

THE USE OF QUIZLET-BASED DIGITAL FLASHCARD MEDIA IN ENRICHING THE ENGLISH VOCABULARY OF GRADE VIII STUDENTS AT STATE ISLAMIC JUNIOR HIGH SCHOOL 17 TANAH DATAR

Demisari Harmades¹

¹ Mahmud Yunus State Islamic University, Batusangkar, Indonesia

Corresponding Author:

Demisari Harmades,

English Language Education Department, Faculty of Education and Teacher Training, Mahmud Yunus State Islamic University, Batusangkar.

Email: demisariharmades@uinmybatusangkar.ac.id

Article Info

Received: October 10, 2025

Revised: November 02, 2025

Accepted: November 29, 2025

Online Version: December 02, 2025

Abstract

Vocabulary mastery remains a persistent challenge for students learning English at the junior secondary level, including those in Madrasah Tsanawiyah settings, where limited exposure, low retention, and lack of engaging learning media often hinder vocabulary development. This study aimed to describe the process of using Quizlet-based digital flashcards in vocabulary enrichment activities for Grade VIII students at MTsN 17 Tanah Datar, examine student responses and engagement during the learning process, and identify the impact of the media on students' vocabulary acquisition. This research employed a descriptive qualitative method, with data collected through classroom observation, semi-structured interviews with the English teacher and students, and documentation of student assignments and Quizlet learning records. Data analysis followed the Miles and Huberman model, involving data reduction, data display, and conclusion drawing, while data validity was ensured through source triangulation. The findings indicate that Quizlet-based digital flashcards facilitated repeated and independent vocabulary review, supported pronunciation through audio features, and encouraged active participation during game-based activities. Students showed increased motivation, confidence, and retention of vocabulary items, as evidenced by improved performance in class tasks and practice logs. The study concludes that integrating digital flashcards through Quizlet provides an effective and engaging approach to vocabulary enrichment, promoting learner autonomy and active classroom engagement. Future research may explore long-term retention and the application of similar digital tools across broader language skill domains.

Keywords: Flashcard Digital, Quizle, Vocabulary Enrichment



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0

International (CC BY SA) license

(<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage	https://journal.zmsadra.or.id/index.php/edunalar
How to cite:	Harmades, D. (2025). The Use of Quizlet-Based Digital Flashcard Media in Enriching the English Vocabulary of Grade VIII Students at State Islamic Junior High School 17 Tanah Datar. <i>Education Journal</i> , 1(3), 124–135. https://doi.org/XX.XXXXX/edunalar.v1i3.1420
Published by:	Yayasan Zia Mulla Sadra

INTRODUCTION

English language learning at the Madrasah Tsanawiyah level frequently encounters challenges in improving students' vocabulary mastery as a fundamental component of language skills (Hapsari & Widiastuty, 2024; Harahap & Harahap, 2024; Maulana dkk., 2024). Based on initial observations conducted in the eighth grade of MTsN 17 Tanah Datar, students were found to have relatively low vocabulary proficiency, indicated by difficulties in recognizing word meanings, pronouncing new vocabulary items, and applying them in proper sentence structures. This condition affects their ability to comprehend reading texts and express ideas both orally and in writing. Meanwhile, the learning media used by the teacher still rely heavily on conventional methods, such as memorizing word lists, which are less engaging and not aligned with students' digital learning habits. Therefore, there is a need for an alternative instructional media that is more interactive and capable of enhancing learning motivation, one of which is the use of digital flashcards through the Quizlet application.

Previous studies emphasize that vocabulary mastery plays a central role in supporting listening, speaking, reading, and writing skills (Handayani, 2024; Rahim, 2023; Tarigan dkk., 2023). However, existing theories and instructional approaches in the literature have not fully addressed the issue of low student motivation in vocabulary learning, particularly in contexts where traditional memorization-based methods are still dominant. Conventional teaching media often lack visualization and interactive features, resulting in passive and less meaningful vocabulary acquisition. In this context, digital flashcards through Quizlet provide visual support, pronunciation models, and varied learning modes that can accommodate both individual and collaborative learning. Nevertheless, the effectiveness of this media in the specific setting of English education within madrasah institutions remains underexplored, thereby necessitating further research within MTsN 17 Tanah Datar.

This study aims to describe the process of using digital flashcards via Quizlet to enrich English vocabulary among eighth-grade students at MTsN 17 Tanah Datar. Additionally, it seeks to illustrate students' responses and engagement during the learning process using Quizlet, including how the application influences their learning motivation and participation. Furthermore, the study intends to identify the impact of Quizlet on improving vocabulary mastery, particularly regarding the understanding of word meanings, pronunciation accuracy, and the ability to apply vocabulary in context. By outlining these aims, the research provides a comprehensive overview of how interactive digital media can support vocabulary development in English language learning.

This research is important because vocabulary mastery serves as the foundation of English language proficiency, and inappropriate selection of instructional media may hinder students' development. Based on the preliminary findings and research objectives, the use of Quizlet-based digital flashcards is considered a promising alternative for improving student engagement and vocabulary outcomes. This media allows students to learn more interactively and enjoyably while enabling teachers to design instruction that aligns with current technological advancements. Therefore, this study is expected to provide theoretical contributions to the field of instructional media development and practical benefits for improving English language learning in madrasah settings.

Digital flashcards are instructional tools developed from traditional printed flashcards originally used for memorization-based learning (Abrar & Listrianti, 2025; Rachmawati & Fadhilawati, 2024; Sahetapy dkk., 2023). Digital flashcards typically consist of combinations of text, images, audio, and occasionally video content that can be accessed through technological devices such as laptops, tablets, or smartphones (Primawati dkk., 2025; Setiawan dkk., 2023; Yasin dkk., 2023). This media provides more engaging and interactive vocabulary exposure and allows repetition according to learners' needs. Furthermore, digital flashcards are flexible for both individual and group learning contexts, making them suitable for visual, auditory, and kinesthetic learning preferences (Adella & Lestari, 2024; Destrinelli dkk., 2025; Riadah & Larasati, 2024). The advancement of educational technology has strengthened the relevance of digital flashcards in foreign language learning by offering repeated exposure and immediate feedback to support vocabulary acquisition. Thus, digital flashcards may be defined as modern instructional tools that integrate visual and interactive elements to enhance vocabulary learning effectively.

Digital flashcards manifest in diverse forms based on content features, platform usage, and learning purposes. They may appear as simple text-based flashcards, flashcards supported by relevant images, or interactive flashcards enhanced with sound and animation. Teachers may create digital flashcards manually using presentation software or through online learning platforms that offer ready-to-use templates. In language learning, digital flashcards can also be categorized according to the instructional objectives they support, such as basic vocabulary introduction, pronunciation training, or contextual vocabulary reinforcement. Their use may further vary in learning settings, functioning as independent study tools, classroom reinforcement materials, or competitive educational games. Therefore, the manifestation of digital flashcards illustrates their adaptability in facilitating effective vocabulary learning.

Vocabulary Enrichment refers to the process of expanding both the quantity and quality of vocabulary possessed by language learners to support effective communication (Nurhayati & Hilmi, 2024; Rahmawati, 2024; Rahmawati dkk., 2025). It does not merely involve memorizing new words but encompasses understanding meanings, pronunciation, grammatical form, and contextual usage. In English language learning, sufficient vocabulary mastery forms the foundation for listening, speaking, reading, and writing competencies. Vocabulary enrichment is achieved through repeated usage, contextual exposure, and meaningful interaction with the new vocabulary. This process can take place through teacher-guided instruction or independent learning. Thus, Vocabulary Enrichment can be understood as a systematic effort that contributes significantly to improving overall language proficiency through consistent and structured vocabulary development.

The manifestation of Vocabulary Enrichment in English language learning appears in various strategies, instructional approaches, and classroom practices. Strategies may include explicit teaching of new vocabulary items or implicit learning through text exposure and communication. Teachers may incorporate visual media, audio support, games, or collaborative activities to enhance students' engagement and comprehension. Vocabulary enrichment can also be categorized based on functional purposes, such as active vocabulary for speaking and writing, and passive vocabulary for listening and reading. Additionally, activities such as repetition, vocabulary mapping, word association, and sentence application serve as instructional methods to strengthen vocabulary retention. Therefore, Vocabulary Enrichment is a continuous and structured learning process requiring varied instructional strategies to achieve optimal outcomes.

Quizlet is a web-based and mobile application designed to assist students in learning and reviewing material through interactive flashcard sets (Iskandar dkk., 2023; Noviarini, 2025; Romadhon dkk., 2025). It allows users to create, share, and access vocabulary sets tailored to specific learning needs. Quizlet provides multiple study modes such as flashcards, learn, write, spell, test, and competitive game formats like match and live, all of which aim to reinforce

vocabulary recognition and retention. The application also includes audio pronunciation features that support independent pronunciation practice. Due to its accessibility and user-friendly interface, Quizlet has become widely utilized as both classroom learning support and individual self-study tool.

The manifestation of Quizlet in instructional practice appears through varied usage modes, interaction patterns, and instructional goals. Teachers may assign customized vocabulary sets for individual practice through modes like learn and write, or implement collaborative group learning through Quizlet Live to foster team-based engagement. Quizlet supports self-directed learning as students can access materials anytime and repeat activities at their own pace. Additionally, the test feature allows formative assessment of vocabulary mastery. Thus, the instructional application of Quizlet demonstrates its capacity to support adaptive, interactive, and sustainable vocabulary learning.

RESEARCH METHOD

This study employs a descriptive qualitative research design aimed at providing an in-depth description of the use of digital flashcards in vocabulary enrichment without manipulating variables. Primary data were obtained through in-depth interviews with the English teacher and eighth-grade students who provided firsthand information about learning experiences and the use of Quizlet. Classroom observations were conducted to understand real instructional situations and student engagement. Secondary data were collected from relevant literature such as textbooks, scholarly articles, and previous studies related to digital flashcards, vocabulary enrichment, and Quizlet. This combination of empirical and theoretical data supports a comprehensive understanding of the phenomenon under investigation.

The object of this study is the English language learning process of eighth-grade students at MTsN 17 Tanah Datar, who experience challenges in mastering vocabulary. Initial observations revealed that students have relatively low vocabulary proficiency, marked by difficulties in recognizing word meanings, pronouncing new words, and applying them appropriately in sentence structures. The learning process is predominantly characterized by traditional instructional methods such as memorizing word lists, which are less engaging and fail to stimulate active learning. Therefore, the use of interactive learning media is considered necessary, including digital flashcards through the Quizlet application, which are expected to enhance motivation and vocabulary acquisition. Thus, this study focuses on examining the implementation of Quizlet as a vocabulary enrichment strategy and its influence on students' learning engagement and outcomes in English language learning at the eighth-grade level.

The research participants consist of the English teacher of eighth-grade students at MTsN 17 Tanah Datar as the primary informant, and 28 eighth-grade students as learning subjects and additional data sources. Their participation provides insights into the instructional practices, learning responses, and motivational aspects of using Quizlet in vocabulary learning. Supporting data, including student assignments and instructional documents, were also collected to strengthen the findings. The inclusion of multiple data sources allows the researcher to obtain a holistic and reliable perspective on the research topic.

Data collection was carried out through observation, interviews, and documentation. Classroom observations provided direct insight into the use of Quizlet and student engagement. Interviews with the teacher and students offered deeper understanding of their experiences and perceptions. Documentation included Quizlet flashcard sets, students' vocabulary task results, and teacher instructional planning documents. These methods were conducted systematically to ensure the authenticity and relevance of the data obtained.

Data were analyzed using the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing (Qomaruddin & Sa'diyah, 2024; Thalib, 2022; Zai dkk., 2022). Data from interviews, observations, and documentation were selected, organized, and interpreted to focus on relevant aspects of the research. Triangulation across data sources was employed to ensure data validity by comparing, correlating, and confirming information from different sources. This analytical approach ensures objectivity, credibility, and academic accountability in the presentation of research findings.

RESULTS AND DISCUSSION

The findings related to the implementation of digital flashcards in the classroom were obtained from interviews, observations, and documentation. The English teacher explained that digital flashcards were introduced through the Quizlet application, which contained vocabulary lists relevant to the instructional materials for Grade VIII students. During classroom sessions, the teacher displayed the flashcards on a projector, and students were asked to repeat the words, recognize their meanings, and practice pronunciation. The teacher reported that students responded positively to the visual and audio features provided by the digital flashcards. Observation data confirmed that students appeared more attentive when digital flashcards were presented compared to traditional printed vocabulary lists. Documentation consisting of screenshots of the Quizlet flashcard sets showed that each vocabulary item included written text and an embedded pronunciation audio feature. Overall, the descriptive data indicate that digital flashcards were effectively integrated into the vocabulary enrichment sessions in a structured and consistent manner according to the instructional plan.

Further explanation of the digital flashcard implementation shows that the flashcard sets were organized by thematic units aligned with the English curriculum topics studied at the time of data collection. The teacher arranged the flashcards into categories such as daily activities, descriptive adjectives, and school-related terms. Students accessed the flashcards individually via personal smartphones or school-provided tablets when available. During repeated practice activities, students were required to swipe through the flashcards, listen to the pronunciation, and pronounce the words aloud in small groups. The observation notes describe several students voluntarily helping peers in identifying meanings and correcting pronunciation. Classroom documentation recorded that during several sessions, the teacher reinforced vocabulary mastery by asking students to create sentences orally using the target vocabulary. These descriptive findings provide a clear portrayal of how digital flashcards functioned as both a presentation tool and a guided practice instrument within the classroom context, emphasizing repetition and familiarization during vocabulary learning activities.

The relationship between the descriptive findings and the research context shows that the use of digital flashcards directly addressed the vocabulary challenges reported by the teacher and observed among students. Initially, students encountered difficulties in remembering new vocabulary items and pronouncing unfamiliar words. Through the repeated exposure and audio support provided by the digital flashcards, students experienced more opportunities to recognize and rehearse vocabulary. Observation notes revealed increased willingness among students to participate in oral repetition tasks compared to prior lessons using printed materials. Documentation records indicated that the vocabulary sets were accessed multiple times by students outside scheduled class hours, demonstrating continued engagement. The data also show that students began recalling vocabulary more quickly during classroom recall drills. In this manner, the descriptive results illustrate that digital flashcards served as a consistent and recurring source of input that aligned closely with student needs related to vocabulary recognition, pronunciation, and familiarity within the instructional setting.

The findings concerning vocabulary enrichment were based on interview statements, observation data, and documentation. The teacher stated that vocabulary enrichment activities were intentionally structured to provide repeated and meaningful exposure to targeted vocabulary. Students were encouraged to review vocabulary lists both during the lesson and independently outside class time. During classroom practice, students were guided to use the new vocabulary orally in sentence construction and short dialogues. Observation data indicated that students gradually demonstrated greater readiness to participate in vocabulary-focused speaking tasks. Documentation of student assignments showed that written vocabulary exercises increased in accuracy over time, particularly in matching English words with their Indonesian meanings. Vocabulary enrichment activities also included peer collaboration sessions, where students checked each other's pronunciation and meaning comprehension. These descriptive findings reflect the implementation of vocabulary enrichment as a continuous and integrated component of classroom practice, emphasizing repetition, usage, and collaborative learning in the vocabulary development process.

The explanation of the vocabulary enrichment process highlights the structured nature of the activities carried out in the classroom. Lessons commonly began with vocabulary review sessions using Quizlet flashcards, followed by interactive speaking or writing exercises. Students worked individually when reviewing vocabulary through the application and then worked in pairs or small groups during practice stages. Observation records noted that students often referred back to the flashcards while constructing spoken or written sentences, indicating reliance on the digital tool for recall support. The teacher monitored student performance and offered pronunciation correction when necessary. Documentation from student worksheets shows gradual improvement in vocabulary usage accuracy in sentence-level tasks. The vocabulary enrichment process was characterized by repetition, practice, and peer interaction, as recorded consistently in both observation and documentation data. These descriptive records present vocabulary enrichment as a structured and recurring instructional routine that supplemented vocabulary recall, contextual understanding, and pronunciation practices in the classroom environment.

The relationship between the vocabulary enrichment implementation and the research context appears in students' changing engagement levels and task performance. Initially, students displayed hesitation in producing vocabulary orally and written tasks showed frequent meaning and spelling errors. Observation notes captured a gradual shift toward more confident participation, particularly during collaborative speaking tasks. Documentation indicated an increase in correct vocabulary usage on student worksheets and digital practice results saved via Quizlet activity logs. Interview data revealed that students acknowledged reviewing vocabulary more frequently because access to the lists was available at any time through their devices. These descriptive findings demonstrate that vocabulary enrichment activities corresponded with the instructional goal of familiarizing students with new vocabulary through repeated exposure and practice. The recorded learning behaviors align with the intended outcomes of vocabulary development in the classroom setting without implying causal interpretation or evaluative judgment.

The findings regarding Quizlet usage were derived from teacher interviews, student interviews, observation notes, and documentation. The teacher reported selecting Quizlet because the platform includes multiple interactive learning modes, such as flashcards, matching games, spelling practice, and live class competitions. Students stated that the application format was engaging and easy to navigate due to its visual layout and audio pronunciation features. Observation data revealed increased student participation when the class transitioned from flashcard review to game-based learning modes, particularly the "Match" and "Live Competition" features. During these activities, students appeared enthusiastic and actively collaborated or competed with peers. Documentation included screenshots of Quizlet activity records showing time spent reviewing vocabulary and accuracy percentages from practice

sessions. These descriptive findings depict Quizlet as a tool that supported varied learning activities and fostered active engagement in vocabulary review and recall tasks within the classroom environment.

Further explanation of Quizlet usage indicates that the platform was integrated into classroom instruction in a structured manner. The teacher prepared vocabulary sets prior to instruction and shared access links with students. Students were instructed to review the vocabulary both in class and during their personal study time. Observation notes documented that students often interacted with the digital flashcards individually before participating in group or competitive activities. The “Match” game mode encouraged students to pair vocabulary items with their meanings quickly, while the “Live Competition” mode allowed students to answer vocabulary prompts collaboratively in real time. Documentation records of student performance displayed improved accuracy rates over successive sessions, particularly after repeated exposure to the game modes. These descriptive data provide a clear picture of how Quizlet served as a multi-functional learning platform that supported individual study, group practice, and interactive review in vocabulary learning.

The relationship between Quizlet usage and the research context is reflected in increased student engagement and vocabulary familiarity during classroom activities. Observation notes indicate that students who previously showed minimal participation during conventional lessons became more involved during Quizlet-based sessions. Interview data from students highlighted that the competitive and interactive elements of Quizlet activities made vocabulary practice more enjoyable. Documentation records on student performance displayed a trend of improvement in vocabulary recognition and pronunciation accuracy over multiple practice sessions. These descriptive findings align with the instructional need to provide accessible and appealing learning tools to support vocabulary learning. The recorded student behaviors, performance documentation, and reported experiences illustrate the role of Quizlet as a supportive platform for vocabulary review within the observed classroom context without assigning causal claims.

Table 1. Research Findings Table

Research Focus	Description of Findings	Supporting Data Sources	Key Evidence
Process of Using Quizlet-Based Digital Flashcards	The implementation involved introducing vocabulary sets through Quizlet, using digital flashcards for pronunciation and meaning recognition, followed by student practice both individually and collaboratively. The learning flow integrated review, repetition, and guided application in spoken and written exercises.	Interviews with teacher and students; Classroom observation; Documentation of Quizlet sets and student tasks	Teacher reported structured use of flashcards; Observation showed students repeatedly accessing vocabulary; Quizlet screenshots included vocabulary text and audio; Student worksheets reflected consistent practice.
Student Responses and Engagement	Students demonstrated increased enthusiasm and motivation when learning vocabulary through Quizlet. Interactive features, such as the “Match” and “Live Competition” modes, encouraged active	Student interview responses; Observation notes; Participation records in class activities	Students stated learning became enjoyable and easier; Observation revealed active classroom interaction; Students voluntarily engaged in review activities; Increased verbal practice occurred

	participation from previously passive learners and fostered collaborative interaction during lessons.	during group tasks.
Impact on Vocabulary Mastery	The use of digital flashcards contributed to improved vocabulary retention, more accurate pronunciation, and greater confidence in recalling and using new words in context. Students reviewed vocabulary more frequently, including outside classroom time, leading to measurable improvements in task performance.	Documentation of task scores; Quizlet performance logs; Teacher interview confirmation Increased correct responses in vocabulary assignments; Quizlet logs showed higher accuracy over time; Teacher noted clearer pronunciation and faster recall; Students began applying vocabulary in sentences with greater fluency.

The findings of this study indicate that the use of Quizlet-based digital flashcards contributed to a more systematic and engaging vocabulary learning process for Grade VIII students. The digital flashcards provided repeated exposure to vocabulary items along with visual and auditory cues that supported recognition and pronunciation. Students demonstrated increased participation and confidence when recalling and applying newly learned vocabulary, especially during game-based activities. The observed improvement in vocabulary recall and usage suggests that learners benefited from the flexibility and interactivity of the platform, which allowed them to review vocabulary independently as well as collaboratively in class. Although improvements varied among students, the overall learning environment became more dynamic and supportive of active vocabulary practice. These outcomes collectively demonstrate that integrating technology-mediated flashcards into English lessons can enhance vocabulary enrichment by promoting repetitive learning, encouraging learner autonomy, and creating motivating learning interactions.

When compared with previous studies on digital flashcards and vocabulary learning, the results of this research align with the general conclusion that technology-supported vocabulary tools can improve learner engagement and retention. Prior research has shown that digital flashcards help learners store and retrieve vocabulary more efficiently through spaced repetition and multimodal input. However, this study extends the discourse by demonstrating that Quizlet, specifically, not only supports individual study but also enhances classroom participation through its competitive and collaborative features. While other studies have emphasized cognitive benefits, this research highlights the social and motivational dimensions of vocabulary learning. The integration of interactive game modes encouraged students who were previously passive to participate actively, which is a notable pedagogical advantage. Therefore, this study contributes to the existing literature by showing that the application of Quizlet in a real classroom setting can simultaneously reinforce cognitive processing and foster peer-supported learning engagement.

The results of this study reflect the practical value of incorporating digital tools to support vocabulary enrichment in EFL classrooms. The increased willingness of students to review vocabulary beyond scheduled instructional time suggests a shift toward learner autonomy, which is a meaningful development for long-term language proficiency. The observed collaborative learning behaviors also indicate that students were not merely memorizing vocabulary but were participating in shared meaning-making processes, which is essential for communicative competence. These reflections suggest that the purpose of utilizing digital flashcards—to make vocabulary learning more accessible, engaging, and continuous—

was achieved. The study reveals how technology can bridge the gap between instructional needs and student learning behaviors by providing a platform that aligns with students' digital familiarity and motivational tendencies. Thus, the outcomes highlight the pedagogical benefit of adapting instructional strategies to students' learning environments and technological realities.

The implications of these findings extend to instructional planning, material development, and classroom management. For teachers, the integration of Quizlet-based flashcards provides an adaptable tool that can supplement textbook-based instruction without requiring significant additional preparation time. The platform's features enable differentiated instruction, as students can review vocabulary at varying paces and revisit material as needed. Additionally, the ability to track student performance through built-in progress logs offers opportunities for targeted feedback and structured follow-up activities. For students, the interactive and game-like features of Quizlet encourage intrinsic motivation by transforming vocabulary practice from a repetitive task into a stimulating learning encounter. At the institutional level, these findings suggest that supporting digital literacy and access to educational technology can enhance the quality of language learning outcomes. Therefore, the results underscore the importance of integrating digital media as part of a broader instructional framework rather than as a supplementary tool.

The observed outcomes can be explained by the alignment between the features of Quizlet and the cognitive processes involved in vocabulary acquisition. Vocabulary learning requires repeated exposure, retrieval practice, and contextual application to move lexical items from short-term recognition to long-term retention. Quizlet's flashcard system promotes spaced repetition and provides immediate feedback, which supports efficient retrieval practice. The audio features assist with phonological encoding, while the matching and competition modes increase cognitive engagement and attentional focus. These elements stimulate memory consolidation processes, leading to improved recall accuracy. Additionally, the interactive nature of the platform reduces learner anxiety, encouraging students to participate more actively in oral and collaborative tasks. Thus, the effectiveness observed in this study is grounded in both cognitive learning theory and affective engagement principles, which together shape the students' vocabulary development through repeated meaningful interaction with target lexical items.

Based on the research outcomes, several actions can be recommended to enhance and sustain the benefits of digital flashcard integration in vocabulary instruction. Teachers should continue incorporating Quizlet sets that are thematically aligned with current classroom materials to maintain relevance and learning continuity. It is advisable to provide structured guidance for independent vocabulary practice to ensure students use the platform regularly outside classroom hours. Future instructional planning may also include peer-led vocabulary review sessions to strengthen collaborative learning. Additionally, the institution could support technology integration by ensuring stable access to internet connectivity and devices. Further research could explore long-term retention and the impact of Quizlet-based flashcards on other language skills such as speaking fluency or writing accuracy. These actions collectively aim to maintain the effectiveness of digital learning tools and foster sustainable vocabulary development among students.

CONCLUSION

The most striking finding of this study is the significant transformation in student engagement and vocabulary mastery that emerged through the use of Quizlet-based digital flashcards. Initially, students demonstrated clear difficulties in recalling meanings, pronouncing new vocabulary, and applying words within meaningful contexts. However, once digital flashcards were introduced, students not only reviewed vocabulary more frequently but also began to participate actively and confidently in learning activities. The interactive and repetitive features of the platform unexpectedly shifted vocabulary learning from a routine memorization task into an engaging and self-directed process. What is particularly surprising is that students who were previously passive or hesitant became participants who willingly repeated, practiced, and even competed using target vocabulary. This indicates that digital flashcards do more than assist memory retention; they create motivational conditions that support the development of communicative readiness. Thus, the results reveal that technological media, when meaningfully integrated, can reshape classroom learning dynamics and enhance vocabulary enrichment more effectively than traditional approaches.

This study contributes theoretical and practical value to the field of English language education, particularly in the area of vocabulary acquisition. Theoretically, the findings support the notion that vocabulary learning benefits from multimodal input, spaced repetition, and interactive engagement, aligning with cognitive and constructivist principles of language learning. The use of Quizlet illustrates how digital platforms can operationalize these theoretical concepts into concrete classroom practice. Practically, the study offers an instructional model that teachers can adopt without requiring extensive training or preparation time, as Quizlet is user-friendly and adaptable to curriculum objectives. The platform supports differentiated learning by allowing students to review vocabulary at their own pace, while also fostering peer interaction during collaborative exercises and competitive learning modes. This demonstrates that instructional media grounded in technology can simultaneously enhance student autonomy, motivation, and language performance. As such, this research strengthens the understanding that effective vocabulary enrichment requires not only exposure and practice but also learning environments that encourage active participation and enjoyment.

Despite the promising outcomes, this study acknowledges certain limitations that present opportunities for further research. The research was conducted within a single grade level and focused specifically on one school context, which may influence the extent to which the results can be generalized. Additionally, the study examined vocabulary enrichment over a limited instructional period, meaning that long-term retention and transfer of vocabulary usage across broader language skills, such as speaking fluency and writing accuracy, were not fully explored. These limitations, however, do not diminish the value of the findings; instead, they point to meaningful directions for future investigation. Subsequent research could compare different digital flashcard platforms, evaluate sustained vocabulary development over longer periods, or examine how Quizlet impacts communicative language production in more complex tasks. By expanding the scope of inquiry, future studies may provide deeper insights into how digital learning tools can continue to shape effective and engaging vocabulary instruction.

REFERENCES

Abrar, M. T., & Listrianti, F. (2025). FLASH CARD MEDIA; BELAJAR SAMBIL BERMAIN DALAM MEMPERMUDAH MENGENAL KATA DI MADRASAH. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(01), 386–398. <https://doi.org/10.23969/jp.v10i01.23174>

Adella, M., & Lestari, M. R. D. W. (2024). Pengaruh Media Pembelajaran Flashcard Terhadap Kemampuan Anak Disleksia di Sekolah Dasar. *Al Madrasah Jurnal Pendidikan Madrasah Ibtidaiyah*, 8(3), 995. <https://doi.org/10.35931/am.v8i3.3564>

Destrinelli, D., Risdalina, R., Melany, S. D., Eka. S, R., & Ruliandari, L. (2025). IMPLEMENTASI MEDIA FLASHCARD BERBASIS QUIZLET UNTUK MENINGKATKAN KETERAMPILAN MEMBACA DAN MENULIS SISWA KELAS III SD. *Al-Irsyad: Journal of Education Science*, 4(2), 226–235. <https://doi.org/10.58917/aijes.v4i2.215>

Handayani, E. (2024). Penggunaan Kosa Kata Bahasa Inggris Peserta Didik Di Sekolah Dasar. *Karimah Tauhid*, 3(1), 771–781. <https://doi.org/10.30997/karimahtauhid.v3i1.7903>

Hapsari, M. S., & Widiastuty, H. (2024). Inovasi dalam Pendidikan di Madrasah Tsanawiyah: Membangun Keterampilan Berbahasa Inggris yang Efektif melalui Program “Two Phrases to Grow.” *Solusi Bersama: Jurnal Pengabdian dan Kesejahteraan Masyarakat*, 1(4), 41–53. <https://doi.org/10.62951/solusibersama.v1i4.762>

Harahap, M. K., & Harahap, D. K. (2024). Analisis kecakapan dalam pembelajaran bahasa Inggris pada siswa sekolah dasar. *Jurnal Hasil Penelitian dan Pengembangan (JHPP)*, 2(4), 131–136. <https://doi.org/10.61116/jhpp.v2i4.377>

Iskandar, A., Winata, W., Kurdi, M. S., Sitompul, P. H. S., Kurdi, M. S., Hasanah, M., Arisa, M. F., & Haluti, F. (2023). *Peran Teknologi Dalam Dunia Pendidikan* (Vol. 1–1). Yayasan Cendekiawan Inovasi Digital Indonesia. <https://books.google.co.id/books?id=HX LEAAAQBAJ>

Maulana, A., Qamariah, Z., Sabarun, S., & Mirza, A. A. (2024). Pengenalan Basic English morphology (Morfologi Bahasa Inggris Dasar) dan Vocabulary (Kosakata) bagi Siswa Madrasah Tsanawiyah Kelas VII melalui Fun learning (Pembelajaran Menyenangkan): Introducing Basic English morphology and Vocabulary to Seventh Graders Through Fun learning. *Jurnal Abdimas Le Mujtamak*, 4(1), 1–12. <https://doi.org/10.46257/jal.v4i1.1011>

Noviarini, T. (2025). Studi Dampak Penggunaan Quizlet pada Penggunaan Kosakata Bahasa Inggris di SMP Negeri 1 Babelan. *Wahana Didaktika: Jurnal Ilmu Kependidikan*, 23(1), 68–80. <https://doi.org/10.31851/wahanadidaktika.v23i1.16464>

Nurhayati, F., & Hilmi, I. (2024). Efektivitas Pembekalan Kosakata Harian terhadap Kemampuan Berbicara Santri: Penelitian di Kelas 8 Tsanawiyah Pesantren Persis 67 Benda Kota Tasikmalaya. *JURNAL SYNTAX IMPERATIF: Jurnal Ilmu Sosial dan Pendidikan*, 5(5), 1011–1026. <https://doi.org/10.36418/syntaximperatif.v5i5.523>

Primawati, R. S., Kristiani, A., Robbihi, H. I., & Tiana, M. (2025). *Buku Ajar Media Komunikasi* (Vol. 1–1). <https://books.google.co.id/books?id=mVSUEQAAQBAJ>

Qomaruddin, Q., & Sa'diyah, H. (2024). Kajian teoritis tentang teknik analisis data dalam penelitian kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of Management, Accounting, and Administration*, 1(2), 77–84. <https://doi.org/10.52620/jomaa.v1i2.93>

Rachmawati, D. L., & Fadhilawati, D. (2024). Meningkatkan Penggunaan Kosakata Bahasa Inggris Menggunakan Kartu Flashcard Digital dan Aplikasi Quizlet. *Innovative Journal of Community Engagement*, 1(1), 22–28. <https://doi.org/10.63011/ijce.v1i1.5>

Rahim, A. R. (2023). PENGUASAAN KOSAKATA BAHASA INDONESIA PADA MAHASISWA PIAUD STAI DARUL ULUM KANDANGAN DALAM KETERAMPILAN BERBICARA. *SENTRI: Jurnal Riset Ilmiah*, 2(2), 414–425. <https://doi.org/10.55681/sentri.v2i2.521>

Rahmawati, L. (2024). Implementasi aplikasi Duolingo Dalam meningkatkan kosakata Bahasa inggris pada siswa SMPN 19 Mataram. *Jurnal Ilmu Sosial dan Humaniora*, 2(4), 673–684. <https://doi.org/10.57248/jishum.v2i4.437>

Rahmawati, L., Anggrawan, A., Hastuti, H., Aprianto, D., & Alfilail, N. (2025). Penggunaan Aplikasi Duolingo dalam Meningkatkan Kosakata Bahasa Inggris Pada Siswa Di Sekolah. *ADMA: Jurnal Pengabdian dan Pemberdayaan Masyarakat*, 5(2), 529–538. <https://doi.org/10.30812/adma.v5i2.4623>

Riadoh, R., & Larasati, L. (2024). Penggunaan Media Flash Card dalam Pengembangan Kemampuan Bahasa Anak Usia Dini. *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra dan Budaya*, 2(4), 167–180. <https://doi.org/10.61132/morfologi.v2i4.815>

Romadhon, M. F., Pili, A., Daulay, I. M., Sihombing, T. A. G., Sihombing, A. L., Hutabarat, R. T., Wuriyani, E. P., & Siregar, M. W. (2025). *Integrasi Teknologi Interaktif dalam Pembelajaran Bahasa Indonesia* (Vol. 1–1). Yayasan Tri Edukasi Ilmiah. <https://books.google.co.id/books?id=5kdeEQAAQBAJ>

Sahetapy, M. A., Sumilat, J. M., & Tarusu, D. T. (2023). Pengembangan Media Flashcard Digital untuk Meningkatkan Keterampilan Berbicara dalam Bahasa Inggris di Sekolah Dasar. *Jurnal Ilmiah Wahana Pendidikan*, 9(19), 926–935. <https://doi.org/10.5281/zenodo.10047811>

Setiawan, Z., Pustikayasa, I. M., Jayanegara, I. N., Setiawan, I. N. A. F., Putra, I. N. A. S., Yasa, I. W. A. P., Asry, W., Arsana, I. N. A., Chaniago, G. G., Wibowo, S. E., & others. (2023). *PENDIDIKAN MULTIMEDIA: Konsep dan Aplikasi pada era revolusi industri 4.0 menuju society 5.0* (Vol. 1–1). PT. Sonpedia Publishing Indonesia. <https://books.google.co.id/books?id=7YjhEAAAQBAJ>

Tarigan, Y. H. B., Cipta, N. H., & Rokmanah, S. (2023). PENTINGNYA KETERAMPILAN BERBAHASA INDONESIA PADA KEGIATAN PEMBELAJARAN SEKOLAH DASAR. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 9(5), 829–842. <https://doi.org/10.36989/didaktik.v9i5.2032>

Thalib, M. A. (2022). Pelatihan analisis data model Miles dan Huberman untuk riset akuntansi budaya. *Madani: Jurnal Pengabdian Ilmiah*, 5(1), 23–33. <https://doi.org/10.30603/md.v5i1.2581>

Yasin, M., Kelrey, F., Ghony, M. A., Syaiful, M., Karuru, P., Pertiwi, A., Abadi, A., Ardiansyah, W., Kabanga', T., Aryanti, N., & others. (2023). *MEDIA PEMBELAJARAN INOVATIF: Menerapkan Media Pembelajaran Kreatif untuk Menyongsong Pendidikan di Era Society 5.0* (Vol. 1–1). PT. Sonpedia Publishing Indonesia. <https://books.google.co.id/books?id=UWHIEAAAQBAJ>

Zai, E. P., Duha, M. M., Gee, E., & Laia, B. (2022). Peran Kepala Sekolah dalam Pelaksanaan Manajemen Berbasis Sekolah di SMA Negeri 1 Ulugawo. *Curve Elasticity: Jurnal Pendidikan Ekonomi*, 3(2), 13–23. <https://doi.org/10.57094/jpe.v3i2.460>

Copyright Holder :
© Demisari Harmades (2025).

First Publication Right :
© Education Journal

This article is under:

