy skills develop when learners are frequently exposed to meaningful language activities. Furthermore, according to the Simple View of Reading (Gough & Tunmer, 1986) as outlined in (Hoover & Gough, 1990), decoding plays a crucial role in reading comprehension. Students in this study enhanced their decoding skills by practicing word recognition and understanding through digital flashcards and games.

Implementing Quizlet makes the learning and teaching process more interactive and practical because it consists of audio and visual images that can help students better understand the topics. Also, teachers can create learning media based on the students' needs. Therefore, digital learning media can significantly enhance students' basic literacy. This aligns with Devi & Rusdinal (2023), who develop and validate digital learning media to enhance students' basic literacy skills. Overall, this study highlights the effectiveness of Digital Learning Media in the form of Quizlet, which can improve students' basic English literacy skills. Additionally, students show their motivation and enthusiasm, and make the interactive learning process during the treatment.

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This study generally provides evidence that digital media, specifically Quizlet, significantly impacts students' basic English literacy skills. However, factors like internet connection and suitable mobile devices should be considered when using Quizlet as a learning tool. During the treatment, the researcher observed that students occasionally faced difficulties accessing Quizlet, and to address this, personal hotspots and phones were permitted.

CONCLUSION

This present study showed that implementing digital media in the form of Quizlet significantly affects students' basic English literacy skills. Based on the descriptive statistic analysis, the evidence shows that the post-test score result for the experimental group was higher than that of the control group after the six meetings. The experimental group's mean score is 84.66, while the control group's score is 72.85. Furthermore, the hypothesis testing the significance value was 0.00, which is lower than 0.05, indicating the alternative hypothesis was accepted. Cohen's d effect size results fall into a large effect (1.531). Integrating digital media in the form of Quizlet also influences the students' motivation and enthusiasm, as well as interactive learning, and makes the learning process less boring.

These findings offer some suggestions that could be proposed. Students are expected to use Quizlet to improve their basic English literacy, especially in reading and writing skills. Students can learn independently at home, rather than solely depending on the teacher's classroom explanations (home-based learning). For the teacher, Quizlet is highly recommended as a learning media to support learning English by the teacher in the classroom. Teachers can create materials based on students' needs by integrating digital media to make a more enjoyable and interactive learning environment. This makes students more independent learning outside of formal school hours. This indicates that using phones is positively used to learn, not only for gaming. Future researchers could explore the implementation of Quizlet in different skills, educational levels, or schools to further understand its effectiveness in various contexts.

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