



## **THE IMPLEMENTATION OF QUIZLET AS A VOCABULARY LEARNING APPLICATION TOWARDS JUNIOR HIGH SCHOOL STUDENTS**

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### **ABSTRACT**

Technology in Education has been developing these centuries. Thanks to the evolution of technology and education, there are many methods and attachments to learning methods that are facilitated by technology. Innovation and creativity are needed when it comes to meeting learning goals using technologies. Learners and tutors have many applications that support the learning process, one of them is Quizlet. Quizlet was founded by Andrew Sutherland in 2005. It is a well-known application that shifts quizzes and flashcards to learn vocabulary. It is completed with four types of quizzes and the interface of the applications had been made easier for beginners. It is known that students utilize applications in their learning process. This paper discussed the implementation of quizlet to learn one specific skill, that is vocabulary, and how tutors and teachers engage features of quizlet and authorize it. Through the data collected, writers wats to know whether quizlet can be utilized in learning vocabulary.

***Keywords: Quizlet, Vocabulary, Application, IDT, Junior High School Students***

### **INTRODUCTION**

When we talk about evolution in the education field, it cannot be liberated without technology. One of the significant changes in the educational field is Instructional Design and Technology (IDT). Ritchie et al. (2010) describe instructional design and technology as the science and art of creating detailed specifications for designing, evaluating, and maintaining conditions that promote learning and performance. Instructional Design is known as phases that are used in order to achieve goals in learning or stuff which includes various designs process, it is not



only designed with procedural steps but it consists of the combination of many parts in the design process. Instructional Design consists of six domains or authority: Learners and Learning Processes; Learning and Performance Contexts; Content Structure and Sequence; Instructional and Non-instructional Strategies; Media and Delivery Systems; and Designers and Design Processes (Richey, et al. 2010). When it comes to Instructional Design (ID), it does not have to relate to educational fields only, but other fields as well since ID is known to exist in the late 1920s and developed in post World War II. Before it was named as Instructional Design, it is known as Instructional Technology that used only as a learning media in teaching before it evolve as Instructional Design now. There are some theory base that mostly integrated in ID context, such as Media Theory; Conditions-Based Theory; Constructivist Design Theory; and Performance Improvement Theory. Robert, in Pearson (2017) mentioned that in IDT, several models are created to maximized the essence of IDT itself, first is The ADDIE (Analyze, Design, Develop, Implement, and Evaluate) which is a process of preparing all that teachers, SAM (Successive Approximation (three-phase Model) is a design and development process that provides maximum opportunities for review, evaluation, and revision of decisions throughout the process required prior to teaching students. Pebble-in-the-Pond is comes from the metaphor where the environmental pond in which instruction is to occur. The pebble is an instance of a problem that learners need to be able to solve in the context of the pond. The problem pebble thrown into the instructional pond is the trigger for the instructional design process. Hannafin and Peck is instructional design model that focused on the design and evolvement of product especially in learning product, and TPACK a framework for describing teachers' knowledge and skills for integrating technology. It is one of the new frameworks that considers both technical and technical pedagogical knowledge of teachers to be equally important and valid concepts (Rahimi and Pourshahbza, 2018). From many theories and concepts of IDT, The concept of IDT is indispensable in the world of education, both in the world and in Indonesia. The development of IDT learning has a variety of models, theories, and steps that make up IDT itself. Judging from the development of technology, especially in the field of education in Indonesia, it can be said that Indonesia has developed quite slowly compared to developed countries, but has experienced rapid technological development among developing countries. The importance of IDT in learning development can be seen in the use of application technology along with pedagogical theory and learning content. IDT is very necessary because IDT includes learning that is relatable to the demands of 21st century learning. Students are required to be able to utilize technology in the development of the learning process. The curriculum has been designed in such a way to maximize student achievement expectations in 21st century learning. Students not only immediately use technology in learning, but are able to integrate learning at school with the use of technology. Not only



having an impact on students, teachers must also be able to evolve by utilizing the use of technology in learning. Knowledge that continues to grow encourages teachers to continue to innovate in learning design. For this reason, it is very appropriate to apply IDT in the development of learning designs. The development of knowledge encourage student to make innovation in learning design. For this reason, applying IDT is the way to emphasize in the development of learning designs.

Instructional Design Technology (IDT) is the abbreviation of Instructional Design Technology, that has been evolve around pas 30 years that start from the high point of Gagne, systems design, and computer-assisted learning where it connected to students, subjects, and a learning environment that supports by the technology. We used this language based on Reiser's (2012) description of IDT, which characterized it as "the analysis of learning and performance problems, as well as the design, development, and implementation of solutions." "the assessment and management of instructional and non-instructional processes and resources aimed at improving learning and performance" (p. 5). Following that, we analyze attempts to categorize programs and researchers in the field while highlighting some of the limits of their study, which eventually led to the need for the current investigation.

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## **THEORETICAL FRAMEWORKS**

### **The Definition of IDT**



Richey, et al (2010) ID includes a wide range of activities, from analysis through evaluation. It covers the initial project planning processes and frequently works through the development of procedures to assure the continuing operation of the intervention. Occasionally, design tasks are blurred with development duties. Some designers create resources like trainer's manuals, work sheets, and job aids. They frequently make media selection judgments, but they rarely create the finished piece of mediated instruction. Despite the fact that many people consider evaluation to be a separate activity, designers often construct test items and collect performance data. They also frequently conduct product evaluations. While designers are deeply concerned with instruction delivery, they are not always teachers or trainers.

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### **IDT Models**

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### **Quizlet**



Quizlet is a widely used online vocabulary learning tool comprising seven different self-study modes, such as Match, Learn, Test, Write, Spell, Gravity, and Flashcard (Platzer, 2020). Platzer (2020) stated that Quizlet is an easy-to-use vocabulary learning tool, accessed either on the web or via a mobile

App and users (both, teachers and learners) may upload wordlists containing L2 lexemes and their L1 translations (or definitions), and on the basis of these wordlists, Quizlet generates seven different self-study activities or self-tests. An eighth activity, Quizlet Live, is described by Wolff (2016). However, as this activity needs to be initiated via a teacher account, it is not available for self-study (Platzer, 2020). The application interfaces designed for the website incorporate 8 learning modes of which 5 are available in the mobile application interface (Sanosi, 2018).

Table 1: *Quizlet learning modes on website and mobile app*

Learning mode (on website)	Description	Mobile app. (Android & iOS)
Learn	Students can learn words and their meaning through multiple choice and writing questions. Questions grades from easy to difficult.	Available
Flashcard	Digital flashcards demonstrate terms and can be flipped by mouse clicks or tabs on screens to show definitions or pictures explaining the term.	Available
Write	Students are asked to write the definitions for the terms or the pictures exposed. Extra attempts are required if the learner makes an error.	Available
Spell	Students listen to audio prompts and are asked to type what they hear. If they misspell the word, they will hear it dictated letter by letter while the correct	Not available



	answer is being typed in the screen.	
Test	A test of four types of questions: written, multiple choice, matching, and True or False. The questions are based on the study set whether the terms are explained by picture, definition, or L1 translations. Students can check their scores and the correct answers for the mistaken ones.	Available
Match	A game in which learners are asked to match terms to their definitions (or the corresponding pictures) as quickly as possible. Each time a learner finished, the app shows him his score and rank among other learners.	Available
Gravity	Another game in which the terms appear on asteroids approaching the planet. Learners are asked to type the corresponding definition of the term before the falling asteroid crashes onto the planet.	Not available
Live	This in-class collaborative activity requires 4 or more learners connected to <a href="http://quizlet.com/live">http://quizlet.com/live</a> and they are asked to enter the unique session code. The learners are distributed to	Not available



	groups each of which answers multiple choice questions based on the study sets via their mobile devices. The answers are randomly scattered among the devices, therefore, a collaboration is required to decide the correct answer. The first group to finish the game wins.	
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Quizlet website address is: <https://quizlet.com>

For the teacher, classes may be created to manage certain students learning with certain lexical items and the flashcard sets are easily free for all Quizlet users to create, dependent on vocabulary to learn, also learners can also contribute to sets created by teachers or make their own vocabulary sets for learning which is the sets consist of terms for the lexical items and definitions for the description where a picture or sound can be added (Anjaniputra & Salsabila, 2018).

### Vocabulary

Vocabulary is the basic yet difficult part in learning English language especially for EFL students. Vocabulary can be mean as the amount of words from the language which can be formed into a larger components of words including of clauses, phrases, and words. Vocabulary Learning English vocabulary is a complicated task for many non-native speakers of English. In addition, the learners must have sufficient vocabulary in order to have capable English language skills which requires a basic skills such as mastering a vocabulary that becomes the first step into mastering language skills, meanwhile, without learning vocabulary first, it is hard to the learners to mastering the language (Cesarini et al., 2021)

Vocabulary refers to the words we use to successfully communicate in both speaking (expressive vocabulary) and listening (receptive vocabulary) (ALQAHTANI, 2015). Others, such as (Sedita, 2005) stated that vocabulary is one of the five basic components of vocabulary teaching, along with phonemic awareness, phonics and word study, fluency vocabulary, and comprehension. (Paul Nation, n.d.) stated that there are some principles for teachers in the teaching of vocabulary. 1) high-frequency words should be taught to the students because they are important enough to deserve time in class, 2) academic words should be taught to the learners with academic purpose, 3) technical words are only learnt when the students are studying the content matter of the certain subjects, 4) low-frequency words may be taught after the students have a good





control of the high frequency, academic and technical words. The urgency of vocabulary in learning a language and learning new words is very important needed in books and classes, where learning words is sometimes difficult such as spelling, pronunciation, and similarity (Metom et al., 2019)

### **Types of Vocabulary**

There are two types of Vocabulary which receptive and productive vocabulary, active and passive vocabulary.

#### **Receptive vocabulary and Productive Vocabulary**

Receptive vocabulary is defined as the vocabulary types reader encounters during vocabulary and listening. According to (Laufer & Goldstein, 2004) receptive vocabulary was associated with the listening and vocabulary. Meanwhile, productive vocabulary refers to the set of words used to produce the messages which means speaking and writing are the basic skills in productive vocabulary. The vocabulary knowledge positively predicted the vocabulary comprehension (Sahar Jamalipour; Ali Akbar Khomeijani Farahani, 2015).

#### **Active Vocabulary and Passive Vocabulary**

As mentioned by (Laufer, 1998) there are two kinds of vocabulary, namely active and passive vocabulary. Active vocabulary is defined as the words by which listeners and writers usually use as they can completely understood. Meanwhile, Passive vocabulary considered as the words that can be understood, but infrequently used in writing and speaking. In addition, the passive vocabulary are acquired more than the free active ones because free active vocabulary developed more slowly and less predictably than did passive vocabulary (Wright, 2016).

## **FINDINGS AND DISCUSSION**

### **Need Analysis**

In addition of this essay, the writer has observed the Junior High School in Singaraja. According to the observation, The writer choose SMP N 2 Singaraja because the implementation of technology in this school has not reached to the fullest especially in English subject. Not all teachers implement the technology on their learning process. Since the post-pandemic, the teacher uses the traditional teaching process again since not all students able to implement the technology. One of the teacher admit that not all students are able to use education platform properly such as zoom, Google meet, Google Classroom, and etc.

According to the current curriculum, which is Kurikulum Merdeka teachers are required to teach and learn using technology. The aim of this curriculum is to develop the learning system is to emphasize the students-centered





learning activity through independent learning. It is designed to develop teachers and students participations through certain real-results projects beside examination and test-based assignments. The minister of Cultural Education and Technology, Nadiem Makarim, designed this curriculum to facilitate teachers to use innovative, creative, attractive media to help explore themselves based on skills and characteristics of each students.

In this school, the teacher still uses books and paper-based assessment, although SMP N 2 Singaraja has changed the curriculum into the Merdeka Curriculum. Most of teachers rarely use technology based media to teach students even in curriculum, the implementation of technology must occur in learning experience. Based on this problem, the writer wants to give solution through instructional design through implementation of technology that can be used in this school. Otherwise, the writer feel the need to introduce and expand this instructional design into grade 7 because, they already in phase of the development from Elementary through Junior High School. They also chosen as the first trial in this experiment of new curriculum implementation. That is exactly the right time for students to develop and practice their skills beside academic. In this new curriculum, they will be introduced to implementation of the skills they have learned in school to practice it in real life situations. continue into Junior High school. As we know, junior high schools in Singaraja have In Merdeka curriculum; learning using technology is one of the requirements needed to achieve the success of academic purposes in every school. Therefore, they have to be prepared to adapt the new curriculum. Not only to master technology, they need to understand the application of technology as the requirements of 21<sup>st</sup> century.

According to the problems, the teachers facing the struggles to motivate students into learning English. The teachers in SMP N 2 Singaraja has problems in using application based in learning English because of the lack of student's motivation to learn English. There is a need to create something new for students, for example, using gamification in education fields. This would have a significant impact on all aspects of their lives, including their school lives. If teachers are not aware of this, there will be a large gap that might lead to learning disputes between teachers and pupils. One approach to bridging this phenomenon is for teachers to embrace games in the learning process, with gamification being the most promising.

### **Learning Design**

Gamification is viewed as a important strategy by educators in the educational field. Vera, et al (2020) states that Gamification is a methodology that allows its practitioners to incorporate game elements into the class in order to encourage motivation, engagement, and enjoyment. Games are known to students, and they usually enjoy playing them. The element of fun has the greatest impact on their



motivation. Gamification, on the other hand, had a significant impact on effort. Because the system was new and had a distinct structure, it provided a challenge for them, and they needed to work harder to succeed. To summarize, the levels of motivation were similar, but the factors that influenced them were not (Vera, et al 2020). Games is one of the method to keep the engagement in students. Based on this statement, the writer wants to implement this based on the findings and problems in fields, through design phase, development phase, the making of product and how to implement it based from the needs analysis will be needed.

Many games have been developed through the years, and these have many features that embodied them among others. One application that user-friendly, and easy-to-operate by begginers is Quizlet. Quizlet has subsequently evolved significantly, and it now delivers near-perfect text-to-speech pronunciation of words entered, includes an in-built dictionary, and allows users to add visual aids in the form of all jpeg images. or publicly available gif files on flickr (flickr.com). These features provide users with a tool that far outperforms analog paper flashcards (Lander, 2017). As a result, the Quizlet Application is regarded as a digital flashcard that delivers graphic cards used via electronic devices such as smartphones to assist learners in memorizing the meaning of the words. As a result, the Quizlet Application is regarded as a digital flashcard that delivers graphic cards used via electronic devices such as smartphones to assist learners in memorizing the meaning of the words (Setiawan & Putro, 2021).

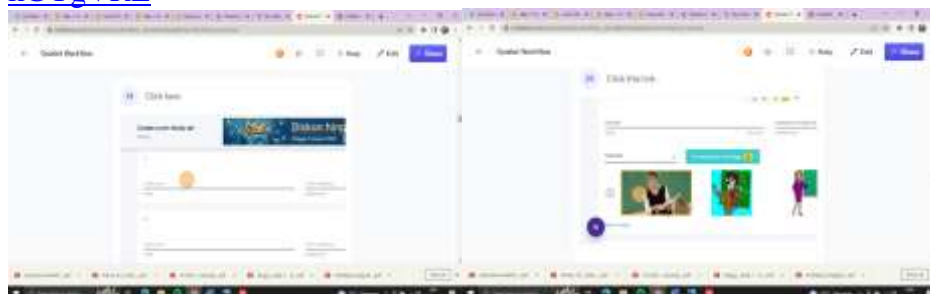
The game-like tools are divided into two categories: study and play. There are five study modes: Learn, Flashcards, Write, Spell, and Test. "Learn" gives users control over their learning to familiarize them with the sets; "Flashcards," as the name implies, gives users digital flashcards that can be flipped over by simply clicking on the card; "Write" encourages users to write the correct phrase of the description shown; "Spell" encourages users to listen to the spelling and write the correct answer of the spelling. "Test" is a testing application in which users are given random questions from a given set and the results are displayed as soon as all of the questions are answered. In the meanwhile, three options are accessible in Play: Match, Gravity, and Live. "Match" lets users to match terms and definitions dispersed throughout the screen; "Gravity" displays meteors with words on them, and users must input the solution to the words before the meteors strike the earth; "Live" refers to an online collaborative activity in which each group strives to meet a specific criterion by replying correctly, because one incorrect answer causes the group to restart from the beginning.

As long as students are included in the formed class, the teacher can monitor all of the modes. For example, whether or not pupils have finished Study modes can be viewed, and student responses are statistically displayed, allowing for revision or concentrating (Anjaniputra & Salsabilla, 2018).

The tutorial is in this link :



[https://scribeshow.com/page/How to make description text 4UiPzHOxSUyj TkGYgVRL](https://scribeshow.com/page/How%20to%20make%20description%20text%204UiPzHOxSUyjTkGYgVRL)



## CONCLUSION

Since IDT was created, it has been gained a lot of attention since it was introduced along the public. The Instructional Design is designed to overcome the challenges in learning process. The process has been already done by implementing IDT so the instructors will more focused on how the plan will run well. Mostly Common IDT model to use is TPACK which means a framework for describing teachers' knowledge and skills for integrating technology. The use of TPACK has been involved around the world, especially in Education field. Some developed countries such as US, Singapore, Finland, China, etc has been developed by the use of computerized and technology based education system. In Indonesia, the TPACK model has been introduced in some learning fields but hasn't been developed significantly. IDT is needed in order to introduce instructor into the technology, by elaborating the learning model that has been exist into new adaptation of technology, such as the use of Quizlet in teaching vocabulary by integrating traditional method such as flashcards into the technology and the adding features will make a positive impact for students in this era.

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