

# The Impact of Quizlet on Vocabulary Improvement: A Case Study in Binh Duong Province Secondary Schools

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## Abstract

This study aims to investigate the impact of using Quizlet in improving English vocabulary for secondary school students, and to explore teachers' and students' attitudes toward the application of Quizlet in teaching and learning English vocabulary. The sample includes 300 students in grade 8 and 15 teachers in charge of these students in Binh Duong province. Mixed methods were utilized to obtain the data, including semi-structured interviews, questionnaires, and vocabulary tests. The results indicated that Quizlet gradually improved the students' vocabulary, and also showed that both teachers and students have favorable opinions about educating and studying English vocabulary via Quizlet. Recommendations were made to support and help the participants optimize their impact while using Quizlet.

**Keywords:** English vocabulary, Quizlet application, attitudes, secondary students

## 1. Introduction

When teaching and learning any language, the vital target is developing the fundamental skills of language, and they also concentrate on four skills writing, speaking, listening, and reading. One of the most important factors mentioned to improve or expand these skills is vocabulary because students restricted vocabulary impedes effective communication. Vocabulary knowledge is frequently seen as a crucial asset for second-language learners (Alqahtani, 2015). Many authors investigate the difficulties or the errors committed by students learning English, and the leading cause is vocabulary problems. Although students are good at grammar or using words to write, they have vocabulary limitations. Vocabulary is directly and lively taught in classroom activities. Teachers continue to play a crucial role in the graduation system in Vietnam; they are the ones who plan the classes and are knowledgeable about the student's skills, as suggested by (Cobb, 2001b). The quality of a class depends on various elements, including student limitations and strengths, language learning capacity, and age appropriateness. Integrating technology into the classroom is a crucial and essential step in today's teaching, learning, and national development.

Both computers and smartphones can utilize Quizlet, a program that enables users to repeat practice sessions to encourage vocabulary memorization in learners. Vargas (2011) states that when the Quizlet is adopted, the benefit of Quizlet is to assist students and teachers in increasing the use of technology in vocabulary learning. It is implied that the Quizlet application is developed in the classroom. It is one of the steps that will be taken to aid students today who struggle with language.

Blackwell and Kane (2014) claimed that the advantages of the Quizlet application are that it is informative, not paying, and easy to use. Using Quizlet to learn is subject-based and convenient to enter in the app due to connecting Internet devices. There are many languages, so students quickly choose the language they want to learn.

The difficulties related to teaching and learning English for secondary school students and numerous vocabulary learning issues have existed for a long time, prompting academics to investigate the reasons behind these issues and solutions for raising junior high school pupils' vocabulary proficiency. They are also familiar with studying online and offline; when students record the teacher's lesson and practice again, they are interested and memorize vocabulary longer.

From the research results, the study also proposes recommendations to assist teachers and students with Quizlet application in English vocabulary teaching and learning in a Vietnamese secondary school context.

The following questions are proposed as a direction for the research; (1') How does Quizlet Application improve students' English vocabulary learning at three secondary schools in Binh Duong province? (2') What are students' and teachers' attitudes toward using Quizlets in learning English vocabulary?

## 2. Literature Review

### 2.1 Theoretical Background

#### 2.1.1 Overview of Vocabulary

According to Groot (2000), vocabulary impacts reading, listening, speaking, and writing, and Ghazal (2007) also explains how vocabulary

plays a crucial role in helping pupils grasp the four English language abilities. Students have a vast enough vocabulary for hearing that it will be simple for them to comprehend what others are saying. When kids even have many ideas for writing and speaking, they cannot express them because of a limited vocabulary. Learners who have a wide range of words in their vocabulary will speak more fluently and with more confidence. For people learning English as a second or foreign language, mastering and acquiring a wide range of vocabulary is essential for fluency and utility. In this regard, Thornbury (2002) claimed that learners encounter several challenges when accessing a foreign language's lexicon. The words we hear and understand, the words we use when we speak, the words we understand when we read texts, and the words we can recall when we write to express ourselves are the four different types of vocabulary today based on (Montgomery, 2007). Previously, there were only two types of vocabulary (receptive and productive). The remaining words are from written vocabulary; the first two are spoken words.

Schmitt (2020) states that vocabulary is essential because whether learning a language is your first, second, or foreign language, vocabulary development is essential.

In 2000, Schmitt indicated that “lexical knowledge is central to communicative competence and the acquisition of a second language” because having a restricted vocabulary in a second language makes it difficult to communicate effectively; vocabulary knowledge is frequently seen as an essential skill for second-language learners. The value of vocabulary is proved both in and out of the classroom, in society, and in all spheres of daily life. As Nation (2011) stated, vocabulary plays a vital role in all language skills, and learners cannot communicate without vocabulary. Rivers and Nunan (1991) argued that successful second language use requires a good vocabulary since, with it, we can put the structures and functions we may have acquired to use for understandable communication.

2.1.2 Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) are intuitively attractive to teachers and learners. In the past 20 years, it has also become a popular subject of study. Gu and Johnson (1996) indicated that VLS includes metacognitive, cognitive, memory, and activation mechanisms under second language (L2) vocabulary learning. Selective attention and self-initiative are two types of metacognitive methods, and Computer Assisted Language Learning (CALL) is one exciting way of learning vocabulary which combined technology into the classroom. According to Kose, Cimen, and Mede (2016), CALL plays an essential role in vocabulary learning. It gives students metacognitive activities that let them conclude contexts utilizing imagery and semantic strategies. Students use self-initiative strategies to adopt several techniques to clarify the meaning of vocabulary words. Gu and Johnson’s taxonomy of cognitive methods includes note-taking, dictionary use, and guessing strategies. Students use the guessing strategies to draw upon their background knowledge and the grammatical structure of sentences to guess the meaning of the words. Rehearsal and encoding categories are used to classify memory techniques. The ways learners use new words in different settings are defined as activation strategies. From the point of view of (Ghazal, 2007), VLS divided into two groups: the ones to understand new words when they are uttered for the first time and the ones to confirm meaning when they are uttered again.

2.1.3 Quizlet and Its Application in Language Teaching and Learning

Sumardiyani and Sakhiyya’s (2007) claimed that several factors impact whether the teaching-learning process is successful or unsuccessful. One of them is the media that is used in their classrooms. Media is a tool of communication to assist the transfer of material in learning so that it can be more easily absorbed and stay longer in the memory retention of students’ brains.

Quizlet is a national American business to provide benefits for learning and teaching as it was started in October 2005 by Andrew Sutherland and became accessible to the public in January, 2007. The Quizlet application has several intriguing aspects as a method for language acquisition. Tanjung (2020) pointed out the advantages and disadvantages of Quizlet application as follows (Table 1):

Table 1. Advantages and Disadvantages of Quizlet Application (Tanjung, 2020)

Advantages	Disadvantages
a. This app is informative, accessible, and straightforward. b. Quizlet learning is based on the subject. c. Access to various electronic devices, including computers and mobile phones, is simple. Students can take thorough notes. d. Different languages are used to offer and instruct courses. Students now have an easier time selecting the language they want to learn.	a. Internet access required. b. The culture needs to be taught in great detail. c. Quizlet class as a teacher can only be accessible via a website. d. The address is not available in the menu of the Quizlet app.

Quizlet is an application that looks like flashcards, and it can be used through computers and intelligent devices Wright (2016). Users can be designed their lessons, assignments, or digital flashcards. Nation (2016) said that “thanks to flashcards from Quizlet, learners can be improved their knowledge”, which helps them quickly memorize, practice, and combine new words and meanings.

2.1.4 Quizlet Application in Vocabulary Teaching and Learning

One game-based learning tool that a teacher could use to teach and learn English is Quizlet. Quizlet offers a perfect classroom environment for integrating games and inquiry-based learning. Teachers can make language classes more engaged by organizing communicative conversations and surveys using Quizlet.

Nation (2001) stated that Quizlet contains two fundamental components: the learner and teacher roles for classrooms. Digital flashcards, matching games, electronic practice tests, and live quizzes are one of Quizlets’ main offerings. The user of Quizlet can test, learn, flashcards, write, spell, match, and gravity by the website, and five features are accessible through the mobile application interface. In addition, Chien (2013) described the detail of every learning mode, and users can flexibly choose the best way to practice through the Quizlet application.

As in Learn mode, the users can apply both Website and Mobile apps. Through multiple-choice and writing-based questions, students can learn vocabulary and their meanings. Questions are ranked from simple to complex. Based on the benefit of this application, the writer expected that students would gain from the Quizlet application to help them memorize and master any learning resources, especially new vocabulary words.

2.2 Previous Studies

The significance of using information technology in teaching and learning English, particularly in Viet Nam, must be addressed. Quizlet is one of the best tools for improving vocabulary memorization; students can practice freely. In recent years, many works and writers have been studying research related to the Quizlet application. The world, Rizky Setiawan and Pangesti Wiedarti (2020) stated the relationship between the Quizlet application and students' motivation in learning vocabulary. Although the research was limited to the participants (45 EFL learners), the study found that compelling motivations help students enhance and learn English better, as Gilbert Dizon (2016) offered that the positive results have revealed the study. Because the sample is small, this problem affects, and that can be drawn regarding Quizlet's effectiveness and user perceptions.

In the present study, the author based on the habit of students using web-based and researching how to enhance their vocabulary. Tanjung (2020) revealed that Quizlet's impact on vocabulary mastering had been studied and researched (Gunung 2020), which was conducted using an experimental research design, and this application is extended worldwide. Chien (2013) discovered that EFL students had favorable opinions of Quizlet, and the researcher revealed that the students favored Quizlet because the game provided, such as Speller, Test, and Gravity. Because only 76 EFL students and one English teacher participated in this case study, the results are constrained by the limited sample size and maybe not be transferable to larger groups of English language learners. Tran My Dung and Nguyen Thi Minh Loan conducted action research at a high school in 2022. This research stated that the student's vocabulary memory was enhanced with the Quizlet tool. The study results also claimed that students enjoy combining technology and traditional methods in their English learning. The author offered some recommendations to aid students in language acquisition although only one cycle of this model was used due to time constraints. The previous studies bring many benefits to using Quizlet in teaching and learning English, but they also have some drawbacks. It is a challenge for the following study and another reason for assessing Quizlet's effectiveness and monitoring students' attitudes.

3. Methodology

3.1 Research Design

Arikuntoro (2013) stated that one of the valuable methods to assess the cause and effect of the efficacy of acquiring vocabulary in English is an experimental study. The study aimed to determine the influence of Quizlet vocabulary learning and students' attitudes toward studying with Quizlet support. The current study used an experimental design and applied qualitative and quantitative data-gathering techniques. The research design is shown in Table 2 below.

Table 2. Research Design of The Study

Data collected	Instruments	Participants
The impacts of Quizlet application (the 1 <sup>st</sup> research question)	Tests	Students
The attitudes towards Quizlet application (the 2 <sup>nd</sup> research question)	Questionnaire (10 questions)	Students
	Interview (2 open-ended questions)	Students
	Interview (3 open-ended questions)	Teachers

3.2 Research Participants

This study included 300 students from the eighth classes of three secondary schools in Binh Duong Province. These participants were divided into two groups consisting of 150 members each: the experimental group and the control group. In this research, five teachers per school teach English at three secondary schools, and they were based on the individual profiles of the school leaders. These teachers had experience and knowledge about teaching in secondary schools, and they played an essential role in evaluating the validity and reliability of the information. The experimental period was conducted within one semester (the first semester covers 20 weeks) in the academic school 2022-2023.

3.3 Research Instruments

*The tests (Pre-test, Mid-test, and Post-test):* The test papers could evaluate how comprehensive and extensive students' English vocabulary was and they based on the exam of term one set by the Department of Education and Training (DOET). Pre-test data were collected based on the first-semester exam given by DOET. These tests were used to assess students' ability when they had to apply Quizlet to improve their English vocabulary. The mid-test was taken at the same time as the midterm exam, and the post-test was the final exam of term one. With the aim of the study and the program of the 8<sup>th</sup> graders, the test's form included five-seven multiple-choice questions about vocabulary, and every question had four responses A, B, C, and D.

*The questionnaire:* Cervatiuc (2007) developed and referenced the vocabulary knowledge scale for students' vocabulary levels in the test paper design. Brown (2001) stated that the mean questionnaire evaluates the responses after a series of questions. There were ten questions for students about their attitudes and benefits when they used Quizlet to improve their vocabulary in learning English. A questionnaire with

ten items was highly effective for collecting data on a language scale with the five Likert scale levels ranging from 1-strongly disagree, 2-disagree, 3- neutral, 4- agree, and 5- strongly agree to evaluate the attitude of students.

*The interview:* As indicated by Cohen (2007), the interview was conducted following the experiment because the respondents had access to extra information to "extend, elaborate, add, provide detail, clarify, and qualify their responses." The discussion between the researcher and interviewee was less formal during the interview, and the wording and order of the questions were flexible. There are five opened-ended questions( three open-ended questions for teachers and two for students). For the teacher, the researcher had the chance "to delve deeply into a topic and to understand thoroughly the answers provided" using semi-structured interviews suggested by (Harrell & Bradley,2009). After collecting all of the interviewee's comments with an audio recorder during the interview session, the researcher chose suitable subjects for the study. These data were organized in the interview questions to support the study's goal.

3.4 Research Procedures

The Statistical Package for Social Sciences (SPSS) was used to analyze the test results statistically. The student’s responses to the question were evaluated in percentages, combined, and shown as tables in a given ratio. Data was collected by counting and calculating the survey’s results. The researcher also studied the material that was supplied and provided. It is in tables and figures for easy understanding. For the collected data, they were conducted through three steps; (1) collecting data, (2) processing data, and (3) finding and discussing (see Table 3).

The test is published by the province of Binh Duong's education authority and some teachers with extensive expertise and knowledge will check these assessments. However, these answer sheets will be hidden in the name of the students.

The point of Hwang (2009) indicated that the purpose of the interview was to acquire insight into the opinions and experiences of the students and teachers in this course. They are aware of the benefits of the teaching strategies to serve as a reference for future research and course improvement. The researcher then identified relevant themes for the analysis after compiling all of the interviewee's words using an audio recorder after the data had been gathered during the interview session. These data were organized in the interview questions to support the study's goal.

Table 3. The Phases of Collection of Data

Steps	Procedures	Purpose
<b>Phase 1</b>	Prepare the essential materials for their lessons, including lesson plans, questionnaires, and vocabulary tests. The content of materials needs to be appropriate for the study. <b>Note:</b> This lesson plan takes much time to prepare because teachers need to control the content of every lesson between common teaching and using the Quizlet application for teaching.	Gathering the data
<b>Phase 2</b>	The main feature is the responsibility for the aim of the study. Firstly, the researcher clarifies and assists students in comprehending and understanding the question and how to answer them. Secondly, a questionnaire is supplied to evaluate students' attitudes toward using the Quizlet application in learning English based on the Likert scale to responses the aim of the study. It surveys one hundred and fifteen students from the 8th graders and the code of the questions will be implemented as Q1 to Q10. Some questions have sub-items; they can code Q1.1 or Q1.2. The rest of this phase contains a pretest, mid-test, and post-test, with the lesson plan with the Quizlet application. Thirdly, one pretest is developed by two classes, then the researcher teaches a control class through the Quizlet application, and the other is prepared with the traditional method. After ten weeks, the mid-test is conducted for two types, and the post-test is made from the eleventh to the twentieth week.	The data are prepared, assessed, and analyzed.
<b>Phase 3</b>	This part is the most extreme phase because using the result of data to describe and identify the aim of the research.	Discuss the goal of the study

4. Results and Discussion

4.1 Research Results

4.1.1 Results from the Test

The test was developed to analyze the output data to determine whether or not there was a significant change in the participants' mean gains before and after the therapy (Duff & Lazaraton, 2000).

Regarding the first research question, the study focused on the effectiveness of the Quizlet application in developing students. The main point of the mid-test was to survey the overall assignment when applying technology in teaching in the classroom. Based on the post-test assesses students’ ability to memorize new words. The vocabulary test was prepared and rated on ten scales, with a minimum score of 1.5 points and a maximum score of 9.5. The main objective of the mid-test is to investigate students’ overall performance on assignment completion after receiving the treatment. Based on the post-test results, students' ability to memorize new words is assessed.

Table 4. Mean and Standard Deviation of Vocabulary Scores between The Experimental Group and Control Group on The Pre-test and Post-test

Tests	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test of control class	150	1.5	7.5	3.822	1.0896
Mid-Test of the control class	150	2.5	8.0	5.539	1.1593
Post-Test of the control class	150	2.5	8.0	5.594	1.4989
Pre-Test of experimental class	150	1.5	8.0	3.967	1.1163
Mid-Test of the experimental class	150	3.5	9.5	5.917	1.1274
Post-Test of the experimental class	150	2.5	9.5	6.228	1.3029
<b>Valid N (listwise)</b>	<b>150</b>				

As indicated in Table 4, 300 students from two groups of three secondary schools are given by pre-test with the same level and a quiet evaluation. Although the mid-test was conducted after ten weeks, both groups also increased. In addition, the experimental group's mean (M=5.594) is still higher than the mean of the control group (M=5.539). The difference is 0.065, which is significant when applying technology to teaching and learning English. These findings indicated the benefit of using Quizlet to help pupils enhance their vocabulary. After ten weeks, the post-test was developed by students from two groups. It can be seen from Table 4 that the statistics were described through SPSS, and the mean of the post-test from the control group is not homogeneous to the experimental group. With the results above, it is stated that the Quizlet is used effectively in the lessons.

4.1.2 Result from the Questionnaire

The study used a questionnaire with ten statements to investigate the student's attitudes toward using the Quizlet application to improve their learning vocabulary in English. As mentioned above, the Likert scale was adopted for ten questions to rank and evaluate the learner's satisfaction. There are five scales: 1-strongly disagree, 2- disagree, 3- neutral, 4- agree, and 5- strongly agree. The Cronbach's Alpha of ten items in the questionnaire is 0.762 (see Table 5); this number shows the survey questions' high level of reliability. As the results of Table 6, the meaning of the mean figure and standard deviations for the Quizlet application indicated that there are positive effects on improving students' vocabulary.

Table 5. Reliability Statistics for the Questionnaires

Cronbach's Alpha	N of Items
0.762	10

Table 6. Descriptive Statistics for the Questionnaires

Options	N	Minimum	Maximum	Mean	Std. Deviation
1. Quizlet helps you feel interested to learn English vocabulary.	150	1	5	4.032	0.726
2. The activities from Quizlets are boring.	150	1	5	3.159	0.495
3. Quizlet helps students increase their memorization ability.	150	1	5	4.179	0.811
4. Quizlet helps students practice again for English assignments.	150	3	5	4.078	0.524
5. Applying Quizlets to English vocabulary is creative.	150	1	4	2.932	0.884
6. Quizlet assists students in clarifying, comprehending, and understanding word definitions.	150	1	5	3.121	0.684
7. Quizlet helps students both in their studies and relaxation.	150	1	5	3.421	0.960
8. Quizlet encourages your vocabulary efficiency.	150	1	5	4.011	1.022
9. Quizlet supports students in their vocabulary learning.	150	1	5	4.021	1.016
10. Quizlet is an application that is easy to learn, manage, and reactive with classmates.	150	1	5	4.001	0.960
<b>Valid N (listwise)</b>	<b>150</b>				

Scales: 1-strongly disagree, 2- disagree, 3- neutral, 4- agree, and 5- strongly agree

It can be clearly shown from Table 6 that researchers divided into two parts: the first part concludes that these questions have a mean of  $\geq 4.0$  (Questions' 1,3,4,8,9,10), and the second part has a mean of  $< 4.0$  (Questions 2,5,6,7). The first question received a high level of agreement (M=4.032; SD=0.726). This result suggests that learners study any language better and pay attention to developing solutions to overcome weaknesses. It results in increasing the student's motivation. The third question had the highest mean (M=4.179; SD=0.811), and this response indicates that one of the most effective of using Quizlet is increasing the memory ability of graders through using Quizlet in learning vocabulary, and students may get a higher score. The mean of the fourth question is 0.101 lower than the third Question (M=4.078; SD=0.524). It can be shown that students spent time redoing vocabulary tasks made by the curriculum after being taught vocabulary through the Quizlet application. The results of Question 8 reveal that the respondents (M=4.011; SD=1.022) developed their vocabulary by signing into the application with a mobile or computer connected to an internet device. From the data of Question 9 (M=4.021; SD=1.016) and Question 10 (M=4.001, SD=0.96), most students confess that Quizlet helps them greatly in their language learning. Thus, vocabulary plays an essential role in acquiring other skills. Learners will write better with an extensive vocabulary, know how to choose correct words in a proper context, and comprehend what the speaker intends to say. When students were employed, the Quizlet application was a new way to practice, broaden their knowledge, and enhance their learning of English.

Unfortunately, it can be reviewed in Question 7 ( $M=3.421$ ;  $SD=0.96$ ) that some students sometimes practice the lesson while having fun with other entertainment applications, nodding off owing to the influence of the screen light. These findings stated that Quizlet is an easy-to-learn, manage, and reactive application with classmates. In response to the second question ( $M=3.159$ ;  $SD=0.495$ ), students admitted that the Quizlet application attracts them because they find the effectiveness of using Quizlet in learning English. The results of the sixth question ( $M= 3.121$ ;  $SD=0.684$ ) indicate that most students may remember new words if these vocabularies have the definition or example. Learners' memorization ability can increase when the vocabulary is contextualized. The results of the fifth question ( $M=2.932$ ;  $SD=0.884$ ) stated that the instructors or teachers encourage students to redo, repeat, and re-practice to have vocabulary efficiency in most lessons.

#### 4.1.3 Results from the Interviews

##### 4.1.3.1 Interview with the Teachers

According to the semi-structured interview format, there are three questions for interviewing five English teachers in these experimental classes. The writer investigates the teacher's attitudes toward the Quizlet application: (1) *How do you feel now that you have taught the eighth graders English vocabulary using Quizlet?* (2) *What about using Quizlet to teach English vocabulary gives you the most incredible satisfaction?* (3) *What about using Quizlet to teach English vocabulary makes you unsatisfied?*

In response to Question 1, the majority of the students stated that students might go back, practice, and reread at home because teachers have used Quizlet's tools and lessons through instruction with highly interactive games. As a result, both the vocabulary and the ability to pronounce words are better than previously.

*"Students become confident in speaking, and practice more than in the past."* (Teacher 1)

In response to Question 2, when teachers use Quizlet to teach English, their initial impression is the terminology, and their teachings create a lively classroom environment. Students actively interact, use and retain the words through games. The terms I have learned come with illustrations, concrete instances, and those presented in context.

*"The most expressive about Quizlet is the student's reaction, practice, and talk together through the related topics, the curriculum and even their lives."* (Teacher 2)

In the last response, one teacher expressed dissatisfaction with the Quizlet app's games because of the need for superior computer skills, and young teachers are the only teacher who has to utilize this application. Daniel's view (2013) also stated that bad educational quality is caused by poor internet connection quality.

*"There are many benefits when using Quizlet in teaching English, but the main drawback is the connecting internet. This poor connection is sometimes big trouble and affects students' learning online or offline."* (Teacher 3)

##### 4.1.3.2 Interview with the Students

Ten students were invited to participate in the survey, which was conducted after taking the questionnaire survey. They were asked two questions: (1) *What do you think of Quizlet?;* and (2) *What are the difficulties when using Quizlet to learn English?*

Their responses to the first Question indicate that most students get more confident, flexible, and supportive of other skills in English.

These students can learn by heart with the device connected internet and can study anywhere, anytime.

*"I think, the Quizlet application is easy to use, just a device connected to the internet, and we can practice anytime, anywhere. Besides, my classmates and I play mini-games to guess the meaning of the words; it helps me remember them longer and more valuable."* (Student 1)

It can be seen in the last response to Question 2. Over eighty percent of students also complain about the speed of the network connection.

*"I am confused when I have a destructive result on the test due to connection, and computer skills cause and affect the result of the vocabulary assignment."* (Student 2)

In responding to the questionnaire and interview questions, most students and teachers have positive attitudes toward using Quizlet to improve their vocabulary at three secondary schools.

#### 4.2 Discussion of the Results

About the initial research query, "How does Quizlet Application improve students' English vocabulary learning at three secondary schools in Binh Duong province?"

The results of three tests were developed at three secondary schools, and the statistics were conducted at three secondary schools. The present results can understand that using Quizlet to learn vocabulary is one method to help students improve their weaknesses in English, and find new ways to develop their fundamental skills when educating English. Respectively, the findings of this study concur with those of Rizky Setiawan and Pangesti Wiedarti (2020) also stated that the user of applications achieved a much higher overall score or meant' figure than the non-user. It implies that students who utilize the Quizlet application are more effective than those. In this regard, Dizon (2016) reported the benefits of using Quizlet in enhancing vocabulary in learning English. Their studies clarify the effectiveness of Quizlets; students can practice more with the various lesson related to their favorite topic. This result makes students interact and helps them

memorize the word length. These results further demonstrate the impact of Quizlet and information technology on EFL learners by creating a solid interaction to aid students in remembering language. Students' confidence when communicating and behaving illustrates the benefits of applying technology to teaching and learning any language.

From the results of the questionnaires, it can be concluded that students have favorable views toward Quizlet, which validates the study's effectiveness and objective. On the one hand, the findings of these interviews indicated that teachers and students had significantly positive attitudes towards Quizlet and technology in the classroom. On the other hand, these findings demonstrate that the more practice students and teachers are when using Quizlet, the better the outcomes will be. Learners are more likely to start a discussion, and they have many topics to say when they have a broad vocabulary. Therefore, students will resolve their lack of vocabulary.

## 5. Conclusion

### 5.1 Summary of the Study

According to the study's findings, the article demonstrated how Quizlet helped pupils in Binh Duong's secondary schools' grade 8 students' vocabulary. Additionally, the survey evaluated how students and teachers felt about using Quizlet to teach and acquire English vocabulary. The evaluation and analysis techniques further increase the reliability and objectivity of the research findings. In addition, challenges and opposing perspectives exist, such as poor connection and items unaccepted by mobile phones. One of the most difficult for students and teachers is controlling the classroom's volume level. The cause may increase the number of students in the class, and Quizlet is the same small game.

### 5.2 Recommendations

Quizlet has much to offer and is highly applicable to learning and teaching vocabulary in foreign languages, but it also has certain drawbacks. The author offers some recommendations to support and overcome the responses that learners are facing. Students practice repeatedly and recall words with their definitions through many questions to enhance their interest in learning English. Although the objective study is the effective Quizlet for learning vocabulary, learners can apply other skills such as writing, speaking, listening, and reading. On the one hand, teachers play a significant role in designing and teaching students, and they can combine technology in teaching, which is the best way to develop students' real-life skills. Not only does the Quizlet application improve learning vocabulary, but it can also help students with other language skills. On the other hand, although the research merely investigates classes of 8th, the author hopes it can be used for grades 6, 7, and 9, but more importantly, this outcome can be used in future studies.

### 5.3 Limitations

There were some things that the writer could have solved in this research. The research report also has limitations related to the experimental time (1 semester), and the article only covers grade 8 and does not include the blocks in the junior high school curriculum.

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