



English-Major Students' Attitudes towards the Use of Quizlet in their Vocabulary Learning

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Abstract

Vocabulary plays a pivotal role in the development of language proficiency, serving as an essential foundation for the cultivation of listening, speaking, reading, and writing skills, as well as overall communication competence. This is especially important in the context of learning English as a foreign language (EFL). For English-major students, mastering vocabulary not only enhances academic performance but also lays a solid foundation for their future career paths. In an era where education is increasingly intertwined with technology, digital learning tools such as Quizlet are widely used to support the vocabulary learning process in a more flexible, vivid, and effective way. The study aims to explore the attitudes of English-major students toward the use of Quizlet in their vocabulary learning. The study was conducted using mixed-methods, with the participation of 278 English-major students from a private university in Vietnam. The findings show that, overall, students have a positive attitude toward using Quizlet for vocabulary learning. This finding not only contribute to a deeper understanding of the role of technology in supporting vocabulary learning in the EFL context but also provide practical suggestions for instructors on integrating digital tools like Quizlet into language teaching.

Keywords: Attitudes, EFL students, Quizlet, Vocabulary Learning

1. Introduction

This study was conducted to investigate the attitudes of English major students towards learning vocabulary through Quizlet. The process of acquiring a second language is generally acknowledged to be significantly more difficult than studying one's mother tongue. Second language learners face many challenges in learning and studying a new language, one of which is learning vocabulary. Asgari and Mustapha (2011) ^[6] asserted that learning vocabulary is one of the most significant obstacles that English as a foreign language (EFL) learners will encounter. In this context, the need for innovative and accessible language learning strategies becomes clear. In the digital age, the integration of digital tools in education has grown significantly, especially in language learning. Catch up with this trend, a variety of technology platforms have been developed to support vocabulary instruction and learning, and Quizlet is one such tool that can help students acquire vocabulary (Nakata & Webb, 2016) ^[26]. According to Malki's (2020) ^[1] research, students' vocabulary learning improved significantly when using Quizlet. Similarly, Ho and Kawaguchi's (2021) ^[17] study also found that digital learning tools, especially Quizlet, can improve vocabulary learning efficiency. The beneficial effects of Quizlet on vocabulary learning have been proven by experts, which is why it is so popular in language courses. Additionally, it is evident that students' academic achievement and positive attitudes are related to each other (Novitasari & Prijambodo, 2022) ^[28]. Nevertheless, there has been little research on English majors' attitudes toward using Quizlet in their vocabulary learning process. Thus, this study was timely conducted to find out students' attitudes towards vocabulary learning through this platform. The research was conducted using both quantitative and qualitative methods to address the research question: What are English-major students' attitudes toward learning vocabulary through Quizlet? By addressing this research question, the study assessed the general attitudes of students towards using Quizlet for vocabulary learning.

This research is essential because it provides insights into English majors' attitudes toward Quizlet and how they perceive Quizlet as a vocabulary learning tool, which can help educators design more effective vocabulary learning approaches that integrate Quizlet in ways that are appropriate to students' interests and needs.

2. Literature review

2.1 Theoretical Background

2.1.1 Vocabulary learning

Vocabulary learning refers to the acquisition, comprehension, and retention of words and expressions with all their meanings, usages, and nuances to enhance the proficiency of language communication. According to Nation (2001) ^[27], vocabulary learning is the process of gaining knowledge of words and phrases in a language, including their meanings, forms, usage, and collocations. Schmitt (2000) ^[33] indicated that learning vocabulary necessitates comprehension of both form and meaning along with an awareness of how words relate to various situational and cultural contexts.

2.1.2 Overview of Quizlet

The online vocabulary-learning tool Quizlet was developed by Andrew Sutherland in 2005 as a study aid for a French class in high school. Today, Quizlet has grown into a widely used digital learning platform that allows users to create, share, and practice with flashcards and other study sets (Dizon, 2016) ^[13]. This platform makes use of user-designed learning modules that include definitions and explanations for the terms. These modules, which Quizlet refers to as study sets, are distributed to students using various learning tools, including games, tests, quizzes, flashcards, and cooperative activities, to create learning environments that help students understand a variety of subjects, especially language and vocabulary. Wright (2016) ^[39] stated that Quizlet is a digital flashcard platform that enables users to create their own and study them using different learning modes. Since Quizlet's 2007 public launch, students from 130 countries have used the website and its iOS or Android app to complete over 3 billion study sessions. Students have used about 200 million sets during those sessions Sanosi (2018) ^[32].

Due to its widespread use in educational settings for language learning, Quizlet is a well-liked option for both EFL teachers and students. Additionally, Quizlet is a popular tool for both classroom and individual learning due to its user-friendly design, which includes a clean layout and simplicity of access (Chien, 2015; Lander, 2016) ^[10, 21]. Ravipati (2017) ^[30] indicated that with the variety of learning styles available currently, Quizlet motivates students to experiment and offers them "richer ways" to study.

2.1.3 The relationship between Quizlet and vocabulary learning

Quizlet is a popular online learning tool that provides a wide range of features and engaging exercises to improve vocabulary learning, such as interactive games, tests, and flashcards that enhance learning effectiveness and dynamics. Andarab's (2017) ^[4] study found that students who used online Quizlet flashcards to study outperformed the other group in terms of scores. According to the research of Tomasello (2005) ^[34], Quizlet can improve learning of new words by giving students chances for contextual learning, retrieval practice, and spaced repetition. Kang (2016) ^[19]

stated that an important aspect of Quizlet is its focus on spaced repetition, a method of learning that has been shown to improve long-term memory retention. This methodical approach aids students in memorizing new terms with greater effectiveness than conventional rote memorization techniques, according to Karpicke and Roediger (2007) ^[20]. In addition, the study by Nation (2001) ^[27] showed that students can increase their vocabulary by using flashcards that include images and sample sentences since they help with recall and offer relevant context.

Many studies have shown that using Quizlet has a positive impact on vocabulary learning motivation. The study of Anjaniputra and Salsabila (2018) ^[5] demonstrated that Quizlet encourages students to be engaged in and persistent in their vocabulary acquisition, and they also find it enjoyable and helpful. Additionally, Quizlet has been recognized as a helpful tool for motivating students to learn words through the learning features that it offers. As stated by Okkan and Aydin (2020) ^[29], Quizlet provides a range of features, such as games, quizzes, flashcards, and group activities, to assist students in locating the best vocabulary learning resources for their requirements. Motivation is created by liking and being interested in something. By gamifying the entire process, Quizlet allows students to learn vocabulary through the completion of various tasks (Sanosi, 2018) ^[32]. These elements make vocabulary acquisition enjoyable and engaging for students.

Furthermore, Quizlet also allows learners to participate autonomously. According to Anjaniputra and Salsabila (2018) ^[5], learners who are more engaged are better able to discover their interests in the target language by learning at their own speed and exercising greater self-control over their learning process. Additionally, Quizlet encourages autonomous learning by giving students access to study resources whenever they want, boosting their sense of independence and motivation. Ashcroft and Imrie (2014) ^[7] indicated that this autonomy promotes learners to take responsibility for their own vocabulary learning, as learners are free to choose their own objectives and speed.

2.1.4 Attitudes

Attitude is defined in several ways. According to Vaughan and Hogg (2005) ^[37], attitude is a relatively stable construct, consisting of beliefs, emotions, and action tendencies related to socially significant objects, groups, events, or symbols. Besides, Allport (1935) ^[2] argued that a person's attitude is a mental state that has been brought about by experience and guides how that person should react to an object or circumstance that is related to or connected to it. This indicates that when a person experiences something, they will have their own views about it. Similarly, students will have their own feelings and opinions about a particular learning process that they experience. Mensah *et al.* (2013) ^[24] asserted that students' learning experiences lead to the formation of their attitudes. Thus, if the student's requirements and attributes are suited to the new educational model, the attitude can be positive; if not, it can be negative, as the student lacks the necessary set of traits to adjust to the new system, according to Berteau (2009) ^[8].

Regarding students' attitudes toward online learning platforms or web-based learning systems, Berteau (2009) ^[8] asserted that the perceived benefits and drawbacks of e-learning affect students' attitudes toward it. Besides, students' attitudes toward a platform or tool are based on the

advantages and disadvantages of that platform or tool. They tend to show positive attitudes toward the benefits that these platforms bring, and conversely, their negative attitudes will be seen through negative experiences, according to Berteau (2009) [18]. It is clear that a positive attitude will lead to enjoyment, energy, and motivation to engage in learning in the fun environment that platforms like Quizlet provide. According to Liaw (2002) [22], positive attitude is believed to encourage students' curiosity about what they can do with the platform, which will swiftly increase their interest in Quizlet. Besides, Berteau (2009) [18] stated that students' attitudes toward learning, nevertheless, are not always positive due to the unpleasant emotions that arise when they use any kind of learning tool. Quizlet is no exception; the limitations and weaknesses of this tool also cause students to have negative attitudes. In summary, the fundamental elements of attitudes are affect, behavior, and cognition. As a result, three of the elements come together to form an attitude toward a specific object.

2.1.5 Theoretical framework

This study relied on the ABC model of attitudes. Jain (2014) [18] defined this model as the emotional reaction to an attitude object. It has to do with one's attitude toward liking or disliking. The ABC model includes three components, which are affective, behavioral, and cognitive (Fishbein & Ajzen, 1977; Rosenberg *et al.*, 1960) [16, 31].

Jain (2014) [18] pointed out that the affective component encompassed more than just emotional reactions; it also encompassed other intricate processes like cognition. This means that a person's emotions not only reflect likes or dislikes but are also influenced by the way they think, evaluate, and process information about an object or situation. Additionally, Liu (2016) [23] asserted that affective elements had an impact on language learning. Positive emotions can promote learning motivation, while negative emotions can hinder the development of language skills.

The behavioral component, Jain (2014) [18] defined it as a person's intention towards an attitude object. This can be seen in how an individual reacts to particular situations. This is important evidence of a person's attitude, as it clearly shows their judgment—be it positive or negative. When an individual has a positive attitude, they tend to feel fondness, approval, or enthusiasm for that object. Conversely, a negative attitude leads to feelings of discomfort, disapproval, or indifference. This affective component plays an important role in shaping how people act and make decisions in their daily lives.

According to Jain (2014) [18], the cognitive component involves a person's opinion about a particular object. It is an individual's thoughts, opinions, beliefs, or doubts about the object. This component reflects how a person thinks, evaluates, and reasons about an issue based on their knowledge and experience. This component is important in attitude research because it helps provide insight into a person's attitude toward an object.

This study applied the ABC Model because its components were seen to be essential elements influencing attitudes (Eagly & Chaiken, 1998; Van den Berg *et al.*, 2006) [15, 36]. The affective component could be used to investigate English majors' feelings, such as their enjoyment or excitement about using Quizlet to learn vocabulary. The behavioral component can be used to investigate English majors' behavior towards using Quizlet to learn English vocabulary. This includes how they use Quizlet, how often they use it, as well as the extent

to which they actively apply this tool to their learning process. The cognitive component could be used to investigate the thinking of English majors, such as whether they perceive benefits from using Quizlet to learn English vocabulary. This would include their views on the effectiveness, convenience, and impact of Quizlet on vocabulary retention and expansion. Thus, the ABC model is considered the most suitable theory to apply in this study, as it can provide a comprehensive view of English majors' attitudes towards using Quizlet to learn English vocabulary through each component.

2.2 Related studies

Novitasari and Prijambodo (2022) [28] carried out a study to explore students' attitudes toward using Quizlet to learn English vocabulary. The study was conducted using a qualitative method; 20 students from the vocabulary class of the English Education Studies Program at a private university in Yogyakarta completed a questionnaire regarding their attitudes towards using Quizlet to learn vocabulary, and six of them took part in an interview. The findings show that students' attitudes toward Quizlet were all positive, based on their beliefs, feelings, and experiences with the platform. Besides, the study also indicated that positive attitudes encourage students to learn English vocabulary. Additionally, the beneficial effects of Quizlet on students' vocabulary learning were also demonstrated by the results of the study. This study is essential because it helps to determine students' attitudes towards English vocabulary learning tools such as Quizlet. From there, it is recommended to increase students' access to this tool and encourage educators to apply it in the teaching process. In addition, the study recommended that future investigations use pretests and posttests to examine how well Quizlet supports learning English vocabulary.

Davie and Hilber (2015) [12] conducted a study on mobile-assisted language learning (MALL) and explored students' attitudes toward learning English vocabulary through Quizlet. 68 students from the South Westphalia University of Applied Sciences participated and answered a questionnaire to collect data on their attitudes towards using mobile devices for vocabulary learning, specifically the Quizlet platform. The results showed that the majority of participants expressed interest in using this tool to learn vocabulary. Then, 10 of them participated in an interview at the end of the semester. The interview showed that while Quizlet did not change students' learning outcomes much, they felt that using flashcards on mobile devices was a very effective, practical, and enjoyable way to learn. This study comes to the conclusion that using cellphones to learn a language improves student motivation. It also suggests that there might be other long-term advantages that haven't been noticed yet. Thus, the study recommends that larger-scale studies be conducted to gain deeper insights into student attitudes and the usefulness of Quizlet in order to optimize the use of mobile-assisted language learning. This study is important because it provides further insights into students' attitudes toward using Quizlet for vocabulary learning, which may encourage increased use of the platform to enhance learning performance.

3. Research aim and question

3.1 Research aim

This study was conducted to investigate the attitudes of

English-major students towards learning vocabulary through Quizlet. Specifically, the study explored students' level of liking, usage behavior, and cognitions of the effectiveness of Quizlet in supporting vocabulary learning. As a result, the study provides an overview of how students receive and use this technological tool in the vocabulary learning process, thereby suggesting recommendations for integrating Quizlet into vocabulary teaching and learning activities more effectively.

3.2 Research question

This study focuses primarily on understanding the attitudes of English-major students towards the use of Quizlet in their vocabulary learning. The study concentrates on addressing the following research question:

What are English-major students' attitudes toward learning vocabulary through Quizlet?

4. Methodology and participants

4.1 Methodology

The research was conducted using a mixed-methods approach. According to Truong and Vu (2023) [35], mixed-method study methodology is the combination of qualitative and quantitative methodologies to provide accurate and favorable data. This design involves gathering and assessing quantitative data in the first stage and subsequently qualitative data in the second stage to supplement the first quantitative findings (Creswell & Plano Clark, 2011) [11]. In this study, the survey questionnaire was sent to English-major students via Google Form to collect quantitative data on their attitudes towards using Quizlet for vocabulary learning. The questionnaire was designed with four sections. The first section contains five questions to collect demographic information of the participants. The subsequent sections are designed using a 5-point Likert scale with the options "Strongly disagree," "Disagree," "Neutral," "Agree," and "Strongly agree." Specifically, the second section included a set of 6 statements to survey students' attitudes towards the Quizlet platform, specifically on the affective component of the attitude. The next section consisted of 6 statements to collect data on the behavioral component of students' attitudes towards Quizlet. The final section explored students' cognitive component of the usefulness of the platform, consisting of 5 statements. Additionally, the questions in the questionnaire were adopted and adapted from the studies of Çaparlar and Yünkül (2024) [9], Mykytka (2023) [25], and Djamdjuri *et al.* (2023) [14] to better suit the current research purposes. Data from respondents were collected after one week of distributing the survey questionnaire. Next, the researcher proceeded to analyze the data from the questionnaire and, at the same time, classified the data to identify target groups, including positive and negative attitude groups. Quantitative data analysis was performed through Software Package of Statistics for Social Sciences (SPSS) version 20.0. This study primarily employs descriptive statistical analysis to ensure a clear understanding of participants' responses. Cronbach's alpha was calculated to assess the questionnaire's reliability. The outcome demonstrated that this instrument's reliability coefficient was high ($\alpha = 0.93$), which ensures that the scale is suitable for subsequent analyses. In addition, the attitudes of English majors toward learning vocabulary with Quizlet were assessed based on the mean score interpretation table 4.1 below.

Table 1: Interpretation of mean scores

Range of mean scores	Level
4.5 to 5.0	Very high
3.5 to 4.4	High
2.5 to 3.4	Medium
1.5 to 2.4	Low
1.0 to 1.4	Very low
(Al-Omar, 2004) [3]	

Qualitative data was collected through semi-structured interviews to gain deeper and more detailed insights into students' experiences and attitudes towards the platform. Three students with positive attitudes and three students with negative attitudes participated in interviews lasting about 10 to 15 minutes; these are students with clear, prominent views, representing a certain group of subjects. During the interview processes, the questions were translated into Vietnamese so that the respondents could comprehend them correctly. The data were collected by recording to ensure the integrity of the interviewees' sharing. The recordings were then transcribed into text to suit the analysis process. The data is carefully and meticulously transcribed and translated into English with a guarantee of accuracy and faithfulness to the original data. Interviewing these students allowed for deeper insights into their attitudes, motivations, feelings, difficulties, and recommendations, providing a more comprehensive view than data collected from the questionnaire. This increased the reliability and persuasiveness of the study's conclusions.

4.2 Participants

The participants of this study consisted of 278 English-major students at Nam Can Tho University. The participants included students from different years of the program to ensure diverse representation and provide an overview of the attitudes of English majors towards using Quizlet for vocabulary learning. Six students selected from 278 questionnaire respondents participated in semi-structured interviews. They were divided into two groups, including three who had positive attitudes and three who had negative attitudes towards using Quizlet for vocabulary learning.

5. Results

The results of the analysis of English-major students' attitudes toward using Quizlet to learn vocabulary were measured using descriptive statistics. Data from all three clusters of questions were combined to determine the overall attitudes of the participants. The overall mean score was calculated by averaging the scores of the 17 items in the questionnaire.

Table 2: English-major students' attitudes towards the use of Quizlet in their vocabulary learning

Variable	N	Min.	Max.	Mean	SD
Affective attitude	278	1.00	5.00	4.14	0.71
Behavioral attitude	278	1.00	5.00	3.82	0.73
Cognitive attitude	278	1.00	5.00	3.98	0.72
Overall attitudes	278	1.00	5.00	3.98	0.65

As can be seen from Table 5.1, the minimum mean score, which indicates individuals with negative attitudes toward using Quizlet for vocabulary learning, is 1.00, while the maximum mean score, which represents participants who have a positive attitude toward the platform, reaches a maximum value of 5.00. Although the minimum mean score

reaches the smallest value on the scale, the overall mean score of participants' attitudes is high, at 3.98 (SD = 0.65). This demonstrates that the majority of participants have a positive view toward Quizlet's support for vocabulary learning. In comparison to the table of interpretation of mean scores (Table 4.1), a score of 3.98 corresponds a high level. Thus, it can be concluded that English-major students have a positive attitude towards the use of Quizlet in their vocabulary learning.

To further explore the attitudes of English majors toward using Quizlet to learn vocabulary, descriptive statistics were used to analyze the mean scores of the three components of participants' affective, behavioral, and cognitive responses.

The mean score of the affective component of attitude was calculated based on data collected from the responses of the first cluster, including six survey questions (items 1-6) on factors such as feelings, emotions, liking, satisfaction, etc. The descriptive data revealed that the majority of students had a relatively high level of affective attitude towards using Quizlet for vocabulary learning. This was evidenced by the relatively high overall mean score of the affective component of 4.14 (SD = 0.71). This was supported by the highest mean score of 5.00, indicating that students were immensely fond of the platform. However, there were still individuals with extremely low levels of affect, which was demonstrated by the minimum mean score of 1.00.

The mean score of the behavioral component of attitude was calculated based on the data collected from the responses of the second group consisting of six survey questions (items 7 - 12) about students' behaviors of using Quizlet to learn vocabulary. The descriptive data showed that the majority of students had positive behaviors in using Quizlet to learn vocabulary. This is evidenced by a relatively high overall mean score of 3.82 (SD = 0.73), indicating a general willingness to join the platform regularly. The highest recorded mean was 5.00, indicating that some students have always used Quizlet and intend to continue to do so. However, a small subset of students exhibits low levels of behavioral engagement, which is reflected through a minimum mean score of 1.00, indicating infrequent or minimal use of the platform.

The mean score of the cognitive component of attitude was calculated based on the data collected from the responses of the remaining 5 questions (items 13 - 17) on students' perceptions of the effectiveness of Quizlet. The mean score $M = 3.98$ (SD = 0.72) indicates that students had a positive cognition of Quizlet's involvement in their vocabulary learning. The minimum mean value is 1.00, indicating that some students still evaluate Quizlet very low in vocabulary learning; nonetheless, the majority of students have good cognitions of the benefits that this platform provides, which is evidenced by the maximum mean value of 5.00, the highest on the scale.

Table 5.1 reveals that among the three attitude components, the affective component has the highest mean score, which demonstrates students' significant interest in learning vocabulary through Quizlet. This mean score also indicates that the affective component contributes significantly to each individual's attitude. Additionally, the mean score of the cognitive component also reaches a fairly high number, proving that students are aware of the support of Quizlet in memorizing vocabulary. Out of the three components, the behavioral component has the lowest mean value. Nevertheless, this number is still at a high level, indicating

that students also have positive behavior of using Quizlet to learn vocabulary.

To better comprehend the attitudes of English majors towards using Quizlet in their vocabulary learning, six students with characteristic responses participated in individual interviews. Three students from the positive attitude group and three from the negative attitude group reckoned their sentiments, emotions, cognitions, and experiences while utilizing the platform, adding to the insights about the attitudes they responded to in the questionnaire.

According to the interview data, students with positive attitudes toward learning vocabulary through Quizlet showed that their level of preference for the platform is very high. As evidenced by the fact that when asked whether they enjoyed using the platform to learn vocabulary, they said:

... I really enjoy using Quizlet to learn vocabulary; this platform is extremely convenient and easy to use... (Student 1)

... I like using Quizlet to learn vocabulary more than other platforms... (Student 2)

... I really love using Quizlet... I prefer learning vocabulary with Quizlet rather than using traditional methods... (Student 3)

From the sharing of the interviewees, it can be seen that Quizlet is preferred over other vocabulary learning methods. In addition, their positive attitude is also shown through their active use of this platform to learn vocabulary. The students shared that:

... I use Quizlet nearly every day, around 4 to 5 times a week on average. I usually study for 30 minutes to an hour, depending on how much free time I have and what I aim to achieve that day... (Student 1)

... I use Quizlet to study vocabulary in all sorts of places, such as at home, at school, in cafés, and whenever I have some spare time... learning new words every night and reviewing vocabulary before exams... (Student 2)

... I often use Quizlet as part of my daily self-study routine and review words before tests... (Student 3)

Interviewees also shared their positive perceptions of Quizlet's support for their vocabulary learning. Most of the students who responded found Quizlet useful for learning vocabulary; they stated that:

... Quizlet helps me learn more new vocabulary and use words in the correct context... my vocabulary has improved greatly... (Student 1)

... Quizlet helps me expand my vocabulary, understand the context better... Quizlet is a great fit for me because it combines learning with fun, which helps me remember things more effectively... (Student 2)

... I remember words for longer... I can clearly see that my vocabulary has improved significantly.... (Student 3)

The sharing of the positive student group demonstrates that Quizlet provides them joy and excitement; thus, they prefer to utilize this platform to learn vocabulary. Having a positive attitude toward learning vocabulary through the platform encourages users to take advantage of the platform's resources, resulting in improved learning outcomes.

However, the remaining group of students also expressed their negative attitudes towards using Quizlet to learn vocabulary. The data collected from the interviews showed that the interviewees with negative attitudes felt that Quizlet was not suitable for their vocabulary learning. Specifically, when interviewed about their preferences, usage, and perceptions of Quizlet's effectiveness in learning vocabulary,

they expressed that:

... I don't really like using Quizlet for learning vocabulary... what makes me dislike Quizlet is that it relies solely on passive repetition, which makes it easy for me to forget the words if I don't use them in real-life contexts... Quizlet makes me feel uninspired to learn vocabulary... I find that using Quizlet is almost useless in improving my English vocabulary... If more real-life examples or images were added, it would probably be better to remember the vocabulary...(Student 4)

... Honestly, I find learning vocabulary with Quizlet quite boring... I rarely use Quizlet because I find the learning method too repetitive.... I don't find Quizlet helps me improve my vocabulary much... I can't remember many words and even easily forget them after a short time...(Student 5)

... The constant repetition of flashcards makes me feel bored... I encounter many inconveniences, including a lack of guidance, not knowing where to start, and how to study effectively... I rarely use Quizlet because the content often feels repetitive, which makes studying boring and sometimes creates pressure-as if I'm studying out of obligation rather than interest...(Student 6)

In general, one's attitude comes from personal experiences, and students with negative attitudes have reasons to support their views. Nevertheless, it is undeniable that the majority of English-major students have a positive attitude towards using Quizlet to learn vocabulary. This is evidenced by statistics and personal sharing from interviews.

6. Discussion

The findings demonstrated that English-major students' attitudes towards the use of Quizlet in their vocabulary learning were highly positive. This is evidenced by the high mean scores obtained from the quantitative analysis and the insights from the qualitative results. This finding is entirely in line with Novitasari and Prijambodo's (2022) ^[28] research. According to the study by Novitasari and Prijambodo (2022) ^[28], students' attitudes toward Quizlet were all positive, based on their beliefs, feelings, and experiences with the platform. This finding is also consistent with the results of the current study, where students demonstrated their positive attitudes across all three components, including affective, behavioral, and cognitive components.

In terms of the affective component, the analysis results showed that English-major students expressed a positive attitude, such as feeling interested, excited, and motivated when using Quizlet to learn vocabulary. This result is consistent with previous research. According to Novitasari and Prijambodo (2022) ^[28], all of the students expressed favorable feelings when using Quizlet, including enjoyment, excitement, contentment, fun, and ease and simplicity when learning English vocabulary. This is the most important factor in forming a positive attitude, as affect or emotions often play a decisive role in maintaining learning behavior. The results of the interviews showed that students find that learning vocabulary with Quizlet is not just about studying but also an enjoyable and interactive experience. The gamification modes, review tests, and flashcard sets can foster healthy competition and make learning engaging and fun. However, there are still some students who have shown negative attitudes, such as not liking to use Quizlet or learning vocabulary with Quizlet makes them feel bored. Regarding the behavioral component, the pupils showed

initiative in using Quizlet to learn vocabulary. This result is also in line with the previous research results of Novitasari and Prijambodo (2022) ^[28]. Novitasari and Prijambodo's (2022) ^[28] study showed that all of the students revealed their positive Quizlet experiences, according to the findings of their experience using the platform. They showed a positive attitude through the behaviors of using Quizlet regularly, learning vocabulary through flashcards or examples, or participating in games provided by Quizlet to reinforce vocabulary. Furthermore, the results of the interview also revealed that in addition to using Quizlet when required, they actively engage in learning activities within the platform to self-study on a regular basis, making the tool a part of their study routine. This initiative reflects a positive learning behavior that helps students maintain effective and sustainable vocabulary learning. However, a small number of students indicated that they rarely participate in Quizlet to learn vocabulary because the boring repetitive structure does not suit their needs and learning styles. Therefore, the attitude can be either positive if the new educational approach meets the needs and qualities of the students or negative if the student finds it difficult to adjust to the new system because he lacks the necessary set of characteristics, according to Berteau (2009) ^[8].

In relation to the cognitive component, the research results and interview data indicated that English-major students have a positive view of Quizlet's effectiveness in assisting them to learn and expand their vocabulary. Students not only perceive Quizlet as a useful tool but also appreciate its ability to reinforce memory and enhance long-term retention. Through the vocabulary learning process using the modes provided by Quizlet, students have clearly noticed an improvement in their word usage. As evidenced in Novitasari and Prijambodo's (2022) ^[28] study, the majority of students expressed positive opinions on the Flashcard mode, including good, intriguing, easy and simple, entertaining, and beneficial. Most students had positive things to say about Learn mode, such as that it was good, helpful, simple, engaging, and enjoyable. The benefits of Quizlet promote students' positive cognition of the learning tool, leading them to view it as a valuable tool and suitable for their learning needs. Additionally, interviews revealed that a small number of students found Quizlet ineffective in their vocabulary learning, which stemmed from negative experiences and inappropriate learning strategies. The students' cognition of the benefits of Quizlet contributes to the evidence supporting the idea that Quizlet is an effective vocabulary learning tool. This finding is also consistent with the research results of Malki (2020) ^[1], Ho and Kawaguchi (2021) ^[17], and Waluyo and Bucol (2021) ^[38]. According to Malki's (2020) ^[1] research, students' vocabulary learning improved significantly when using Quizlet. Similarly, Ho and Kawaguchi's (2021) ^[17] study also found that digital learning tools, especially Quizlet, can improve vocabulary learning efficiency. Additionally, the study of Waluyo and Bucol (2021) ^[38] demonstrated the role of digital learning tools such as Quizlet in enhancing students' learning motivation and improving their memory efficiency, which further demonstrates the usefulness of this platform.

These findings clearly address the main research question and show that positive attitudes are not merely temporary emotions but rather are formed on a clear cognitive foundation and actual usage behavior. It can be said that Quizlet is not only a supporting tool but has become an

integral part of the vocabulary learning method of English-major students.

7. Conclusion

The study used descriptive statistics to explore English-major students' attitudes toward the use of Quizlet in their vocabulary learning based on a three-component model: affective, behavioral, and cognitive. Through the results obtained, it can be concluded that English-major students have positive attitudes towards using Quizlet to learn vocabulary. Their positive attitudes are clearly shown in all three components. They felt interested and excited when using it; they showed quite active learning behavior through using Quizlet to learn vocabulary regularly and appreciated the convenience and effectiveness of Quizlet.

Overall, this study contributes to shedding light on the attitudes of English-major students towards using Quizlet in the process of expanding their vocabulary. The results obtained are not only valuable in gaining a deeper understanding of learners' behavior and psychology but also provide practical suggestions for designing teaching activities and choosing appropriate tools, as well as building a more flexible, effective, and student-friendly learning environment in the context of technology increasingly being associated with education.

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