CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the introduction of the study which includes the background of the research, the formulation of the research problems, the objectives and hypotheses, the significance of the study, the scope and limitation, and the definition of key terms. This chapter also introduces the main variables of the study: Quizlet Practice, students' involvement, and vocabulary mastery.

A. Background of the study

In today's digital era, technology plays a central role in transforming education. The integration of digital tools in classrooms has become essential in providing effective and engaging learning experiences. As the education sector embraces the demands of the Industrial Revolution 4.0, educators were encouraged to incorporate technological innovations to support students' academic success. Recent research by Permana & Sari (2021)[1] highlighted that the use of educational technology significantly enhances student engagement and fosters active learning environments. One such tool that has shown promise in facilitating interactive learning was Quizlet, a digital learning application designed for vocabulary practice

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[1] Permana, R., & Sari, D. (2021). *The Impact of Educational Technology on Student Engagement in the 21st Century Classroom*. Jakarta: EduTech Press.

through gamified and collaborative features. By offering various study modes such as flashcards, matching games, and quizzes.

Quizlet Practice provides a flexible and student centered learning environment that aligns with modern pedagogical needs. Therefore, the use of educational technology, especially learning applications such as Quizlet, was a potential alternative in improving the quality of learning in the classroom. The use of technology such as Quizlet in learning is very relevant to be applied in the context of English learning, especially in vocabulary mastery. Vocabulary is a basic component in mastering English which is an important prerequisite for understanding other skills such as reading, listening, speaking, and writing. Amonova & Karimova (2024)[2] stated that systematic and repetitive vocabulary learning will make it easier for students to build language competence as a whole. However, in practice, many students still have difficulty mastering English vocabulary because the learning method is monotonous and does not involve students actively. This is what makes technology-based approaches such as Quizlet a promising solution in increasing the effectiveness of vocabulary learning. Not only does it provide flexible access and a variety of learning features, the Quizlet Practice is also able to increase student engagement in the learning process. Student involvement is a crucial factor that determines how far students actively participate in learning. According to Fredricks,

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[2] Amonova, D., & Karimova, S. (2024). *Innovative Approaches in Vocabulary Acquisition for EFL Learners*. Tashkent: Uzbekistan Language Teaching Research Institute.

Blumenfeld, and Paris (2004)[3], student involvement includes behavioral, emotional, and cognitive aspects, all of which are important in the process of knowledge acquisition including vocabulary mastery. When students are actively involved, for example through games, interactive quizzes, and digital card-based repetition the learning process becomes more meaningful and has an impact on increasing vocabulary mastery. Therefore, student involvement is not just a complementary aspect, but an important element in the effectiveness of technology-based learning.

In this context, a relationship emerged among the use of the Quizlet Practice and student engagement in vocabulary mastery. Quizlet as a game-based digital learning application had the potential to increase student engagement through a fun and interactive approach. This indirectly had an impact on increasing students' vocabulary mastery because they were more involved in the learning process. Thus, it is important to further examine how the relationship between the use of the Quizlet Practice and student engagement could contribute to vocabulary mastery, especially in grade XI students at MAN 1 Trenggalek.[4]

During my internship at MAN 1 Trenggalek, I conducted classroom observations that provided valuable insight into the actual learning environment. On October 11, 2024, my initial observation revealed that many students seemed passive, distracted, and unmotivated. The teacher

[3] Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). "School Engagement: Potential of the Concept, State of the Evidence," *Review of Educational Research*, 74 (1),59–10

[4] *(Putri, S. N., et al. (2023). Students' learning involvement in relation to Quizlet usage in vocabulary class. Jurnal Pendidikan Interaktif, 7(3), 135–147.)*

delivered material in a traditional, lecture-based manner, which resulted in limited student interaction. The learning atmosphere appeared monotonous, and vocabulary learning lacked enthusiasm. A week later, on October 18, 2024, I observed a change during a group-based activity, where students collaborated more actively, discussed with peers, and showed signs of increased participation. This contrast made me realize the potential of active learning approaches in fostering engagement and language development. It also exposed a gap in the current learning environment, where English vocabulary instruction often lacks interactivity, failed to utilize technology effectively, and did not consistently encourage student involvement.

This gap underlined the need for innovative approaches that combined technology, student engagement, and vocabulary instruction. Many classrooms still relied heavily on textbook-based, teacher-centered instruction, which led to disengagement and poor vocabulary retention. Integrating Quizlet Practice offered an opportunity to bridge this gap. By adopting this interactive tool, educators stimulated student interest, promoted independent learning, and improved vocabulary mastery through engaging activities. In this study, the researcher focused on examining three interconnected variables: the use of the Quizlet Practice, students' involvement, and vocabulary mastery. Vocabulary mastery in this context was assessed through four specific indicators: idioms, translations, phrases, and definitions. These elements were chosen to represent the breadth of vocabulary knowledge, including the ability to understand implied

meanings (idioms), convey meaning across languages (translation), recognize common expressions (phrases), and accurately define words (definitions). According to Nation (2001), these components were essential in measuring a learner's comprehensive vocabulary knowledge and ability to use words in context.[5]

Various previous studies had proven that the use of the Quizlet contributed significantly to English learning, especially in terms of engagement, and vocabulary mastery. Research by Oktaviani and Astuti (2023) showed that the use of Quizlet significantly increased junior high school students' learning motivation in memorizing English vocabulary because of its interesting features such as flashcards and interactive quizzes.[6] Meanwhile, a study conducted by Alimah and Fadilah (2023) at the high school level concluded that Quizlet helped students to be more independent in learning and increased cognitive and emotional learning engagement. Another study by Zahrani and Yusuf (2024) examined the effect of Quizlet on the vocabulary skills of early semester students and found that the use of Quizlet could increase vocabulary retention due to continuous repetition and visualization of words.[7] However, most previous studies had focused more on two variables, namely between the use of Quizlet and increased learning motivation, or between Quizlet and

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[5] *Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge: Cambridge University Press*
[6] *Oktaviani, L., & Astuti, W. (2023). Enhancing vocabulary retention through Quizlet: A study on junior high school students. Jurnal Bahasa Inggris, 11(2), 78–89*
[7] *Zahrani, H., & Yusuf, A. (2024). Investigating Quizlet use in university-level English instruction: Vocabulary focus. TEFLIN Journal, 35(1), 23–39*

vocabulary mastery alone. Research by Anindita (2022), for example, only focused on the effect of using Quizlet on vocabulary learning outcomes without considering the aspect of student involvement as a whole.[8]

The similarities between previous studies and this thesis lay in the use of the Quizlet as a learning medium and the focus on vocabulary mastery as an indicator of learning outcomes. In addition, almost all studies agreed that Quizlet had a positive impact on the English learning process. However, this study had a significant difference, namely in the correlational approach that combined three variables at once: the use of Quizlet, student involvement (which included behavioral, emotional, and cognitive aspects), and vocabulary mastery with four indicator aspects, namely idiom, phrase, definition, and translation of class XI students at MAN 1 Trenggalek. There were not many previous studies that integrated these three aspects simultaneously in one research framework. Thus, this study was expected to provide new contributions in the realm of technology-based English learning by highlighting the relationship between variables more comprehensively and in depth.

Furthermore, existing literature supported the connection between technology use, student involvement, and improved learning outcomes. A recent study by Susanti & Marzulina (2021) revealed that students using interactive media, including mobile-based tools, achieved significantly

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[8] *Anindita, R. (2022). The effect of using Quizlet on vocabulary achievement among senior high school students. Journal of English Language Studies, 9(1), 45–56*

higher vocabulary test scores compared to those in traditional learning settings.[9] imilarly, the findings of Putri et al. (2023) demonstrated that Quizlet not only fostered motivation but also enhanced participation, particularly in cognitive and emotional engagement.[10] Despite this, few studies specifically examined the correlational relationship between these three variables Quizlet Practice, student involvement, and English vocabulary mastery particularly among high school students in rural or semi-urban educational settings like MAN 1 Trenggalek. hus, this research aimed to fill that gap by exploring how the use of Quizlet Practice influenced student involvement and, consequently, affected their vocabulary mastery. This study used a quantitative correlational research design, involving 45 eleventh-grade students selected through purposive sampling from a total population of 311 students at MAN 1 Trenggalek. This sampling method was chosen to ensure participants had relatively similar levels of English proficiency and prior exposure to technology-based learning. By examining how these students interacted with Quizlet and how it impacted their vocabulary acquisition, the research aimed to provide meaningful insights into how digital tools could be effectively integrated into the English language classroom.

Based on the background described above, the researcher aimed to investigate the relationship between the use of Quizlet Practice, student

[9] *Susanti, N., & Marzulina, L. (2021). Digital-based learning media to improve students' vocabulary mastery. English Review: Journal of English Education, 9(1), 11–20*
[10] *Putri, S. N., et al. (2023). Students' learning involvement in relation to Quizlet usage in vocabulary class. Jurnal Pendidikan Interaktif, 7(3), 135–147*

involvement, and English vocabulary mastery. Therefore, this study was titled: **The Correlation Among Using Quizlet Practice and Students' Involvement in English Vocabulary Mastery of the 11th Graders at MAN 1 Trenggalek.**

B. Formulation of Research Problem

Based on the background of the study above, many problems get. Some problems are as follows:

1. Is there any significant correlation between using Quizlet practice and their English vocabulary mastery of 11th graders at Man 1 Trenggalek?

2. Is there any significant correlation between the students' involvement and their English vocabulary mastery of 11th graders at Man 1 Trenggalek?

3. Is there any significant correlation among using Quizlet practice, students' involvement and English vocabulary mastery of 11th graders at MAN 1 Trenggalek?

C. Purpose of the Study

Based on the problem statement above, the researcher arranges objective of the study as follows:

1. To determine whether there is a significant correlation between using Quizlet practice and their English vocabulary mastery of 11th graders of Man 1 Trenggalek.

2. To determine whether there is a significant between the students'
involvement and their English vocabulary mastery of 11th graders
of Man 1 Trenggalek.

3. To determine whether there is a significant among using Quizlet
practice, Students' involvement and their English vocabulary
mastery of 11th graders of MAN 1 Trenggalek.

D. Formulation of Hypothesis

The hypothesis of the research can be formulated as follows:

1. Using Quizlet Among Students' Involvement and English
vocabulary Mastery.

   a. H0: There is no significant correlation among Using Quizlet
   Practice, Students' involvement and their English
   Vocabulary Mastery.

   b. H1: There is a significant correlation among Using Quizlet
   Practice, Students' Involvement and their English
   Vocabulary Mastery.

E. Significance of the Study

The results of this research are expected to provide both theoretical and
practical benefits.

1) **Theoretical Significance**

   The findings of this research are expected to enrich
   knowledge in the field of English language learning, particularly in
   vocabulary mastery and students' involvement in technology-based

learning. This research may also serve as an additional reference for future studies related to the use of digital media, such as Quizlet, in language instruction.

2) **Practical Significance**

   a. **For Teachers**

   This research can serve as a reference to improve the effectiveness of vocabulary teaching through the use of technology-based learning applications, making learning more engaging and interactive while increasing students' involvement.

   b. **For Students**

   The results of this study are expected to help them improve their English vocabulary mastery through an enjoyable and modern learning medium, and to encourage their active involvement in the learning process.

   c. **For Schools**

   This research can be used as a consideration in developing technology-based learning strategies to support students' achievement in English, particularly in vocabulary mastery.

   d. **For Researchers and Others**

   This research may serve as preliminary information or a reference for those who want to conduct further studies on the influence of digital learning media on student learning outcomes and engagement in English language education.

F. Scope and Limitation of the Study

This research focuses on the correlation between using the Quizlet Practice and students' involvement towards English vocabulary mastery of 11th grade students at MAN 1 Trenggalek. Vocabulary mastery' in this study is measured through four main indicators: idioms, translation, phrases, and definitions.

This study uses a quantitative approach with a correlational design and involves 45 students selected through purposive sampling from a total population of 311 11th grade students. The study is limited to the use of Quizlet Practice as a learning medium for vocabulary, students' involvement during the learning process, and their vocabulary achievement based on the defined indicators. Other aspects, such as students' speaking, listening, or reading skills, are not explored in depth in this research.

G. Definition of Key Terms

The researcher explains several key terms used in this research to avoid misunderstanding and to clarify the concepts applied in the study. The definitions are as follows:

1. **Vocabulary Mastery**

Vocabulary mastery refers to the students' ability to understand and use English words accurately and appropriately in various contexts. In this research, vocabulary mastery is measured through four indicators: idioms, phrases, translation, and word

definitions, which are relevant to the vocabulary needs of 11th-grade students.

2. **Using Quizlet Practice**

Using Quizlet refers to the integration of the Quizlet digital learning platform as a media to assist students in learning and mastering English vocabulary. Quizlet provides various interactive features such as flashcards, games, and quizzes that support vocabulary practice and retention.

3. **Student Involvement**

Student involvement in this study refers to the active participation of students during the learning process, particularly in vocabulary learning activities. It includes three dimensions based on Fredricks, Blumenfeld, and Paris (2004): behavioral involvement (participation in tasks), emotional involvement (students' interest and enjoyment), and cognitive involvement (mental effort and strategic learning).[11]

4. **Correlation**

Correlation is a statistical term used to describe the relationship between two or more variables. In this study, correlation refers specifically to the relationship among three key variables: Quizlet practice, student involvement, and vocabulary mastery of

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[11] *Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of Educational Research, 74(1), 59–109*

11th-grade students at MAN 1 Trenggalek. The correlation may be significant or not significant. These results confirmed that significant correlation, the higher the students' involvement and the more frequently they used Quizlet, the greater their vocabulary mastery tended to be. Therefore, correlation in this research is not just a statistical relationship, but an indication of how interconnected digital learning practices and student engagement are in contributing to language learning outcomes.