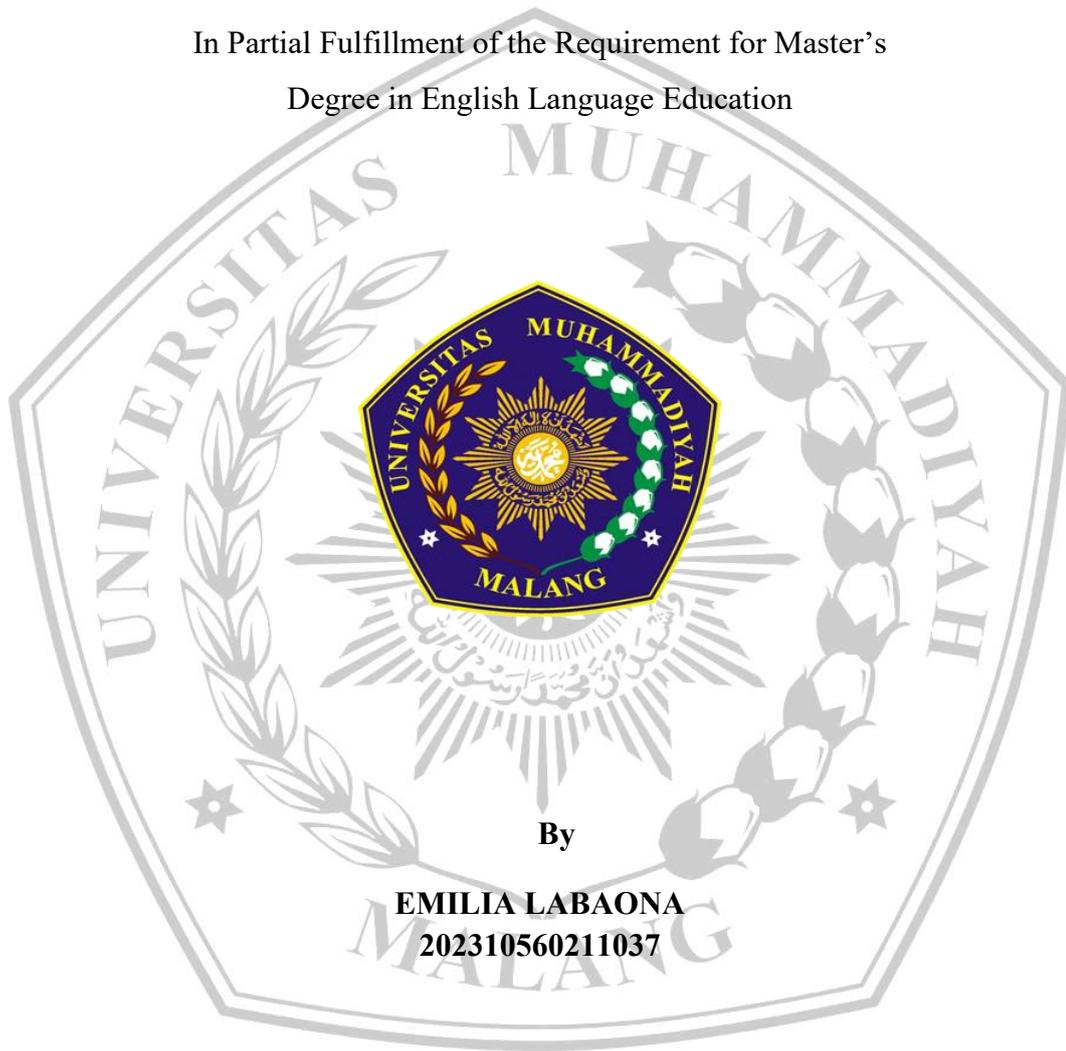**THE STUDENTS' PERCEPTION TOWARD THE USE OF *QUIZLET* IN THE TEACHING OF ENGLISH: A MULTI-CASE STUDY AT SCHOOL IN LEMBATA REGENCY**

THESIS

In Partial Fulfillment of the Requirement for Master's

Degree in English Language Education

By

EMILIA LABAONA
202310560211037

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
2025

THE STUDENTS' PERCEPTION TOWARDS THE USE OF *QUIZLET* IN THE TEACHING OF ENGLISH: A MULTY-CASE STUDY AT SCHOOL IN LEMBATA REGENCY

by

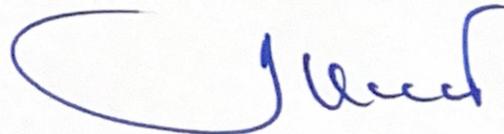**EMILIA LABAONA**
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Accepted on
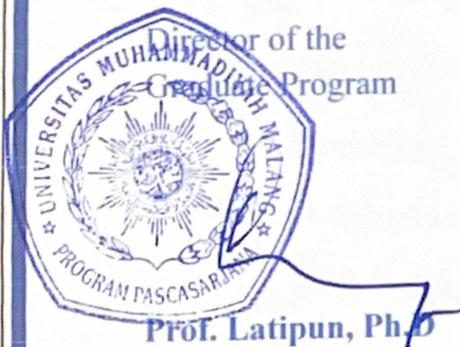
Saturday, 31st January 2025

Advisor I

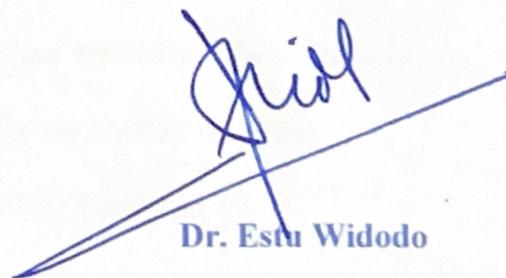**Assc. Prof. Dr. Hartono**

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Defended in front of the examiners
on **Wednesday, 22nd January 2025** and it was
decided that it fulfilled the requirements to get
the master's degree in English Language Education
at the Graduate Program of Universitas Muhammadiyah Malang

The Examiners

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LETTER OF STATEMENT

I, the undersigned:

Name   : **EMILIA LABAONA**

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Study Program   : Master in English Education

Hereby, declare that   :

1. The thesis entitled: **THE STUDENT'S PERCEPTION TOWARD THE USE OF QUIZLET IN THE TEACHING AND LEARNING OF ENGLISH: *A MULTI-CASE STUDY AT SCHOOLS IN LEMBATA REGENCY*** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other idea or citation except those which have been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.

3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully and used as appropriate.

Malang, 25th January 2025
The Writer,

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EMILIA LABAONA

ACKNOWLEDGEMENTS

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Abstract

This study aims to assess how teachers implement Quizlet in their English classes and examines students' perspectives regarding using Quizlet as a digital learning instrument in English language instruction inside schools in Lembata Regency. Employing a qualitative multi-case study approach, data were collected through observation, teachers interview, and student questionnaires. The data analyses were conducted using thematic analysis, data reduction, data display, and descriptive statistics to calculate the mean score from the Likert scale. The mean score fell to 74.45, which was a positive perception. The findings highlight the potential benefits of integrating technology and interactive media in the classroom, particularly in the context of English as a Foreign Language (EFL) in Indonesia.

The recommendations were to enhance the effectiveness of English language instruction and promote better learning experiences for students in Lembata Regency

Keywords: *Quizlet*, EFL, Digital Learning Tools, Student Perception.

PERSEPSI SISWA TERHADAP PENGGUNAAN QUIZLET DALAM PENGAJARAN BAHASA INGGRIS: STUDI MULTI KASUS DI SEKOLAH DI KABUPATEN LEMBATA

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Abstrak

Penelitian ini bertujuan untuk menilai bagaimana guru menerapkan Quizlet di kelas Bahasa Inggris mereka dan mengkaji perspektif siswa mengenai penggunaan Quizlet sebagai instrumen pembelajaran digital dalam pengajaran Bahasa Inggris di sekolah-sekolah di Kabupaten Lembata. Dengan menggunakan pendekatan studi kasus ganda kualitatif, data dikumpulkan melalui observasi, wawancara guru, dan kuesioner siswa. Analisis data dilakukan dengan menggunakan analisis tematik, reduksi data, tampilan data, dan statistik deskriptif untuk menghitung skor rata-rata dari skala Likert. Skor rata-rata turun menjadi 74,45, yang merupakan persepsi positif. Temuan ini menyoroti potensi manfaat dari integrasi teknologi dan media interaktif di kelas, khususnya dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL) di Indonesia.

Rekomendasi yang diberikan adalah untuk meningkatkan efektivitas pengajaran Bahasa Inggris dan mempromosikan pengalaman belajar yang lebih baik bagi siswa di Kabupaten Lembata.

Kata Kunci: Quizlet, EFL, Alat Pembelajaran Digital, Persepsi Siswa

CHAPTER I

INTRODUCTION

This chapter focuses on the reasons for conducting the research. Therefore, this chapter describes the background of the study and research questions.

1.1 Background Of The Study

Teaching English as a foreign language must improve students' learning experiences so that knowledge of English becomes a skill that helps them obtain better job or career opportunities. In this era of globalization, English language skills are a significant added value in the world of work (Todorova & Todorova, 2018) . Therefore, teachers must use various methods and strategies to teach English so that students can master and use the language in everyday life. Technology and interactive media are critical to increasing student engagement and making learning more enjoyable.

Teachers are critical in creating a conducive and enjoyable learning atmosphere (Prameswari & Budiyanto, 2017) . In addition, creating a pleasant context in English teaching is very important for teachers to maintain students' attention. The teacher's role is also crucial in motivating students' interest in the English teaching and learning process and in fostering good relationships between teachers and students (Syahabuddin et al., 2020) . Teachers who can create an exciting and interactive learning atmosphere can help students overcome boredom and increase their learning motivation. Therefore, teachers must continue to innovate and look for effective methods of teaching English.

However, although various efforts have been made, the challenges in teaching English, especially vocabulary teaching, remain great. Low student interest is one of the main problems, with many students finding English vocabulary difficult and boring (Mido & Asmita, 2023) . This is often caused by less interesting teaching methods and limited variations in learning media (Puspitarini & Hanif, 2019). Limited resources such as quality textbooks are also an obstacle, especially in remote areas (Wilfred Mncube et al., 2023) . The use of technology and

interactive SSSmedia can increase student engagement, but implementation is hampered by limited infrastructure and a lack of training for teachers. Teachers need to adopt more creative and innovative approaches, such as the integration of digital technology and educational games, to make learning more interesting and effective.

To overcome the problem of low student interest and motivation, innovation in teaching techniques is needed. Regarding the issue of students' low interest in learning vocabulary, (Klimova, 2011)   stated that EFL teachers must avoid monotonous teaching techniques that make students lose interest and motivation. The use of innovative and interactive media can be a solution to this problem. Media such as technology-based learning applications, for example, *Quizlet*, can help increase students' interest in learning English vocabulary. With features such as flashcards, games, and interactive quizzes, *Quizlet* can make the learning process more interesting and effective.

Meanwhile, the use of media in teaching plays an important role in increasing students' desire and motivation to learn by creating a pleasant learning atmosphere (Hikmah, 2019) . In this digital era, learning models that utilize technology as a learning medium provide wider access and opportunities for students to build their knowledge. The use of media in teaching is beneficial because it makes the learning process more interesting. Media helps convey information that can be heard (audio) and seen (visual) so that it can explain abstract principles, concepts, processes and procedures to become more concrete and complete (Maulida & Hadi, 2022). The use of media in ESL/EFL language classes is a "wind of change" - as a form of teaching innovation, so that it can help students not feel bored while learning.

Through technology, teachers can also get real-time data and advice on how to help each of their students succeed, saving time and improving performance (Haleem et al., 2022) . Apart from that, the development of advanced technology makes students need interactive media in their learning, and for this reason, students can use their cell phones when studying (Aprianti et al., 2022) . Mobile

technology has developed rapidly in recent years, and technology provides a variety of new resources, including interactive applications. (Husnita et al., 2023). Digital learning makes it easier to personalize instruction which many average teachers find difficult or impossible to achieve with entire classes of students who have diverse needs. One of the digital media used in language learning is *Quizlet*.

Several studies have explored the use of *Quizlet* in the foreign language learning process (Setiawan & Wiedarti, 2020); Luan et al., 2023; Luan et al., 2023; and (Anjaniputra & Salsabila, 2018). Given that *Quizlet* is a relatively new tool, many of these studies are quite new and still limited in number. One of the main benefits that has been proven is the positive influence *Quizlet* has on student motivation in learning a foreign language. As is known, student motivation is a crucial factor in the learning process (Mykytka, 2023) because can involve students in learning activities and make them more enjoyable. In addition, research by (Setiawan & Wiedarti, 2020) found that using *Quizlet* increased students' enthusiasm, reduced boredom, and increased their interest in learning through this tool.

Apart from motivation, several studies also highlight how *Quizlet* encourages student autonomy in learning. Apart from motivation, active learning is required from students. *Quizlet* seems to activate students and make them protagonists in their learning process. According to (Luan et al., 2023), *Quizlet* helps students become more independent in their learning process. (Anjaniputra & Salsabila, 2018) also found that *Quizlet* provides a new and fun way of language learning for students, compared to the more rigid traditional way of memorizing new vocabulary. With features like flashcards, games, and quizzes, *Quizlet* changes the way students learn vocabulary to make it more interactive and engaging.

These studies showed that *Quizlet* not only increases student motivation but also facilitates independent and interactive learning in English language teaching. By integrating technology like *Quizlet*, teachers can create a more engaging and effective learning environment for their students.

Current literature provided valuable insights into the benefits of using *Quizlet* in language learning contexts, with a focus on its impact on students' motivation, autonomy, and vocabulary acquisition and conducting some experimental research (Anjaniputra & Salsabila, 2018; Aprilani & Suryaman, 2021).While previous research only focused on improving vocabulary, this research refers to the overall English learning process using *Quizlet* However, and there was still a significant gap in understanding how *Quizle*t is implemented specifically by teachers at secondary schools in Indonesia, such as SMPN 1 OMESURI and SMPN 4 Omesuri. Although research globally highlights the general benefits, there was limited research on the specific methodologies and teaching strategies used by teachers who use *Quizlet* in Indonesian classrooms.

Moreover, by addressing these gaps and exploring the nuances of *Quizlet's* implementation, this study seeks to offer context-specific findings that can inform best practices in using digital learning tools like Quizlet. Thus, it enhances pedagogical approaches and adapts educational strategies to better suit local needs and challenges. This research not only expands the literature on digital learning tools in language education but also provides practical insights for teachers and policymakers at the local or rural level.

1.2 Research Questions

Based on the research background, the research questions were formulated below:

1. How does the teacher teach English through the use of *Quizlet* at junior high school in Lembata Regency?
2. What is the students' perception toward the use of *Quizlet* in the teaching of English at junior high school in Lembata Regency?

1.3 Research Purposes

The primary objective of this research is to evaluate the implementation of *Quizlet* by teachers in their English language classes. This includes in examining the methods and strategies used to integrate *Quizlet* into the teaching and learning

process, as well as determining the effectiveness of these methods in enhancing students' learning experiences. The study aimed to explore students' perspectives of *Quizlet* as a digital learning instrument in English language education. Analyzing students' attitudes, experiences, and obstacles encountered while utilizing *Quizlet* offers insights into its effectiveness and potential areas for enhancement.

This research attempts to investigate the impact of *Quizlet* on student engagement and motivation in learning English. Analyzing how *Quizlet* affects student interest and participation helped assess the tool's role in language learning.

1.4 Scope and limitations

The scope and limitations relating to the research are as follows:

1.4.1 Scope of the Research

1. Teachers' Implementation and students' perception:
   The research looked at teachers' implementation strategies and students' perceptions of Quizlet's use, providing a dual perspective on the educational process.

2. Digital Learning Tool: The study focused on the use and effects of *Quizlet* as a digital learning tool, which enables a focused examination of a single technology rather than a wide range of educational technologies, yielding comprehensive results about Quizlet's efficacy in language instruction.

3. Rural Schools: This study focused on junior high schools in Lembata Regency, specifically SMP Negeri 1 Omesuri and SMPN 4 Omesuri.

4. Target Population: This study examines the perceptions of eighth-grade students utilizing *Quizlet* for English language training. It also provides comments from teachers who have used this digital tool, giving readers a thorough view of both student and professional viewpoints.

5. Research Methodology: Using a qualitative multi-case study approach, the study collected information via questionnaires, interviews, and observations. This approach makes it possible to gain a deep, contextual insight into people's experiences and viewpoints around *Quizlet* use.

1.4.2   Limitations of the Research

The study was constrained by a low sample size derived from two schools in the Lembata Regency. This research was conducted on rural schools in Indonesia could pose limitations when attempting to apply findings to urban or international educational settings, where technological integration and student demographics may differ substantially.

This research's reliance on student and teacher perceptions may introduce subjective biases affecting the responses. Personal preferences, experiences, and attitudes toward technology could affect how participants view the effectiveness of *Quizlet*.

1.5   Research Significance
The significance of this research should be:

This research elucidates the efficacy of employing digital learning resources, such as *Quizlet*, in the instruction of English, specifically in Indonesian junior high schools. The insights gained can inform educators on best practices and effective strategies for integrating technology into their teaching methodologies, ultimately enhancing student engagement and learning outcomes.

Student-Centered Learning: By concentrating on student perceptions, the study underlines the necessity of understanding how learners view and engage with digital learning resources. This can lead to more tailored educational experiences that cater to the needs and preferences of students, which is critical in fostering a positive learning environment.

The research can serve as a resource for policymakers and educational stakeholders in Lembata Regency and beyond. Insights from the study could guide decisions regarding the integration of technology in classrooms and inform training programs for teachers on effectively utilizing digital tools to improve English language education.

1.6 Definition of the Key Term

Here are some key terms and their definitions relevant to the research

1.6.1 *Quizlet*:
A digital learning platform enabling users to create, share, and study educational resources in diverse formats, including flashcards, quizzes, and games. It is frequently utilized to augment vocabulary acquisition and reinforce language concepts through interactive and engaging tools.

1.6.2 **EFL (English as a Foreign Language)**:
The teaching and learning of English in a context where it is not the primary language of communication. It often emphasizes developing proficiency in reading, writing, speaking, and listening skills for students in non-English-speaking countries.

1.6.3 **Student Perception**:
Students beliefs, perspectives, and emotions that students possess concerning their learning experiences, encompassing the instruments and techniques employed in the educational process. This encompasses how students evaluate the usefulness, engagement, and impact of digital tools like Quizlet on their language learning. According to Robbins (2002: 14), perception results can be divided as follows: Firstly, positive perception is an individual's evaluation of an object or information with a positive attitude or as expected from the perceived object or from existing rules. Individual happiness with the object that is the source of his perception, individual knowledge, and individual experience of the viewed item are

the causes of a person's positive perception. The activities through, role play, dialogue, games, and quizzes in certain videos, and photos, make students interested to apply and desire to communicate English in the classroom (Ilhma et al., 2019. As asserted by Kayseroglu and Samur (2018), motivation creates a positive perception and through this, learners will be more willing to be part of the teaching and learning process. Learners are also motivated to learn when they use *Quizlet* because they are learning in a fun, comfortable, and conducive environment with a little bit of friendliness. Secondly, negative perceptions are individual responses to specific objects or information that are negative, contrary to what is expected from the perceived object or from existing rules. For example, some studies have found that when a teaching approach is considered discouraging due to irrelevant material, difficult to follow, and uninteresting, the students become less attentive, participative, demotivated, and poor performers (Sugano and Mamolo,2021). Individual dissatisfaction with the object being perceived, the presence of individual ignorance, and the absence of individual experience with the object being perceived can all lead to the emergence of a negative perception, and vice versa (Robbins (2002: 14).

CHAPTER II
LITERATURE REVIEW

2.1 The Teaching of English

The teaching of English as a foreign language (EFL) in non-English speaking countries presents unique challenges and requires effective instructional strategies to foster meaningful learning experiences. (Berns, 1990) defines foreign language learning as the acquisition of a target language in an environment where it is not the primary means of communication. In such contexts, opportunities for language use outside the classroom are limited, emphasizing the critical role of classroom instruction in providing meaningful language input (Choi & Nunan, 2018) . Effective teaching of English must therefore engage students sufficiently to promote satisfaction and effectiveness in language learning, aligning their motivation with practical needs for using English in real-world contexts.

Indonesia, like many countries, faces specific challenges in EFL education. (Muslim et al., 2020) identifies several factors contributing to these challenges, including large class sizes and varying levels of student motivation. In Indonesian schools, EFL classes often exceed ideal student-teacher ratios, with classrooms accommodating more than 50 students (Sulistiyo, 2009) . This high student-to-teacher ratio poses a significant hurdle to providing personalized instruction and individualized attention, which are crucial for effective language learning (Makhambetova et al., 2021).

Moreover, motivation among EFL learners in Indonesia is a critical concern. English is a compulsory subject in the curriculum, necessitating student participation for examination purposes (Stone, 2017) . However, the limited exposure to English, typically two hours per week, further challenges students' engagement and proficiency development (De Wilde et al., 2020) . Low motivation coupled with minimal instructional hours impedes both teaching effectiveness and student learning outcomes, highlighting the need for innovative

and engaging teaching approaches that can maximize learning opportunities within constrained educational settings.

In addressing these challenges, teachers and researchers emphasize the importance of pedagogical strategies that enhance student engagement and motivation in language learning contexts (Hiver et al., 2024) . By exploring effective teaching methodologies and understanding the contextual factors influencing EFL education in Indonesia, this review aims to inform practical recommendations for improving English language instruction and promoting more effective learning experiences among students.

2.2 The Media of Teaching English

Effective teaching of English as a foreign language (EFL) requires careful consideration of various factors, including selecting and using appropriate learning media. The design and implementation of educational materials must be aligned with the specific context, academic goals, and available infrastructure to optimize learning outcomes (Zulyadaini, 2023) . The effectiveness and efficiency of this media in achieving learning objectives play an important role in determining its suitability for learning objectives.

English teaching media refers to the tools and resources teachers use to deliver learning material and facilitate the teaching and learning process (Andriani et al., 2022) . This media can be traditional, such as textbooks, whiteboards, and flashcards, or digital, such as videos, learning applications, and e-learning platforms. Using appropriate media in teaching English is very important to help students understand and master the language more effectively.

Traditional media includes textbooks, flashcards, and whiteboards. Textbooks are still one of the primary sources in learning English because they provide systematic structure and material (Naji Ahmed, 2018) . Flashcards help students memorize vocabulary and concepts, while whiteboards are used to explain material directly in class (Matruty& Que, 2021). However, with the development

of technology, digital media is taking an important role in English language teaching.

On the other hand, digital media includes various tools and platforms that utilize technology to improve the teaching and learning process (Prayudi et al., 2021) . Examples include learning videos, mobile applications, and e-learning platforms. Learning videos can help students understand the material through visualizations and demonstrations, while mobile apps such as Duo Lingo and *Quizlet* provide interactive exercises that can be accessed anytime and anywhere (Indrasari et al., 2024; Setiawan & Wiedarti, 2020) . E-learning platforms like Google Classroom allow teachers to manage classes, assign assignments, and interact with students online (Beaumont, 2018).

Several previous studies have shown the effectiveness of various media in teaching English. For example, research by (Suganda, 2022) shows that the use of digital media in teaching English can increase students' motivation and improve their learning outcomes. Additionally, research by (Kusmaryani et al., 2019) found that interactive tools such as videos and mobile applications can help students understand language concepts better and improve their communication skills.

More specifically, learning applications such as Quizlet have been widely researched in English education. (Sippel, 2022) found that using Quizlet can increase students' vocabulary retention and make learning more fun and interactive. Another study by (Avisteva & Halimi, 2021) also states that features in Quizlet, such as Flashcards and Match, help students memorize vocabulary more efficiently and improve their understanding of learning material.

With technological developments, English language teaching media continues to develop and become more diverse. The blended learning approach, which combines traditional and digital media, is increasingly popular and influential in improving the quality of learning. For example, teachers can use textbooks as a basis for classroom learning and then strengthen students' understanding through learning videos and interactive exercises on e-learning platforms. This approach allows students to learn independently and get real-time feedback.

The selection and use of appropriate media in teaching English is very important to increase learning effectiveness and student motivation. Traditional media, such as textbooks and flashcards, remain relevant, but combining them with digital media, such as learning videos, mobile applications, and e-learning platforms, can provide a richer and more interactive learning experience. Recent research shows that the integration of technology in English language learning not only improves learning outcomes but also facilitates learning that is more flexible and adaptive to students' needs.

2.3 The Use of *the Quizlet* in Teaching English

Quizlet has emerged as a versatile mobile and web-based learning application, revolutionizing how students engage with learning materials through interactive tools and games (Sippel, 2022) . *Quizlet* enhances English vocabulary by providing a fun, easy-to-use, and convenient learning experience (Bayaksud et al., 2024). This digital platform offers a variety of features such as *Flashcards, Learn, Write, Spell, Match,* and *Test,* each designed to suit different preferences and learning styles. The first feature is the *Flashcard*. Students tend to terms and questions using flashcards just as they would use a standard flashcard tool such as *Easy Notecards*. The second feature is *Learn* where students answer questions of increasing difficulty. This method of learning helps students master everything there is to know by creating a customized study plan based on regularity. The third feature is *Match* and, in this game, students use a stopwatch to match terms and definitions as quickly as possible. The last feature is the *Test,* where students answer different types of questions.

In using the *Quizlet* media in class, teachers need to follow some steps:

a) Go to *Quizlet* website *https://quizlet.com/latest*.

The menu will show like the picture below.
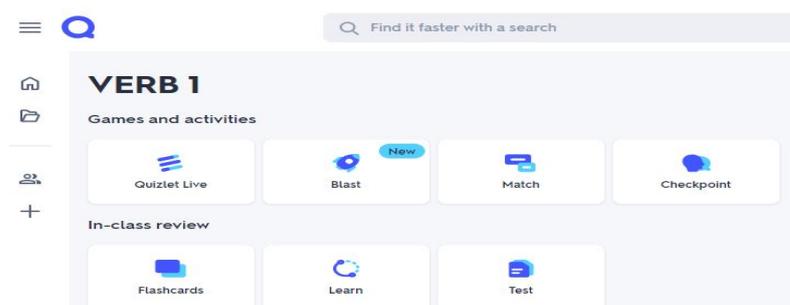
b) In games and activities, menu *Quizlet* Live is a cooperative multiplayer game that helps players learn what you teach. In addition, Blast is a competitive game where students have to destroy the most correct answers before time runs out.

c) The *Flashcards* feature in *Quizlet* provides users with definitions of terms. It supports various language options, allowing students to flip through the cards and hear the pronunciation with a button. The *Learn* feature allows students to study vocabulary through multiple-choice questions, flashcards, or written prompts, with the option to respond in English or their native language. Write requires users to enter answers based on given definitions, encouraging active memory and language production skills. Spell challenges students to type answers based on auditory prompts, improving listening and spelling skills.

Image 2.2 Flashcard in English
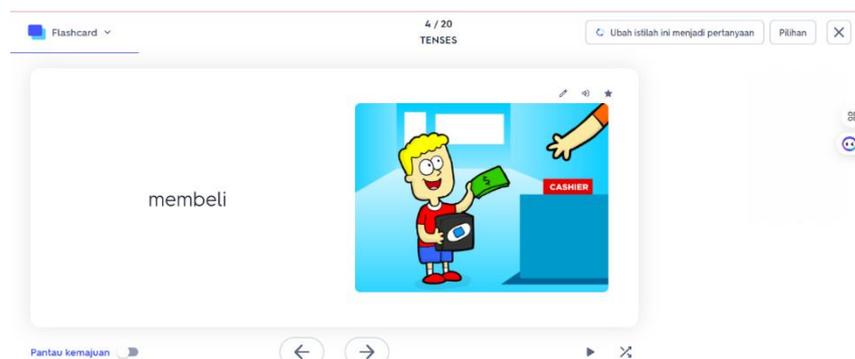
Image 2.3 Flashcard Translating

d) The test feature incorporates learning through comprehensive assessments, including multiple-choice, true/false, written responses, and matching exercises, and students will do the test whenever and wherever they are. For example, a matching menu involved students pairing terms with definitions under specific time conditions, encouraging rapid thinking and recall.

Image 2.4 Match Menu

e) For example, the teacher shared the link and then students clicked the link to enter the *Quizlet* test. For example: *https://quizlet.com/id/864791213/checkpoint?type=checkpoint*

Image 2.5 Test Feature

2.4 **Student Perception Toward the Use of** *Quizlet*

According to Robbins (2002: 14), perception results can be divided as follows:

Firstly, positive perception is an individual's evaluation of an object or information with a positive attitude or as expected from the perceived object or from existing rules. Individual happiness with the object that is the source of his perception, individual knowledge, and individual experience of the viewed item are the causes of a person's positive perception. The activities through, role play, dialogue, games, and quizzes in certain videos, and photos, make students interested to apply and desire to communicate English in the classroom (Ilhma et al., 2019). In positive perception students using *Quizlet*, Anjaniputra and Salsabila (2018) mention that learners feel enjoyable to use *Quizlet* to learn vocabulary. Within the scope of this study, the use of *Quizlet*-based English vocabulary learning can be of usefulness, enjoyment, ease of use, and convenience. In addition, (Setiawan & Wiedarti, 2020) research shows that the integration of *Quizlet* in EFL classes can increase students' learning motivation and make them more actively involved in the learning process. As asserted by Kayseroglu and Samur (2018), motivation creates a positive perception and through this, learners will be more willing to be part of the teaching and learning process. Learners are also motivated to learn when they use *Quizlet* because they are learning in a fun, comfortable, and conducive environment with a little bit of friendliness.

Secondly, negative perceptions are individual responses to specific objects or information that are negative, contrary to what is expected from the perceived object or from existing rules. For example, some studies have found that when a teaching approach is considered discouraging due to irrelevant material, difficult to follow, and uninteresting, the students become less attentive, participative, demotivated, and poor performers (Sugano and Mamolo,2021). Individual

dissatisfaction with the object being perceived, the presence of individual ignorance, and the absence of individual experience with the object being perceived can all lead to the emergence of a negative perception, and vice versa (Robbins (2002: 14). Based on the above explanation, it can be said that the occurrence of positive or negative perception on the using of *Quizlet* in English teaching and learning process.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

       This study employed a qualitative research method with a multi-case study design. Qualitative research was chosen to gain insights into students' perceptions of using *Quizlet* as a learning medium. In addition, multi-case study designs have emerged in response to critiques that the specific and contextualized nature of single-site findings might limit the utility of case study research for informing actions relevant and applicable to other settings (Herriott & Firestone, 1983; Lincoln & Guba, 1985; Rogers-Dillon,2005). In collected data from multiple settings with similar methods and procedures, multi-site qualitative case studies have aimed to enhance the transfer-ability and trustworthiness of findings to other contexts by comparing data across sites, while preserving the site-specific understandings foundational to the methodology (Herriott &Firestone, 1983; Yin, 1981). Therefore, in this current research, the multi-site case study design allowed the researcher to closely examine particular students' experiences and efforts in mastering English through *Quizlet* as a teaching and learning tool, and how teachers implemented *Quizlet* in the teaching and learning process.

3.2 Research Setting and Participants

       This study was conducted at SMP Negeri 1 Omesuri and SMPN 4 Omesuri. Both of these schools were chosen as research sites due to their implementation of *Quizlet* in the classroom, providing a relevant context to explore student perceptions. The data sources for this research included students who had utilized *Quizlet*, teachers who applied the *Quizlet* in their teaching process, and relevant documentation related to its application in learning. The sampling technique employed was purposive sampling for teachers and targeting students who had engaged with *Quizlet* for a minimum of one semester as the research subjects.

       At SMP Negeri 1 Omesuri, there were two English teachers and 199 students in the school. One of the teachers had been the subject of research as he taught the

students in the eighth grade. The other selected subjects were 21 students in the eighth grade. On the other hand, at SMP Negeri 4 Omesuri, there were two English teachers in the school and 184 students in the school. One teacher and 19 students in the eighth-grade class selected the research subjects.

3.3 Data Collection

3.3.1 Techniques and Instruments

1. Observation

The observation technique provided researchers with ways to check for nonverbal expression of feelings, determined who interacts with whom, grasp how participants communicate with each other, and check for how much time was spent on various activities (Schmuck, 1997 cited in Kawulich,2005). The researcher conducted observation to gain the data about how the teachers implemented *Quizlet* in teaching learning process. Before conducting the observation, the researcher had asked permission from headmaster and the English teacher to be in classroom during the learning process to see firsthand how *Quizlet* was implemented in English teaching without disturbing the learning process in class. In order to make the observation effective and efficient, the researcher employed an observation sheet as the tool for data collection.

2. Interview

In order to gather comprehensive data, about the teachers' implementation of *Quizlet*, the researcher utilized an interview technique. Given that the research adopted a case study design, the primary data collection method involved conducting in-depth interviews with participants. These interviews were designed to explored various aspects related to the steps in applying *Quizlet* in English language learning. The semi-structured interview questions were developed based on the research by Nguyen (2023), ensuring alignment with established methodologies for investigating educational practices. The researcher had a direct or face to face interview with the teacher and the students. In order to facilitate the interview, the researcher used the list of questions or interview guide.

3. Questionnaire

A questionnaire is a method of data collection which is completed by the respondent in a written format (Lippincott, 1999 cited in Gall, 2005). It is a popular research instrument, but designing a questionnaire to yield high quality usable data and to achieve a high return rate is not as easy as it may, at first, appear (Boyton, 2004). In this research, an open-ended questionnaire was incorporated into the interviews to capture participants' perceptions on the teachers' implementation of *Quizlet* in the teaching and learning of English. The questionnaire contained five items that covered several important aspects for positive perceptions: happiness, enjoyable, useful, easy to use and comfortable. On the other hand, the negative perceptions covered some items like boring, unwillingness and difficulties in using Quizlet. Anjaniputra and Salsabila (2018) mention that learners feel enjoyable to use *Quizlet* to learn vocabulary. In addition, (Setiawan & Wiedarti, 2020) research showed that the integration of Quizlet in EFL classes could increase students' learning motivation and make them more actively involved in the learning process. Within the scope of this study, the use of *Quizlet*-based English vocabulary learning could be of usefulness, enjoyment, ease of use, and convenience.

The researcher utilized a questionnaire for students that consisted of 20 items containing positive and negative statements and it was adapted from Lam et al., 2018 questioners and the researcher combined the adapted questionnaire by herself. Then *Likert scale* was used to determine the students' perceptions. The respondents were expected to select their perceptions in the five statements which were strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD).

A balance of positive and negative items is generally recommended to reduce response-set bias. The respondents indicated their feelings concerning each item on a bipolar scale: "strongly agree, agree, undecided, disagree, and strongly disagree." The responses for each respondent are scored from one (1) to five (5),

with negative items reverse-coded (Desselle 2005; Likert 1932). The scores for the individual items were then summed to obtain a Sum mated Rating Score or Likert Scale value for each respondent.

3.3.2 Steps in Data Collection

The researcher collected data through interviews and observation. First of all, the interview involved careful and in-depth discussions conducted directly with the respondents. The aim was to gather detailed insights into their perspectives and experiences regarding the use of *Quizlet* in learning English. Secondly, the researcher observed two different classes over four sessions. This observational approach aimed to capture how *Quizlet* was implemented in teaching practices, and how students learned English using *Quizlet*. Thirdly, the researcher conducted the data gathering process by sharing the *Google Form* link with all of the research subjects of the eighth graders of SMPN 1 OMESURI and SMPN 4 OMESURI.

The questionnaire was delivered to the students with clear instructions on how to fill out along with an explanation of the researcher's purpose. The researcher allocated sufficient time for students to complete the questionnaire and consistently monitored their response rate to ensure it remains high. The researcher performed a statistical analysis of the collected data.

3.4 Data Analysis

In the first phase, thematic analysis was employed as the methodological approach to analyze the qualitative data gathered from interviews and observations. Thematic analysis is a flexible and systematic method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). It allowed for exploring complex phenomena by identifying recurring patterns of meaning across the data set, which are then organized into themes that reflect the research objectives. In this research, the process of thematic analysis involved several key steps. *Initially*, the data were transcribed and familiarized to gain a deep understanding of the content. *Next*, initial codes

were generated by systematically tagging meaningful data segments related to the research questions. These codes were collated into potential themes by identifying patterns and connections between codes. The themes were reviewed and refined concerning the entire data set, ensuring they accurately represent the data and address the research objectives. *Finally*, the themes were defined and named, and the findings were interpreted and contextualized within the existing literature (Braun & Clarke, 2006).

Thematic analysis was particularly suited for this study as it allowed for a comprehensive exploration of participants' experiences regarding the use of Quizlet and their perceptions of learning English. By uncovering and interpreting underlying patterns and meanings within the data, thematic analysis facilitated a rich and nuanced understanding of how *Quizlet* was perceived and utilized in educational contexts. This methodological approach ensured that the findings were grounded in the data and contributed valuable insights to the broader field of language education research.

Additionally, to acquire comprehensive insights into students' perceptions regarding positive attributes such as happiness, enjoyment, utility, ease of use, and comfort, as well as negative attributes like boredom, reluctance, and challenges in utilizing *Quizlet*, the researcher employed *Excel* for data analysis, thereby enhancing the interpretation and description of the phenomena under investigation. So, the researcher input the data from the questionnaires and checked for missing or invalid responses from students when filled out the questionnaire. Then, descriptive statistics was used to calculate the mean, or average score for each questionnaire item that was gained from the accumulation of the Likert scale.

3.4.1 Data Reduction

"Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions." (Miles & Huberman, 1994). Therefore, the researcher had to discard data that were not in accordance with the research data that were needed

to avoid a broadening explanation and to help the researcher manage and organize the data.

3.4.2 Data Display

The sorted data from phase 1 (data reduction) was displayed in this second step. To make it easier for the researcher to draw conclusions, or even to provide readers with an understanding before they read the conclusion, the data should be presented in a comprehensible and straightforward manner. According to Miles & Huberman (1994) data display involves organizing and presenting the data in a meaningful way, such as through matrices, charts, or diagrams. At this point, the researcher organized the students' perceptions by using visual aids like tables and charts.

Furthermore, descriptive statistics was employed to analyze the data obtained scores from the questionnaire. The researcher used descriptive statistics, like mean or average score, to illustrate how students generally felt about *Quizlet* implementation in the teaching and learning process. Both positive and negative perceptions were included in the questionnaire. This study employed a score interval, as shown in the table (see Appendix 6, Figure 4.2, Page 56), to categorize the positive or negative perceptions toward the use of Quizlet in teaching and learning.

Figure 3.1 Score Interval from Likert Scale

Score interval	Description
88-100	Very positive
71-87	Positive
54-70	Neutral
37-53	Negative
20-36	Very Negative

3.4.2 Data Triangulation

To ensure the authenticity and reliability of the acquired data, the researchers employed the data triangulation approach. This triangulation encompassed merging data from the questionnaire based on mean and average score accumulation of the Likert scale, and qualitative information from interviews to validate the resulting conclusions. Data were obtained using observation, interviews, and questionnaires to achieve a full picture of students' perceptions regarding the use of *Quizlet* while ensuring methodological triangulation.

CHAPTER IV
FINDING AND DISCUSSION

This section presents the findings based on the results of the data analysis and the discussion of the findings by referring to the existing theories and previous studies.

4.1 Research Findings

This section presents the results of the data analysis which cover (1) the way the teachers implemented the *Quizle*t application in the teaching and learning activities, and (2) the student's perception of the use of *Quizle*t during the teaching and learning process.

4.1.1 The way the teachers implemented the *Quizlet* application

Based on the results of the data analysis, it was found that the teachers implemented *Quizlet* in teaching English through some steps such as (1) going to *the Quizlet* website, (2) choosing the Flashcard menu and (3) sharing links for students to access menu *Flashcard* and then students could learn by flipping the flashcard.

4.1.1.1 Going to *the Quizlet* website

Quizlet is an online learning platform that allows users to create, share, and study digital flashcards and other study tools that support a variety of learning modes, including games, quizzes, and study sets that can be tailored to specific subjects or topics. In teaching and learning English, *Quizle*t supports collaborative learning, where teachers and students should go to the website to share and get the link about the material they need.

Based on the result of the data analysis, it was found that the two teachers implemented the *Quizlet* application, first of all, by going to the *Quizlet* website *https://quizlet.com/latest*. The menu is presented in the appendix. (See Appendix 4, Figure 4.1)

Excerpt 1:

Sometimes, I find it hard to get in when the connection is getting bad and makes my students wait to enter my class in Quizlet. (Teacher 1; Appendix 4, Dialog 1)

Teacher 1 stated that when implementing the *Quizlet* for English instruction, he occasionally had difficulties due to connection errors. This made the class uncomfortable, and students looked panicky. It sometimes disturbs the teaching and learning process.

Excerpt 2:

Going to Quizlet Apps. And I will let my students learn and play. So, I can let them learn, and talk less. In this way, my students will not be bored. (Teacher 2; Appendix 3, Dialog 2)

Teacher 2 noted that during English instruction, she utilized *Quizlet*, allowing her students time for independent learning using its features. It depends on what Teacher 2 shared by the link. By implementing *Quizlet,* students were curious about what she shared in her English teaching.

4.1.1.2 Choosing the *Learn* feature and *Flashcard* feature

Teacher 1 shared the link (See Figure 4.2) and asked students to use *the Learn* feature. Learn feature is a personalized study tool that helps students master the Flashcard more with a combination of true/ false, multiple-choice, or written questions to test students' knowledge and adapt students' learning styles. This method of learning helps students master the material and help them focus on the terms that they found difficult, and could maximize their study time. Based on the results of the data analysis, it was found that these features allowed students to learn by themselves without disturbing other students. (See Figure 4.3 on Appendix 4)

Excerpt 1

...but after they are on the Quizlet sets' I ask, they look very seriously to learn with their handphone, or ask another friend to get the answer.

Sometimes they ask me if they did not get the answer from their dictionary (Teacher 1; Appendix 3, Dialog 2)

Teacher 1 explained that students when they learning their material on *Quizlet* sets, especially the *Learn* feature that the Teacher used in his teaching and learning process, students look enthusiastic in finishing the task with multiple choice, to test how well they mastered the material that they got on their handphone after Teacher 1 shared the link.

Then, Teacher 2 chose the Flashcard menu. The Flashcards feature in *Quizlet* provides students with definitions of terms. It supports various language options, allows students to flip through the cards, and allows them to hear the pronunciation with a button. This method is useful for English learners to memorize words and understand their context (See Figure 4.4 in Appendix 4).

Excerpt 2.

.... . I often use flashcard on Quizlet for my students to add their English mastery. For example I give them a chance to memorize more vocabulary. (Teacher 2; Appendix 3, Dialog 2).

Teacher 2 emphasized that she regularly employed *the Flashcard* on *Quizlet* to improve her student English mastery. For example, she provided them with opportunities to expand their vocabulary through focused memorization exercises with visual and auditory learning. She could make various sets of learning material in this feature and students could learn it independently and focus only on the areas where they need to master through the *Flashcard* feature.

4.1.1.3 Choosing a *Match feature and Flashcard feature*

Match feature encouraged active engagement, making the learning process more dynamic and less passive. Students showed high motivation and finished their tasks on the feature, while the *Flashcard* feature in *Quizlet* provided the students with definitions of terms. It supports various language options and allows students to flip through the cards and hear the pronunciation with a button. This

way useful for English learners to memorize the words and understand the context of words.

Based on the data analysis, Teacher 1 shared the link, so students could use it and learn by themselves. After students had learned by themselves with flipped the flashcard, the students were asked to choose the *Match feature*. After clicking this menu, the menu starts the game was shown. The timer was run, and the students could match the words that were shown on their handphones or Chromebooks, so the students could know how they mastered their learning material through this *feature*.

Expert 1:

> *When I see my student's desire to match the words its shows that they want to learn and when they choose more right words, it is shows how their mastery level, without disturbing other friends. I found my student's curiosity with the time in the match feature.* (Teacher 1; Appendix 2, Dialog 5)

Teacher 1 clarified that the utilization of the *Match* feature encouraged competition on how their mastery level of the learning material among students since they were required to complete the work within a specified time limit. Due to the time constraints, students had to concentrate on the *Quizlet* to successfully complete the activity. They were motivated to keep all of their thoughts and attention until the end of the task.

Teacher 2 then let her students learn the words on the *Flashcard* feature. This feature allows students to build and reinforce their English learning, such as grammar, pronunciation, and writing. It aids in memorization and context understanding for students learning English material.

Expert 2:

> *When they start to make sentences with words in flashcard, they can works in group this help my class be interactive because they are busy*

*with their works in group and looks enthusiast. (*Teacher 2; Appendix 3,Dialog 2)

Teacher 2 elucidated that the *Flashcard* tool provided her children with the opportunity to independently assimilate the lesson. Through this way students could add their material mastery about what Teacher 2 had taught. Subsequent to studying the *Flashcard*, Teacher 2 instructed students to compose the sentences with their own words based on the word they had learned from the *Flashcard*. The teacher tried to create her teaching and learning classroom by combining the *Quizlet* with students' critical thinking and creativity.

4.1.2 The student's perception toward the use of *Quizlet* during the teaching and learning process

This finding was investigated deeper into these positives perception such as interested in using *Quizlet*, easy to use, fun, comfortable, and friendly. Negative perceptions such as boring/uninteresting and unwillingness to be a part of English class, provided a comprehensive overview of how *Quizlet* influences the teaching and learning process. By understanding these perspectives, the researcher could adjust the approaches to optimize the use of technology in the classroom and enhance students' learning outcomes.

4.1.2.1 Interested in using *Quizlet*

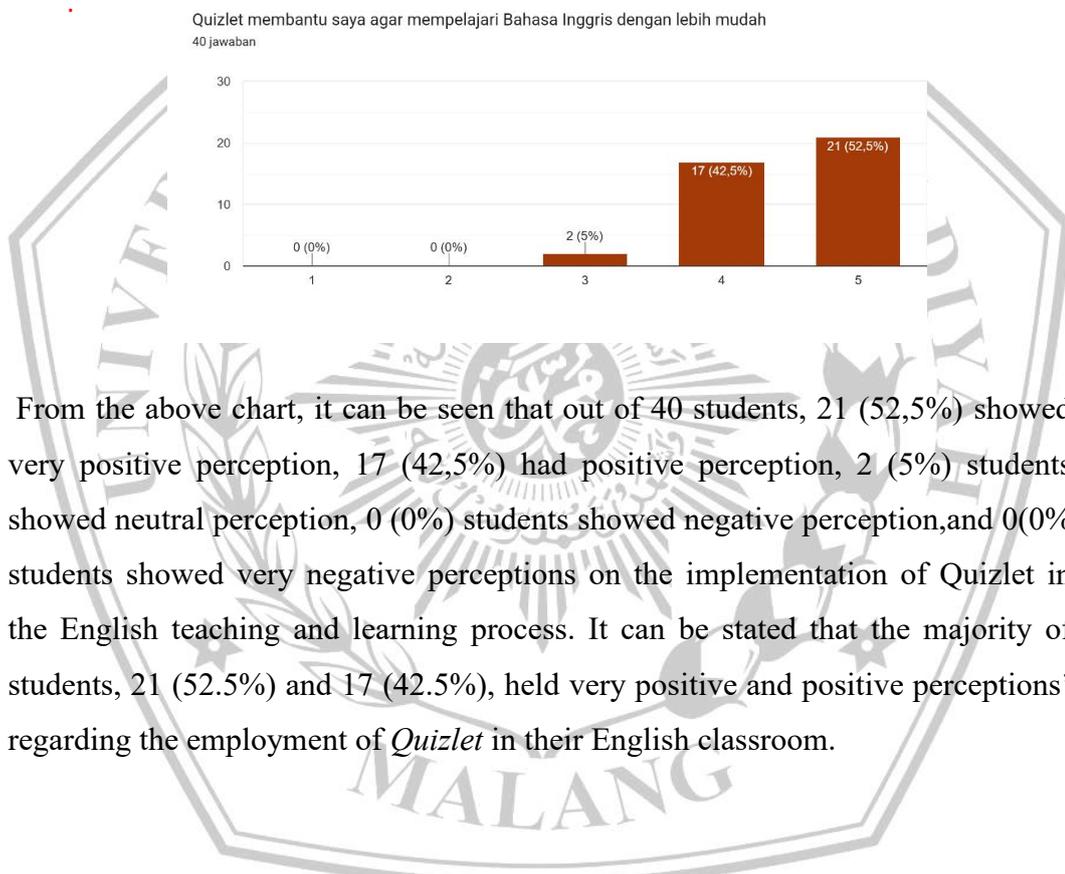**Figure 4.1.2.1 Indicator interested in the use of *Quizlet***
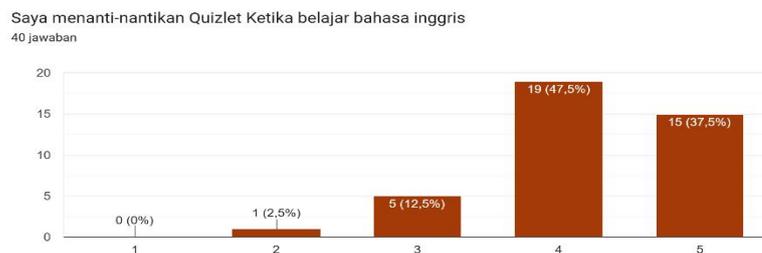
From the above chart, it can be seen that out of 40 students, 19 (47,5%) showed positive perception, 15 (37,5%) had very positive perception, 5 (12,5%) students showed neutral perception, and 1(2,5%) student showed negative perception, and 0(0%) students showed very negative perceptions on the implementation of *Quizlet* in English teaching and learning process. So, it can be concluded that both students in SMPN 1 Omesuri and students in

SMPN 4 Omesuri positively perceived using *Quizlet* as media in their English teaching and learning process. Chart 4.1.2.1. shows that students through the different modes on *Quizlet* were interested (47,5%) in learning English through *Quizlet*, and preferred using *Quizlet* rather than traditional methods for teaching and learning English.

4.1.2.2 Easy to use

Figure 4.1.2.2 Indicator Easy to use

Quizlet membantu saya agar mempelajari Bahasa Inggris dengan lebih mudah
40 jawaban

From the above chart, it can be seen that out of 40 students, 21 (52,5%) showed very positive perception, 17 (42,5%) had positive perception, 2 (5%) students showed neutral perception, 0 (0%) students showed negative perception,and 0(0%) students showed very negative perceptions on the implementation of Quizlet in the English teaching and learning process. It can be stated that the majority of students, 21 (52.5%) and 17 (42.5%), held very positive and positive perceptions' regarding the employment of *Quizlet* in their English classroom.

Figure 4.1.2.2 Indicator Easy to use

Quizlet membantu saya agar mempelajari Bahasa Inggris dengan lebih mudah
40 jawaban

From the above chart, it can be seen that out of 40 students, 20(50%) showed positive perception, 15 (37,5%) had very positive perception,4(12,5%) students showed neutral perception, and 1(2,5%) student showed negative perception, and 0(0%) students showed very negative perceptions on the implementation of *Quizlet* in English teaching and learning process. It can be claimed that the majority of students, 20(50%) held favorable attitudes, and 17 (42.5%), held very positive perceptions about engaging their knowledge towards using *Quizlet* in their English teaching and learning.

Figure 4.1.2.2 Indicator Easy to use

Saya mampu menjawab pertanyaan dengan cepat dan tepat Ketika menggunakan Quizlet dalam pembelajaran Bahasa Inggris
40 jawaban

The chart indicates that of the 40 students, 14 (35%) exhibited a positive perception, 13(32.5%) demonstrated a very positive perception of using the *Quizlet*, 12 (30%) displayed a neutral perception, 1 (2.5%) expressed a negative perception, and 0 (0%) showed a very negative perception regarding the implementation of Quizlet in the English teaching and learning process. It can be stated that the majority of students, 14(35%) and 13(32.5%), held positive and very positive perceptions' regarding the easy-of-use study sets on the *Quizlet*. Students reported that they easily understand how to use *Quizlet*, and how to get the task in the study sets without any help from teachers or their friends' employment of *Quizlet* in their English classroom.
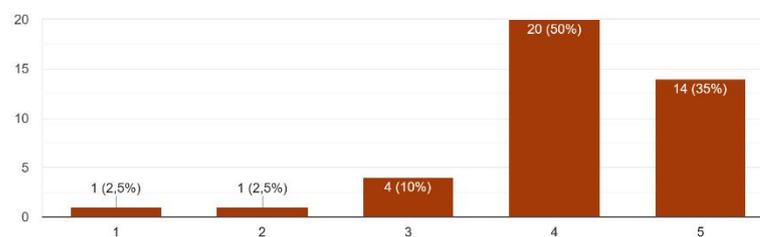
4.1.2.3 Fun

From the above chart, it can be seen that out of 40 students, 19 (47,5%) showed positive perception, 15 (37,5%) had very positive perception,5 (12,5%)

students showed neutral perception, and 0(0%) student showed negative perception, and 1(2,5%) student showed very negative perceptions on the implementation of *Quizlet* in English teaching and learning process. It can be stated that students at SMPN 1 Omesuri and SMPN 4 Omesuri positively regarded the use of *Quizlet* as a medium in their English teaching and learning process, which enhanced their enjoyment of learning.

Figure 4.1.2.3 Indicator fun

Saya suka menggunakan fitur match (mencocokan kata dan gambar serta arti) pada Quizlet
40 jawaban

From the above chart, it can be seen that out of 40 students, 20(50%) showed positive perception, 14 (35%) had very positive perception,4(10%) students showed neutral perception, and 1(2,5%) student showed negative perception, and 1(2,5%) student showed very negative perceptions on the implementation of *Quizlet* in English teaching and learning process. It can be stated that students at SMPN 1 Omesuri and SMPN 4 Omesuri positively regarded the use of *Quizlet* as a tool for their English teaching and learning process, which enhanced their enjoyment of learning.

Based on the findings, students had fun using the Quizlet in their learning while playing the *Match* features, they looked seriously at finishing their task on the *Match* feature and competing with their friends. The findings can be understood that students perceived that Quizlet-based English learning could enhance their motivation and autonomy in and learning process.

4.1.2.4 Comfortable and friendly

Figure 4.1.2.4 Indicator of comfortable and friendly

Quizlet membantu saya agar mempelajari Bahasa Inggris dengan lebih mudah
40 jawaban

From the above chart, it can be seen that out of 40 students, 21(52,5%) showed very positive perception, 17 (42,5%) had positive perception, 2(5%) students showed neutral perception, and 0(0%) student showed negative perception, and 0(0%) student showed very negative perceptions on the implementation of *Quizlet* in English teaching and learning process. It can be stated that students at SMPN 1 Omesuri and SMPN 4 Omesuri positively regarded the use of *Quizlet* as a tool for their English teaching and learning process, which enhanced their enjoyment of learning.

Figure 4.1.2.4.2 Indicators comfortable and friendly

Saya merasa mudah menggunakan aplikasi Quizet dalam pembelajaran bahasa Inggris
40 jawaban

The chart indicates that among 40 students, 20 (50%) exhibited positive perception students reported 15(37.5%) demonstrated a very positive perception, 4(10%) maintained a neutral perception, 1(2.5%) expressed a negative perception,
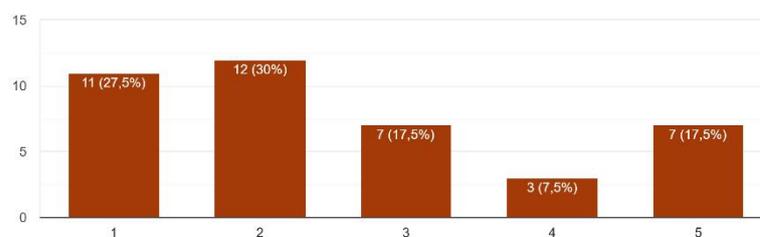
and 0 (0%) displayed a very negative perception regarding the implementation of *Quizlet* in the English teaching and learning process.

In terms of comfort and friendliness, students (50%) believed that *Quizlet* was more comfortable and friendly than other learning methods helped them to improve their English learning, and helped them more confident about their English knowledge.

4.1.2.5. Boring/uninteresting

Figure 4.1.2.5 Indicator Boring/uninteresting

Belajar Bahasa Inggris menggunakan Quizlet membosankan
40 jawaban

The chart reveals that out of 40 students, 12 (30%) held a negative perception, 11 (27.5%) exhibited a very negative perception, 7 (17.5%) maintained a neutral perception, 3 (2.5%) conveyed a positive perception, and 7 (17.5%) demonstrated a very positive perception regarding the use of *Quizlet* in teaching and learning English as being tedious. As a result, most students had a negative impression that *Quizlet* was uninteresting in their English teaching and learning.

 In other words, most students had a positive perception of 12 (30%), and 11(27%) students who had very positive of utilizing *Quizlet* in class.

Students reported that they tended on negative perceptions of unwillingness to use the *Quizlet*. The findings can be understood that students perceived that *Quizlet*-based were interested on students English learning and could enhance their motivation.

4.1.2.6. Unwillingness

Saya tidak ingin belajar Bahasa Inggris menggunakan Quizlet
40 jawaban

The chart reveals that out of 40 students, 13 (32,5%) held a very negative perception, 13 (32,5%) exhibited a negative perception, 4 (17.5%) maintained a neutral perception, 5 (12.5%) conveyed a positive perception, and 5 (12.5%) demonstrated a very positive perception regarding the unwillingness to use *Quizlet* in teaching and learning English. Although some students indicated a very negative in using *Quizlet* 5 (12.5%), negative perception 5 (12.5%), the majority of students 13 (32.5%) had a positive perspective and very positive 13 (32.5%) on using *Quizlet* in their English teaching and learning, hence the majority of students had a positive opinion.

As stated in the chart above, the students had a negative perception of the unwillingness to use *Quizlet*. This means that *Quizlet* could be interesting in use, enjoyable, easy, and convenient for students to use, it could help them to learn English more interactive. Accordingly, they believed that Quizlet could help them to learn English actively.

4.1.3 Mean score of student perception.

Based on the findings of student perceptions that were analyzed by the Likert scale, student scores were shown in the table. (See App.6, Table 4.2, Page 44).

The mean score of 75.45 falls within the interval scores of 71 and 87. This indicated that students had a positive perception regarding the use of *Quizlet* in their English teaching and learning. This data suggested that the majority of students viewed *Quizlet* favorably because they perceived that Quizlet *was*

interesting to use, easy to use, fun, and comfortable, as evidenced by the data collected in the study. The majority of students fell into this category, highlighting the effectiveness and engagement provided by *Quizlet*.

According to the results of data analyses, students tended to have positive opinions about the use of *Quizlet* to learn English. According to a study of the Likert scale questionnaire data, the scores lie between 71 and 87. This suggested that students utilized *Quizlet* to aid in their English language learning process was positive. This data emphasized how incorporating resources like *Quizlet* could significantly enhance students' motivation and learning experience—as long as obstacles are successfully overcome. The data from the questionnaire were analyzed using mean scores and percentages to capture students' perceptions of using Google applications in English language learning. After collecting the raw data from Google Forms, each item on the questionnaire, which used a Likert scale, was analyzed to determine students' levels of positive and negative perceptions about the use of *Quizlet* in teaching and learning English.

Descriptive statistics were calculated to summarize students' responses, specifically the mean score for each questionnaire item. The mean score provided a clear picture of the overall perception, showing the central tendency of reactions to each statement. Higher mean scores indicated positive perception, while lower scores indicated negative perception.

This descriptive-only approach allowed the researcher to interpret general perceptions from the students about the use of *Quizlet*.

4.2 Discussion

The study under the title "The Students' Perception Toward the Use of *Quizlet* in the Teaching of English: A Multi-Case Study at Schools in Lembata Regency" provided valuable insights into the integration of digital learning tools in English language instruction, particularly in the context of rural Indonesia. The findings reveal a complex interplay between student engagement, motivation, and

the use of *Quizlet*, which can be compared to previous studies in the field of educational technology and language learning.

1. The implementation of *Quizlet* in teaching English

The study emphasizes the role of teachers in implementing *Quizlet* effectively. This is consistent with research by Ertmer and Ottenbreit-Leftwich (2010), which found that teacher attitudes and skills in using technology significantly influence student outcomes. Firstly, teachers reported that *Quizlet* made learning more accessible with three steps when implementing the *Quizlet,* it provided a simple way of using *Quizlet* in teaching and learning EFL classrooms. Secondly, based on the research findings teachers need to design their classrooms more creatively compared with digital tools.

2. The student perception toward the use of *Quizlet* in EFL classroom

While many students reported positive experiences with *Quizlet*, some expressed boredom or disengagement. This reflects findings from studies by Lai and Hwang (2016), which noted that the effectiveness of digital tools can vary based on individual student preferences and the relevance of the material presented. The mixed perceptions in this research suggest that while *Quizlet* could enhance learning, educators must carefully curate content to maintain student interest and address any negative feedback. As stated by Van et al. (2021) identified that technology could help students learn English productively. The positive perceptions of *Quizlet* among students align with findings from other studies that highlight the effectiveness of digital tools in enhancing student engagement. For instance, research by Worddive.n.d as cited in Handayani (2018) through the picture students get the most out of their memory, learn to think in the new language, achieve amazing results – without stress, and learn the way that suits them best. This is also happening because the features in *Quizlet* are designed to be fun, such as playing while learning. Students shouldn't be restricted to traditional classroom instruction given the technological advancements. *Quizlet* is one of the many technological learning tools available. The English teachers should prefer *Quizlet* because it includes the components of entertainment and

competition, students are willing to participate in the lessons and will be more motivated. This agrees with Halim's (2020) findings. In brief, integrating *Quizlet* into the English classroom has many benefits and advantages.

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

Based on the previous findings and discussions, this chapter presents conclusions about how teachers implementing the *Quizlet,* and students' overall perceptions of using *Quizlet* to teach and learn English**.** The researcher also gave recommendations to the English teacher and the next researcher.

5.1 Conclusions

The research underscores the substantial influence of the digital learning platform *Quizlet* on English language education and student involvement in junior high schools within Lembata Regency. It addresses the challenges of low student motivation and interest in learning English, particularly in rural areas where traditional teaching methods might fall short. The research findings indicate that teachers' implementation of *Quizlet* has made learning more accessible and engaging for students.

Most students expressed positive perceptions of *Quizlet*, interest in the use of *Quizlet*, fun, easy to use and comfortable and friendly which contributed to their willingness to participate in English learning activities. However, some students reported negative perceptions, such as finding the tool boring or encountering irrelevant material.

The research emphasizes the significance of implementing innovative teaching techniques and technology in EFL instruction to improve student motivation and learning results. The insights gained from this research should inform educators and policymakers on best practices for utilizing digital tools like *Quizle*t in language teaching and design the classroom modify with *Quizlet* application as a medium on teaching and learning class, ultimately contributing to improved educational practices in the local area.

5.2. Recommendation

Based on the findings of the study, the following recommendations can be made.

Firstly, integration of Digital Tools: Educators should continue to integrate digital learning platforms like *Quizlet* and other learning applications into their teaching methodologies to enhance student engagement and motivation in learning English. This aligns with the emphasis on effective pedagogical strategies that promote active learning.

Second, educators ought to be more imaginative and creative while creating their lessons, they can provide simple and inexpensive learning resources, such as being creative in modifying used goods into teaching aids and optimizing the surrounding environment as a source of learning for students according to their learning preferences and needs.

Thirdly, future researchers can research students' perceptions and teachers' implementation of teaching and learning English through other digital media.

These recommendations aim to enhance the effectiveness of English language instruction and promote better learning experiences for students in Lembata Regency and similar contexts.

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Appendices

Appendix 1: Observation checklist

Observation checklist for teacher 1

No	Observation checklist	Yes	No
1.	Does the teacher provide clear instructions for students to open the *Quizlet* app?	v	
2	Are the instructions teacher deliver in *Quizlet* understandable for students'?	v	
3	Do students immediately operate Quizlet independently when they get the Quizlet link?		v
4	Do the students still asking questions because they are confused?		v
5	Does the teacher applying every feature on Quizlet in teaching and learning process?		v
6	For the flashcard feature, does the teacher utilize sub features in flashcards such as learn, spell, write for challenges the students in learning English?	v	
7	Does the teacher ask questions that are relevant to the image in the Match feature on *Quizlet*?	v	
8	Does the class look more interactive when teachers, students, and teachers apply *Quizlet* in their learning activities?	v	
9	Is it easy for students to conducting the steps on *Quizlet* when they are learning?	v	
10	Did the teacher prefer using Quizlet via Chromebook or smartphone for his/her students?	v	

Observation checklist for teacher 2

No	Observation checklist	Yes	No
1.	Does the teacher provide clear instructions for students to open the *Quizlet* app?	v	
2	Are the instructions teacher deliver in *Quizlet* understandable for students'?	v	
3	Do students immediately operate Quizlet independently when they get the Quizlet link?		v
4	Do the students still asking questions because they are confused?		v
5	Does the teacher applying every feature on Quizlet in teaching and learning process?		v
6	For the flashcard feature, does the teacher utilize sub features in flashcards such as learn, spell, write for challenges the students in learning English?		v
7	Does the teacher ask questions that are relevant to the image in the Match feature on *Quizlet*?	v	
8	Does the class look more interactive when teacher students and teachers applying the Quizlet in their learning activities?	v	
9	Is it easy for student to conducting the steps on *Quizlet* when they are learning?	v	
10	Did the teacher prefer using Quizlet via Chromebook or smartphone for his/her students?	v	

Appendix 2

THE STUDENT'S PERCEPTION TOWARD THE USE OF *QUIZLET* IN THE TEACHING OF ENGLISH: A MULTI CASE STUDY AT SCHOOL IN LEMBATA REGENCY

Name: Kamaludin Hasan, S.Pd

Date: December 7th, 2024

School: SMPN 1 Omesuri

Research Questions:

1. How does the teacher teach English through the use of *Quizlet* at junior high school in Lembata Regency?

2. What is the students' perception toward the use of *Quizlet* in the teaching of English at junior high school in Lembata Regency?

Interview guideline.

(R): Are there any challenges you face when using Quizlet? Mention them!
(T1): *Sometimes I find it hard to get in when the connection is getting bad and makes my students wait to enter my class in Quizlet. (Teacher 1)*

(R): How do you implement *Quizlet* in teaching and learning process?
*(T1): When sharing a link, I must go through the students' table and another student's table to help my students. Mmmmm…then what's problem they faced…sometimes I find they are misunderstood with what I mean…but after they are on the Quizlet sets I ask they look very seriously to learn with their handphone, or ask another friend to get the answer. Sometimes they ask me, if they did not get the answer from their dictionary. (hahahah) (Teacher 1 laugh) (*Teacher 1)

(R): Do you find your classroom more interactive when using *Quizlet*?
(T1): Quizlet offers easy accessibility, significantly enriches the learning experience, and ignites students' passion for studying English. This engaging platform transforms the way students approach their studies, making learning both enjoyable and effective. (Teacher 1)

(R) : What benefit you get from *Quizlet* in teaching English?
(T1): Utilizing the Quizlet app allows students to access the materials and information I share with unmatched speed and convenience.

(Teacher 1)

(R): What indicators do you use to measure the extent of your success and failure in teaching English using *Quizlet*?
(T1) : *When I see my students desire to matching the words its show that they wants to learn and when they choose more right words , it is show how their mastery level, without disturb other friends. I found my students curiosity with the time in the match features.* (Teacher 1)

Appendix 3

Interview Guideline 2

THE STUDENT'S PERCEPTION TOWARD THE USE OF *QUIZLET* IN THE TEACHING OF ENGLISH: A MULTI-CASE STUDY AT SCHOOL IN LEMBATA REGENCY

Name: Rahel Wagosina,S.Pd.,Gr
Date: December 6th, 2024
School: SMPN 4 Omesuri

Research Questions:

1. How does the teacher teach English through the use of *Quizlet* at junior high school in Lembata Regency?
2. What is the students' perception toward the use of *Quizlet* in the teaching of English at junior high school in Lembata Regency?

Interview :

(R) : Are there any challenges you face when using Quizlet? Mention them!

(T2) : "When sharing a link, I must go through the students' table and another student's table to help my students, so I think I have no matter about this mmmmm….then what's problem they faced…sometimes I find they are misu nderstood with what I mean." (Teacher 2*)*

(R): How do you implement *Quizlet* in teaching and learning process?

(T2) :""….. I often use flashcard on Quizlet for my students to add their English mastery. For example I give them chance to memorize more vocabulary and then let them make a sentences based on the verb they get from flashcard. When they start to make sentences with words in flashcard, they can works in group this hep my class be interactive because they are busy with their works in group and looks enthusiast."(Teacher 2)

(R) : Do you find your classroom more interactive when using *Quizlet*?

(T2) : *When they start to make sentences with words in flashcard, they can works in group so my class looks interactive . They are busy with their works in group and looks enthusiast.* (Teacher 2)

(R): What benefit you get from *Quizlet* in teaching English?
(T2):Firstly Through this apps, students show increased curiosity and energy and secondly Students can access the material and information that I share more (Teacher 2)

(R): What indicators do you use to measure the extent of your success and failure in teaching English using *Quizlet*?
*(T2): When students explain my Quizlet material again……mmmm..and…..ummmmm…. when my students are able to make sentences from the words contained in the Quizlet application.(*Teacher 2*)*
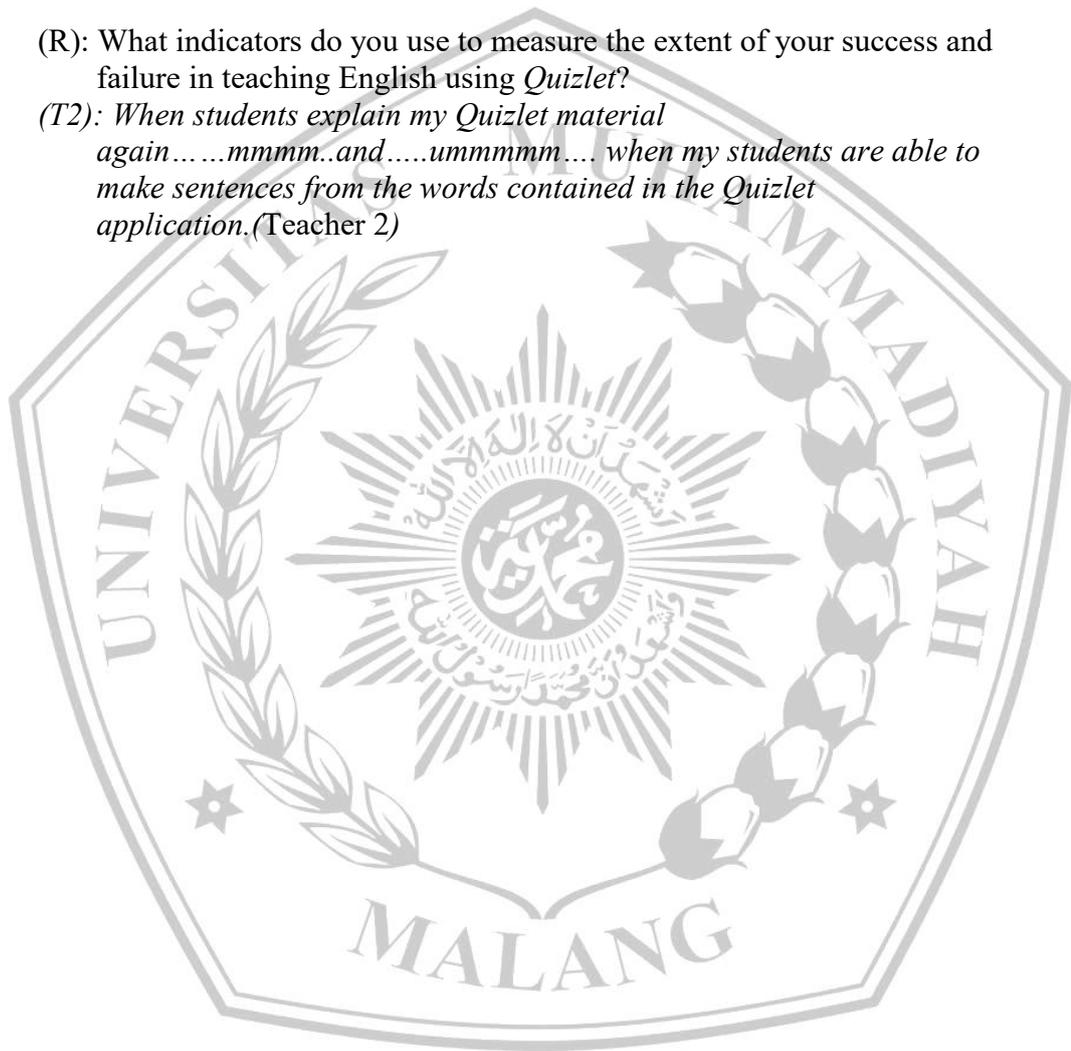
Appendix 4

Questionnaires for student

INSTRUKSI:

BERIKAN TANDA CENTANG (√) PADA KOLOM YANG KAMU ANGGAP PALING SESUAI DENGAN PENGALAMAN BELAJAR MU MENGGUNAKAN QUIZLET

KELAS: VIII

No	Questions	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly disagree 1
1	Saya merasa mudah menggunakan aplikasi Quizlet dalam pembelajaran bahasa Inggris					
2	Saya merasa tertarik, puas, termotivasi dan gembira saat belajar Bahasa Inggris menggunakan Quizlet					
3	Saya menanti-nantikan Quizlet Ketika belajar bahasa inggris					
4	Saya merasa terbantu Ketika belajar Bahasa Inggris menggunakan Quizlet					
5	Saya merasa bersemangat Ketika belajar Bahasa Inggris menggunakan Quizlet					
6	Saya termotivasi untuk menang ketika menyelesaikan soal dengan bermain game pada Quizlet					
7	Saya dapat focus pada pertanyaan yang ada di flashcard pada Quizlet					
8	Quizlet membantu saya mengingat kata dan arti kata dalam Bahasa Inggris menggunakan gambar					
9	*Belajar Bahasa Inggris menggunakan Quizlet membosankan*					
10	Saya ingin menggunakan Quizlet dalam pembelajarn Bahasa Inggris					
11	Saya suka menggunakan fitur match (mencocokan kata dan gambar serta arti) pada Quizlet					
12	Saya ingin belajar Bahasa Inggris					

	mengunakan aplikasi Quizlet sekali atau dua kali dalam seminggu					
13	Saya ingin belajar Bahasa Inggris mengunakan aplikasi Quizlet sebulan sekali					
14	*Saya tidak ingin belajar Bahasa Inggris menggunakan Quizlet*					
15	Saya mampu menjawab pertanyaan dengan cepat dan tepat Ketika menggunakan Quizlet dalam pembelajaran Bahasa Inggris					
16	saya suka mencetak dan menggunakan kartu flash kertas dari Quizlet					
17	*Saya kesulitan mengoperasikan Quizlet dalam pembelajaran Bahasa Inggris(*					
18	Quizlet membantu saya meningkatkan pemahaman saya dalam pembelajaran Bahasa Inggris					
19	*Saya kesulitan focus dalam mengerjakan soal Bahasa Inggris yang ada pada Quizlet.*					
20	Quizlet membantu saya agar mempelajari Bahasa Inggan dengan lebih mudah					
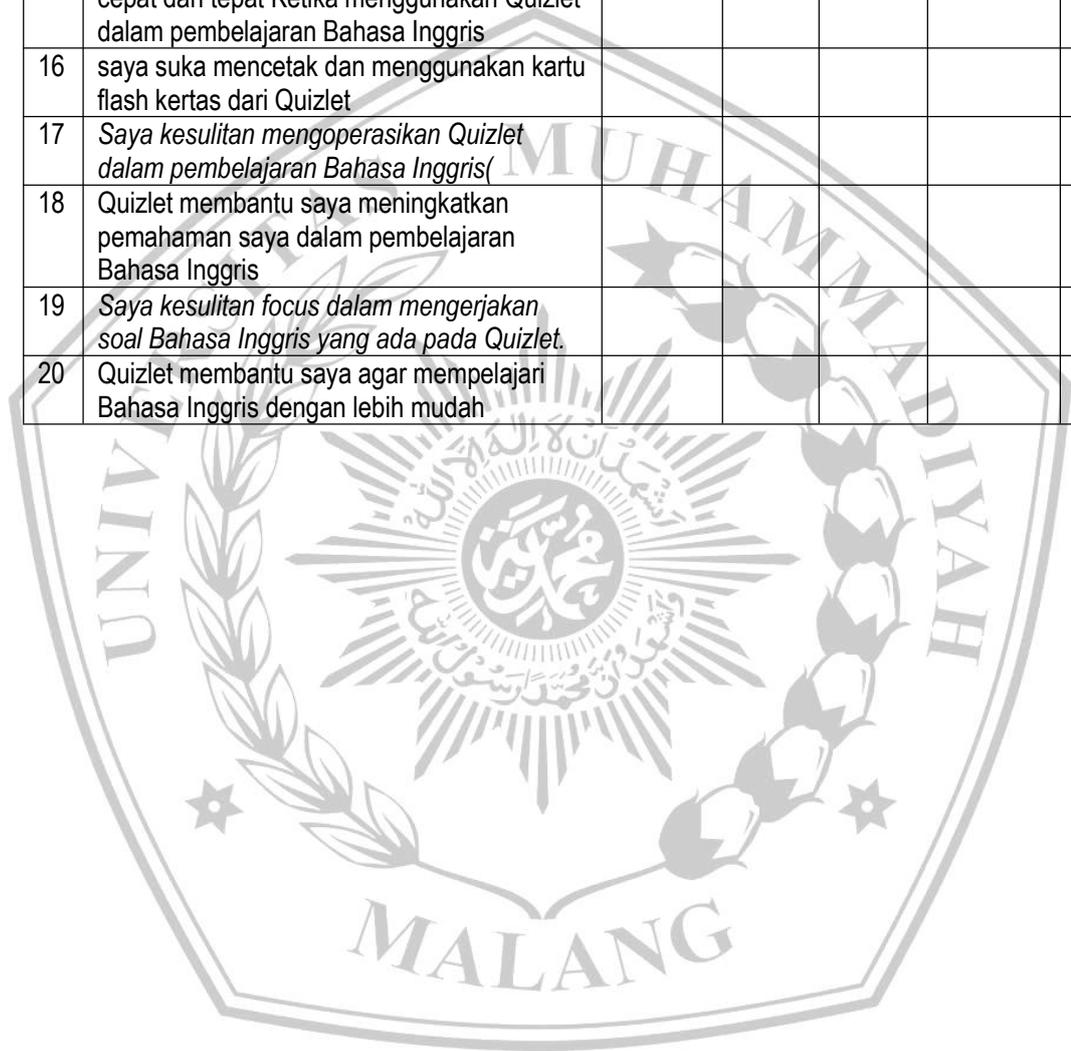
Appendix 5
Figure of *Quizlet's* menu
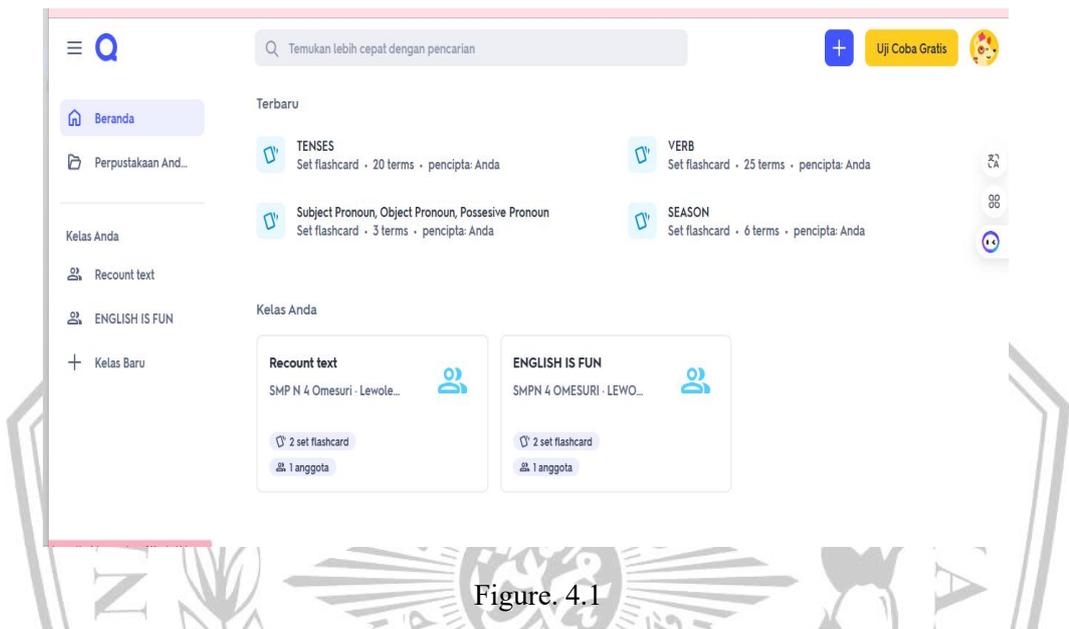
Figure. 4.1
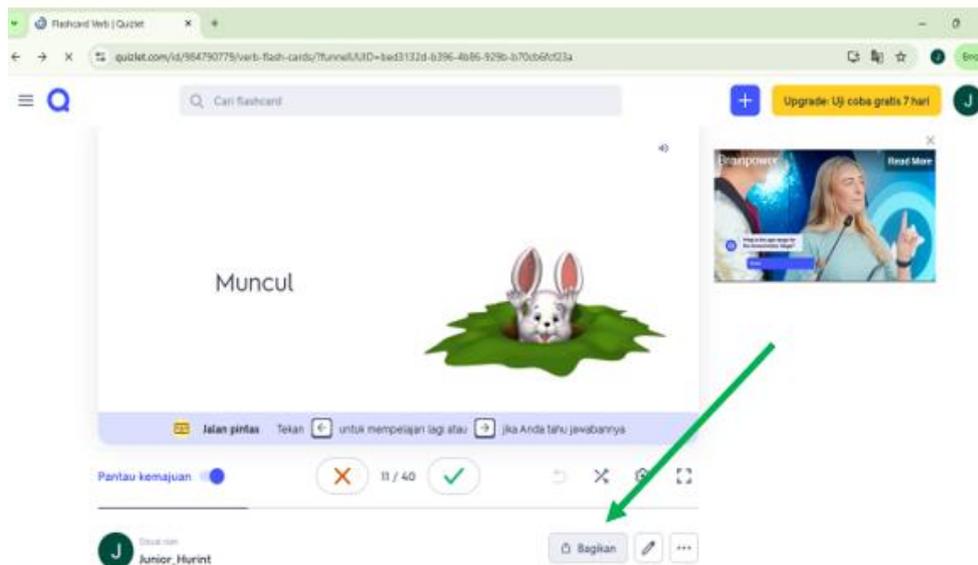
Figure 4.2
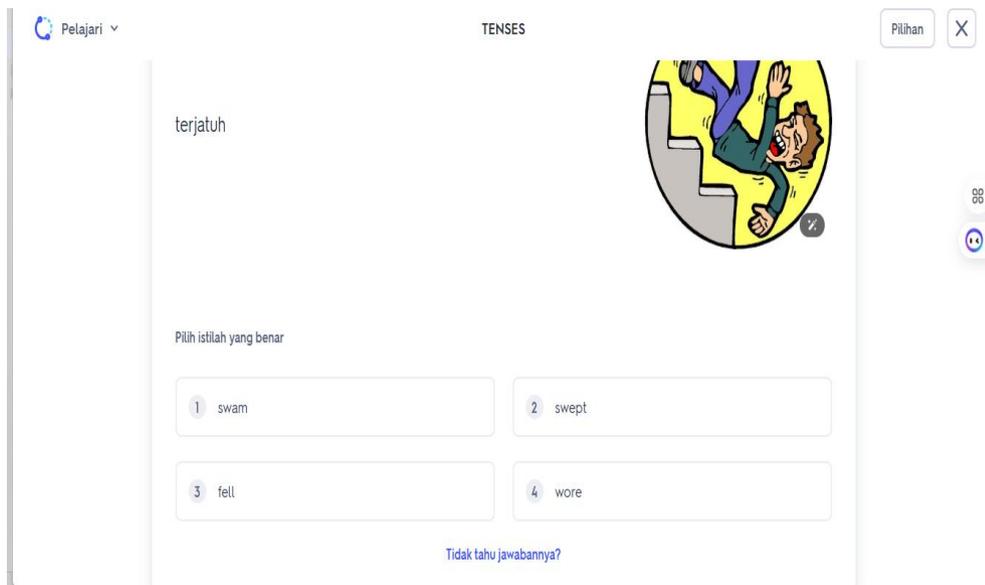
Figure 4.3
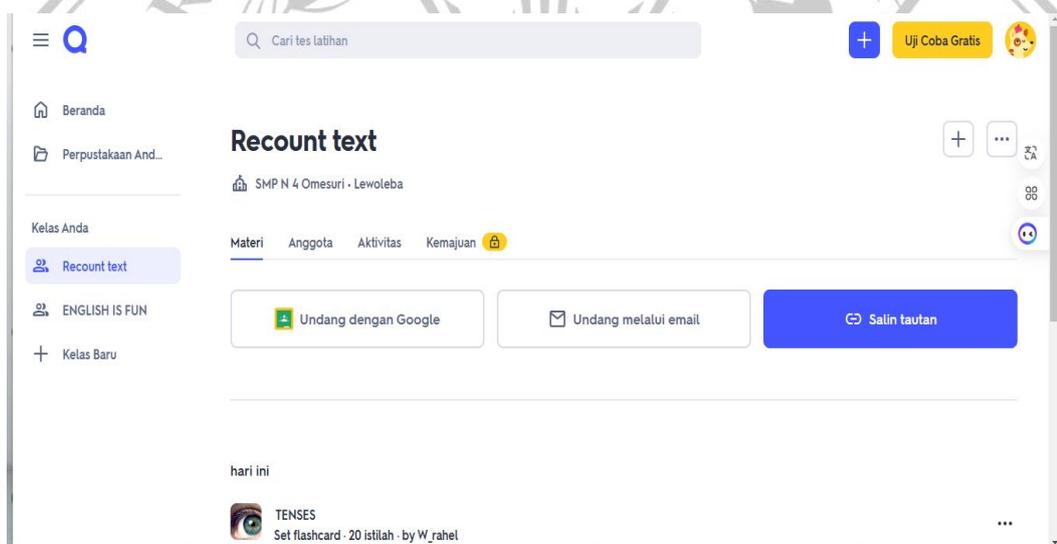
Figure 4.4
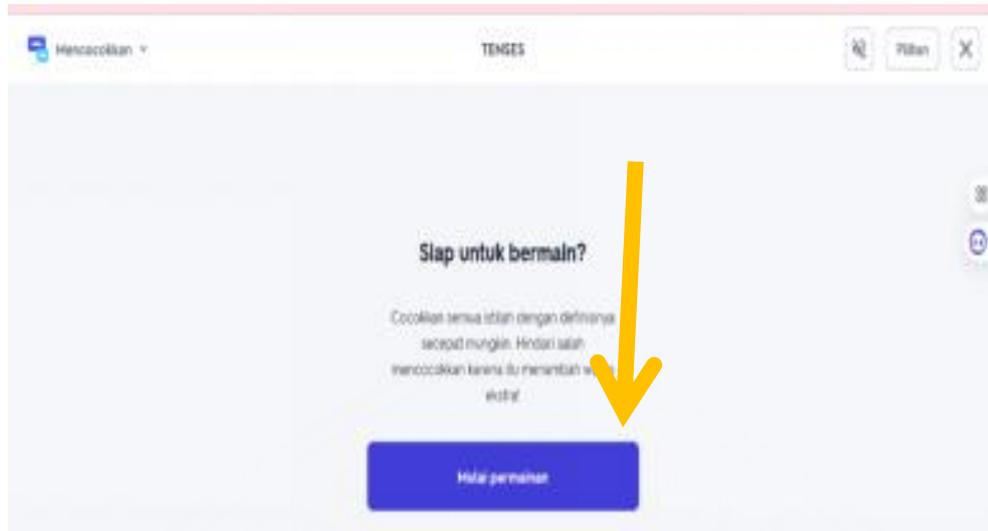
Figure 4.5
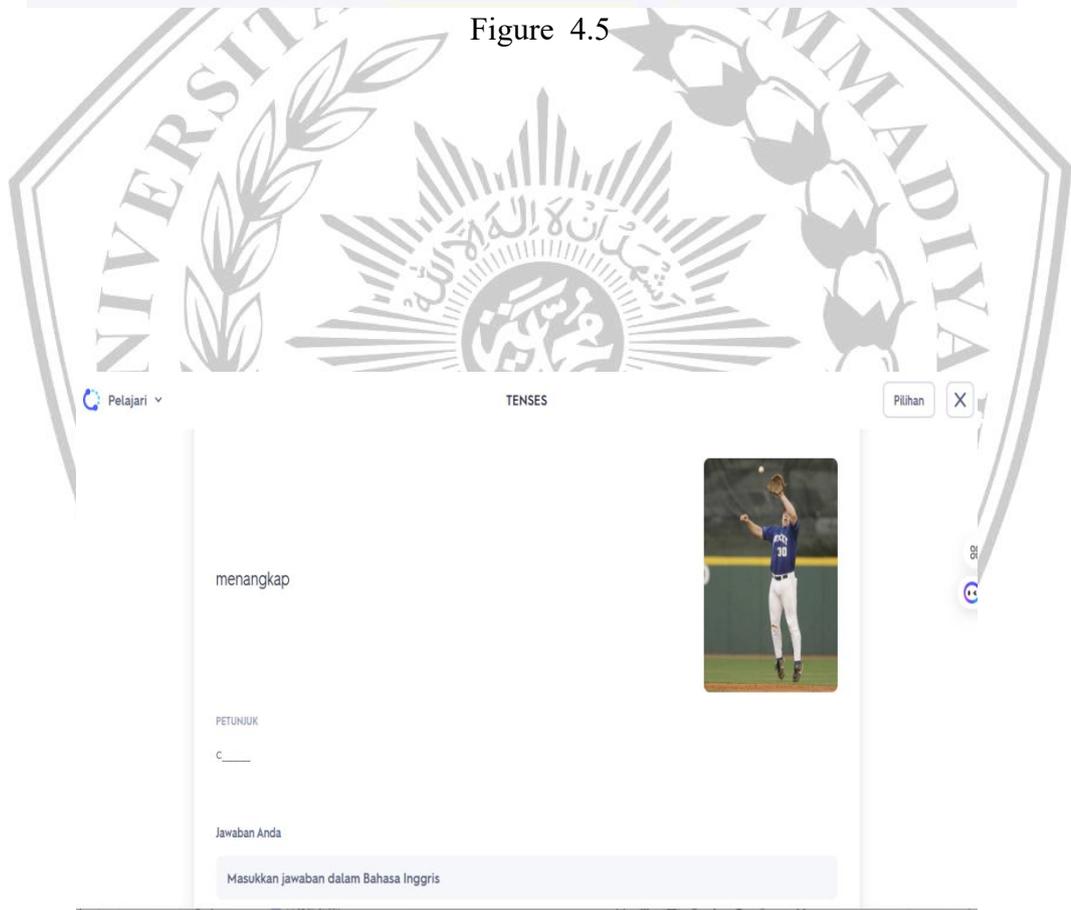
Figure 4.6
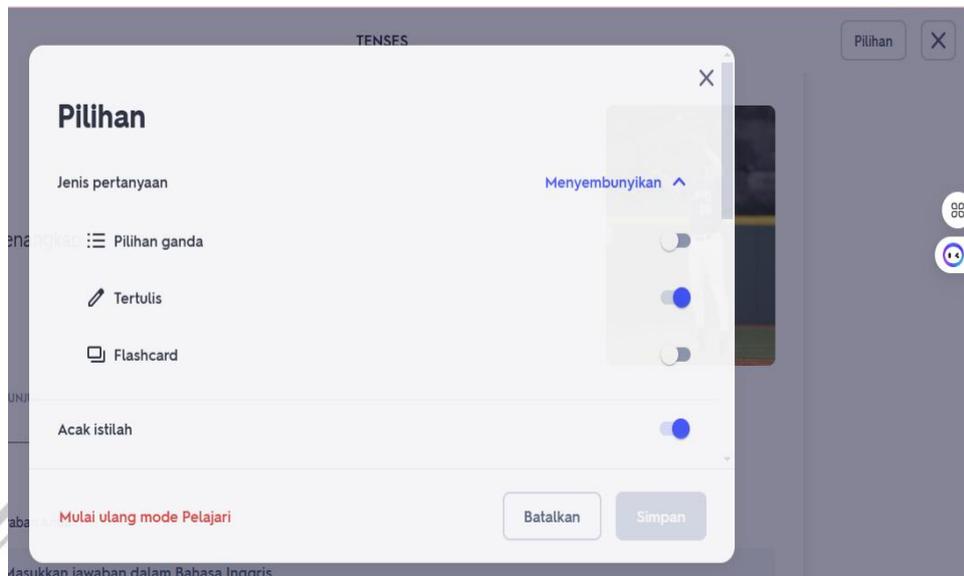
Figure 4.7
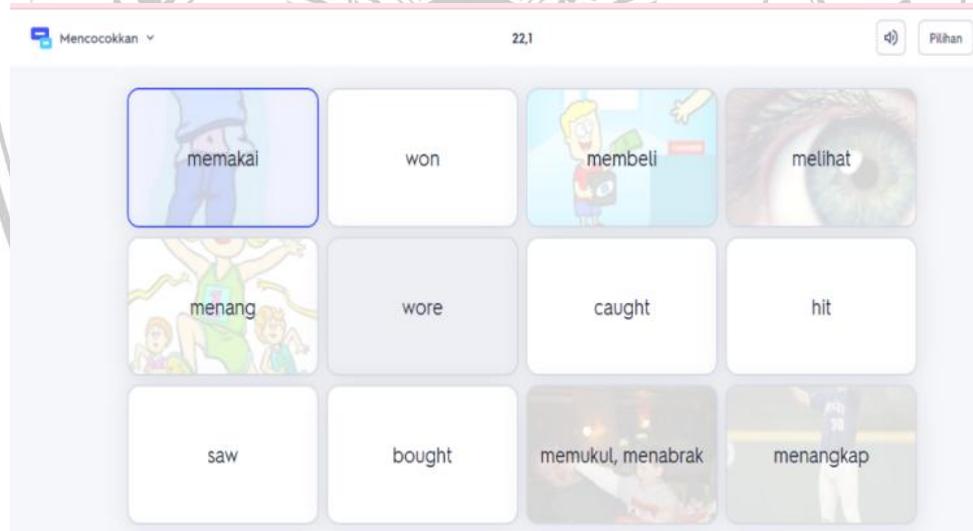
Figure 4.8

APPENDIX 5

5.1. Positive indicators charts
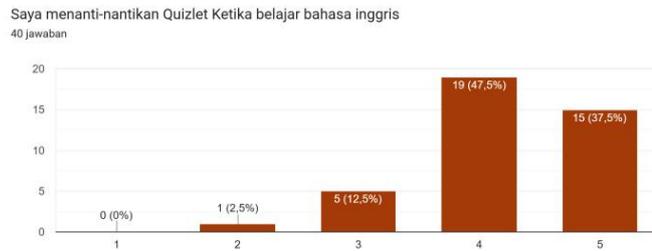
Figure 4.1.2 Indicator Interested in use

Saya menanti-nantikan Quizlet Ketika belajar bahasa inggris
40 jawaban

Figure 4.1.2 Indicator Interested in use

Saya merasa tertarik, puas, termotivasi dan gembira saat belajar Bahasa Inggris menggunakan Quizlet
40 jawaban

Figure 4.1.2 Indicator Interested in use

Saya merasa terbantu Ketika belajar Bahasa Inggris menggunakan Quizlet
40 jawaban

Figure 4.1.2 Indicator Interested in use

Saya merasa bersemangat Ketika belajar Bahasa Inggris menggunakan Quizlet
40 jawaban
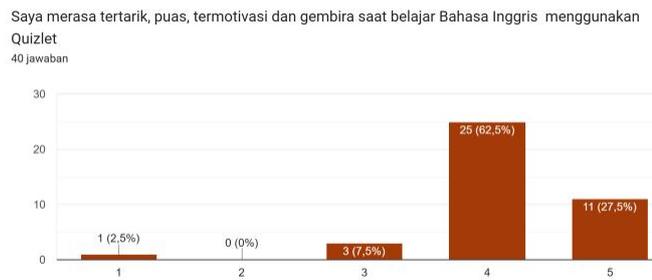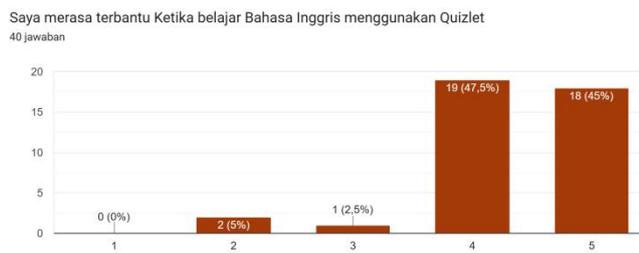
Figure 4.1.2.2 Indicator Easy to use

Saya merasa mudah menggunakan aplikasi Quizet dalam pembelajaran bahasa Inggris
40 jawaban
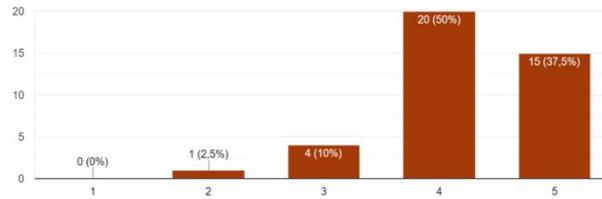
Figure 4.1.2 Indicator Fun

Saya termotivasi untuk menang ketika menyelesaikan soal dengan bermain game pada Quizlet
40 jawaban
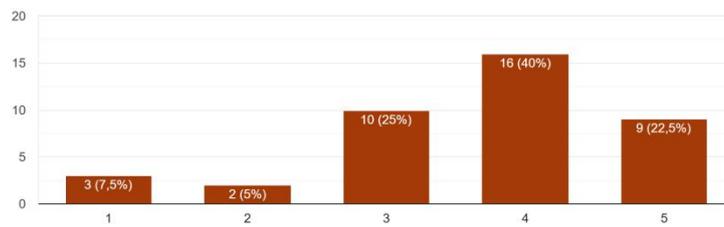
Figure 4.1.2 Indicator Comfortable

Saya dapat focus pada pertanyaan yang ada di flashcard pada Quizlet
39 jawaban
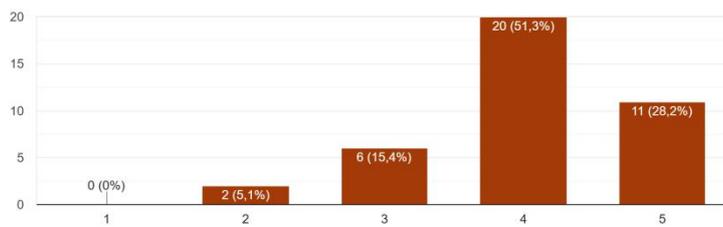
Figure 4.1.2 Indicator comfortable

Quizlet membantu saya mengingat kata dan arti kata dalam Bahasa Inggris menggunakan gambar
39 jawaban
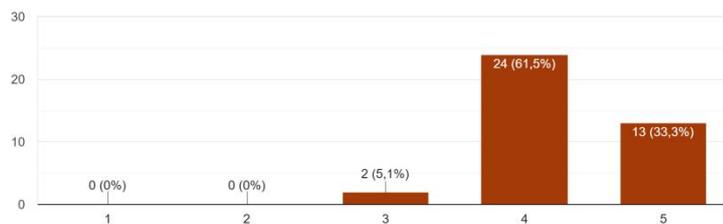
Figure 4.1.2 Indicator fun

Saya suka menggunakan fitur match (mencocokan kata dan gambar serta arti) pada Quizlet
40 jawaban
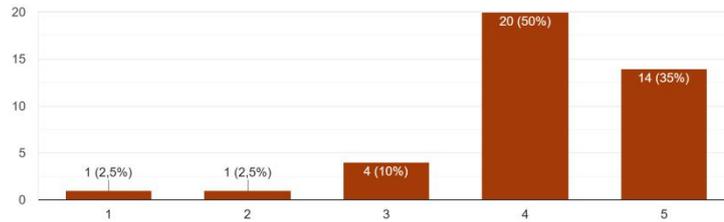
Figure 4.1.2 Indicator Interested in use

Saya ingin menggunakan Quizlet dalam pembelajaran Bahasa Inggris
40 jawaban
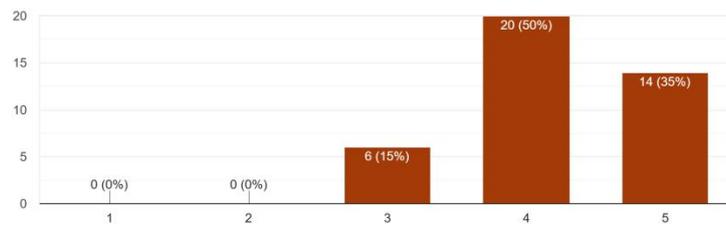
Figure 4.1.2 Indicator Interested in use

Saya ingin belajar Bahasa Inggris mengunakan aplikasi Quizlet sekali atau dua kali dalam seminggu
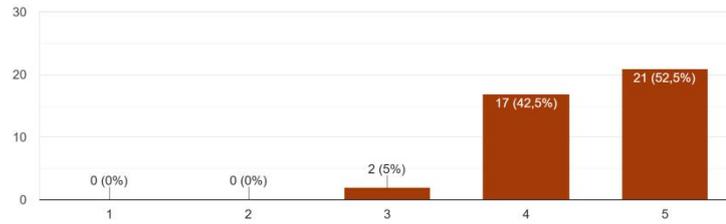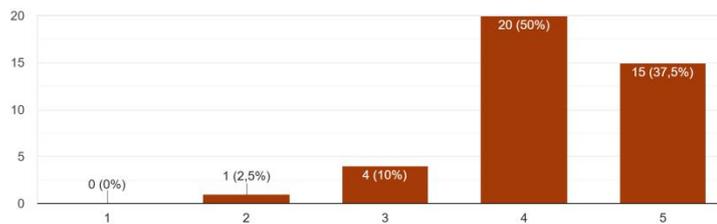40 jawaban
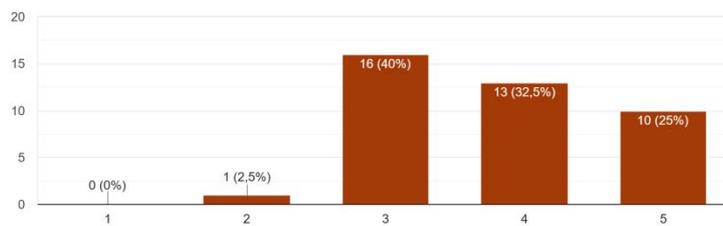
Figure 4.1.2 Indicator Interested in use

Saya ingin belajar Bahasa Inggris mengunakan aplikasi Quizlet sebulan sekali
40 jawaban

58
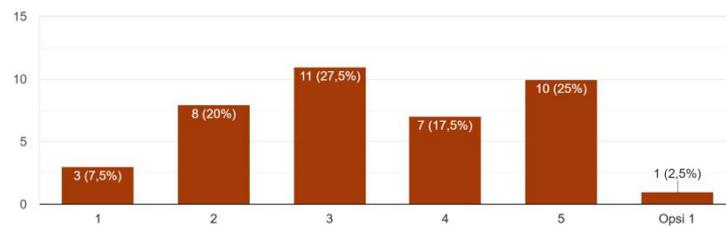
Figure 4.1.2 Indicator Interested in use

Quizlet membantu saya agar mempelajari Bahasa Inggris dengan lebih mudah
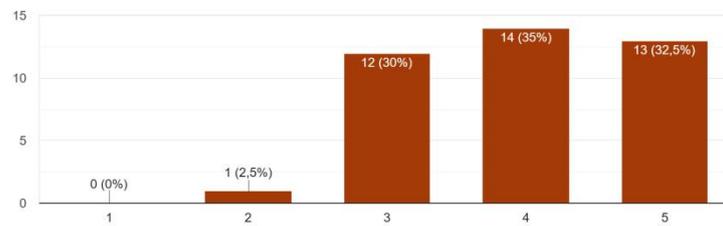40 jawaban

Quizlet membantu saya meningkatkan pemahaman saya dalam pembelajaran Bahasa Inggris
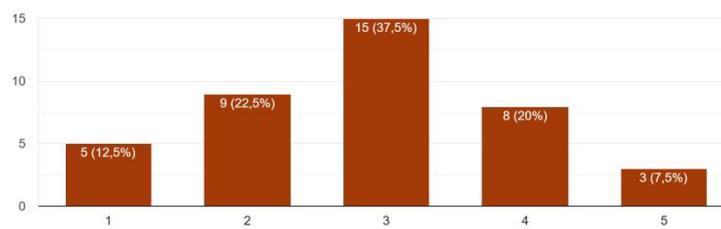40 jawaban

Figure 4.1.2 Easy to use

Saya mampu menjawab pertanyaan dengan cepat dan tepat Ketika menggunakan Quizlet dalam pembelajaran Bahasa Inggris
40 jawaban
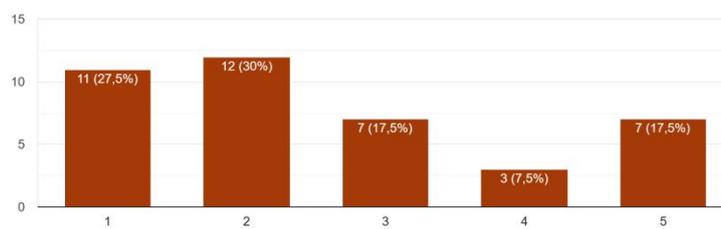

59

5.2. Negative indicators charts

Figure 4.1.2 Indicator unwillingness to use

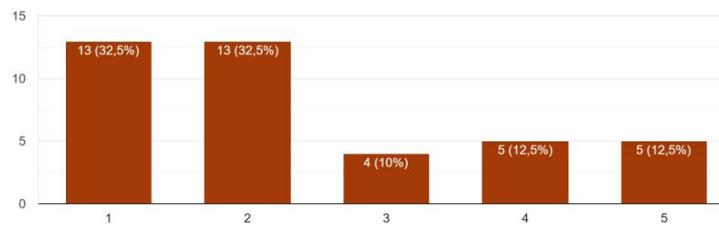Saya kesulitan mengoperasikan Quizlet dalam pembelajaran Bahasa Inggris
40 jawaban

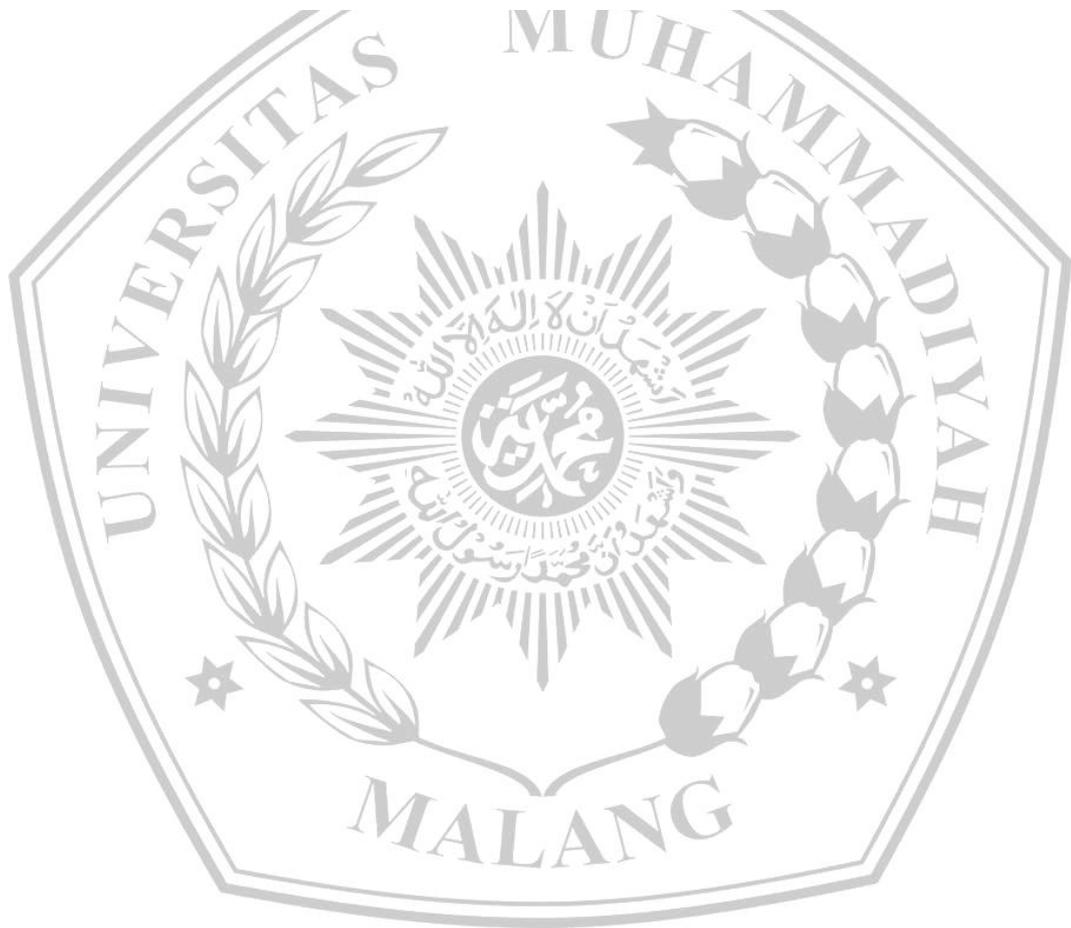Belajar Bahasa Inggris menggunakan Quizlet membosankan
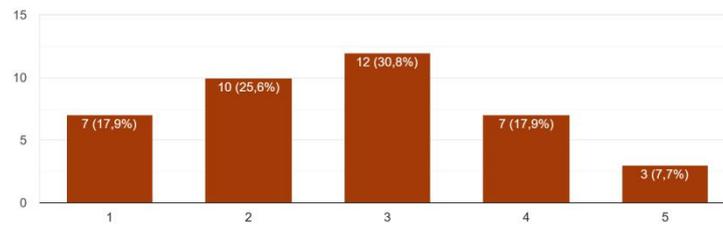40 jawaban

Figure 4.1.2 Indicator Boring

Saya tidak ingin belajar Bahasa Inggris menggunakan Quizlet
40 jawaban

60

Figure 4.1.2 Indicator Boring

Saya kesulitan focus dalam mengerjakan soal Bahasa Inggris yang ada pada Quizlet.
39 jawaban

Appendix 6.
Figure 4.2

Students	Score	Maximum Score
S1	74	100
S2	69	100
S3	76	100
S4	76	100
S5	72	100
S6	76	100
S7	78	100
S8	71	100
S9	70	100
S10	44	100
S11	70	100
S12	78	100
S13	65	100
S14	76	100
S15	83	100
S16	71	100
S17	72	100
S18	74	100
S19	76	100
S20	66	100
S21	76	100
S22	72	100
S23	69	100
S24	73	100
S25	79	100
S26	79	100
S27	71	100
S28	77	100
S29	77	100
S30	96	100
S31	79	100
S32	70	100
S33	99	100
S34	70	100
S35	92	100

S36	70	100
S37	74	100
S38	73	100
S39	95	100
S40	90	100
Σ	3018	75.45