CHAPTER II

LITERATURE REVIEW

This literature review consists of vocabulary (definition of vocabulary, types of vocabulary, and classification of vocabulary), Quizlet (definition of Quizlet, steps using Quizlet, and advantages and disadvantages of Quizlet) Quizizz (definition of Quizizz, using Quizizz to learn English and advantages and disadvantages of Quizizz), and previous study.

A. Vocabulary

This section discusses the definition of vocabulary, types of vocabulary, and the classification of vocabulary.

1. The Definition of Vocabulary

Vocabulary plays a very crucial role in language learning. Vocabulary refers to the number of words in a language. Mastering English as a foreign language can be done by having an extensive vocabulary. EFL students are able to express their ideas and interact with others without misunderstandings occurring. Without a rich vocabulary, it is difficult to communicate well in a language.

Some experts define vocabulary in language education. According to Thornbury (2002), vocabulary is a wide collection of items in language. Richard and Renandya (2002) stated that vocabulary is an essential element of language proficiency and gives a major foundation for learners' speaking, listening, reading, and writing skills. Learners may be discouraged from their

potential to take advantage of various learning opportunities if they lack a wide vocabulary and an effective method for learning new vocabulary.

Moreover, vocabulary is defined as a language word that contains single items, phrases, and clauses (Clouston, 2013). From several definitions above, it can be concluded that vocabulary is a wide range of language components, including individual words, phrases, and clauses and it is an essential part of language proficiency. As highlighted by experts, a broad vocabulary supports the fundamental language skills of speaking, listening, reading, and writing. As a result, lacking vocabulary knowledge and effective learning strategies can limit learners' ability to participate completely in language learning opportunities.

2. Types of Vocabulary

According to Notion (2001), vocabulary has two types, both productive and receptive vocabularies. Receptive vocabulary is the type of vocabulary that involves language input from others by listening or reading to understand their ideas. Students can understand the meaning of the words when reading or listening to the target language. In addition, it is vocabulary that learners recognize with a form of reading and listening, but do not actively utilize in speaking and writing. Productive vocabulary is the development of language forms through speaking and writing to express ideas and thoughts to others. It includes the skills required for receptive vocabulary as well as the ability to write or speak at appropriate moments. Therefore, productive vocabulary can be addressed as an active process, where learners can produce words to convey

their thoughts to others. Thus, productive vocabulary refers to a word that a speaker actively produces, aligning with their intended perspective and the appropriate connotation. Receptive vocabulary is words or vocabularies that we hear or receive from others while engaging with the language.

Harmer (2001) divides vocabulary into active and passive vocabulary. Active vocabulary refers to words that students are taught or learn and are expected to use. Passive vocabulary refers to words that students can recognize when they look, but do not actively utilize when speaking or writing. It is similar to productive vocabulary, the primary difference is that active vocabulary emphasizes speaking and writing, while passive vocabulary is more concerned with recognition and comprehension.

3. Classification of Vocabulary

Vocabulary can be divided into different types. According to Hatch and Brown (1995), the term used to classify words based on functional categories is known as the part of speech, which contains nouns, verbs, adjectives, and adverbs. In addition, they also mention other major classes, such as pronouns, prepositions, conjunctions, and interjections. This study is a large collection of vocabulary used in students' educational materials using the Quizlet application. The large vocabulary can be categorized

a. Noun

According to Hatch and Brown (1995), a noun refers to a person, place, or thing. These types of nouns can be explained as follows:

1. Countable and Uncountable Nouns

- Countable nouns are things that can be counted.

  Example: many cats, some bananas, a pen.

- Uncountable nouns are things that cannot be counted.

  Example: water, rice, money

2. Proper Noun

   Proper noun is a special name given to people, animals, places, or things in capital letters.

   Example: Jakarta, Yogyakarta, Indonesia

3. Collective Nouns

   A collective noun is the name of a group of people, animals, or things considered as a unit.

   Examples: family, group, class

4. Singular and Plural Nouns

   1. Singular noun refers to one person, animal, place, or thing.
      Examples: book, bag, pen

   2. Plural noun is a noun that refers to more than one person, animal, place, or thing. The examples are as follows:

      - By adding – s

        Example: dogs, books

      - By adding – es to nouns ending in -s, -sh, -ch, -x, or -z

        Example: box-boxes wish-wishes

      - By adding -es to nouns ending in -o

        Example: potato-potatoes, tomato-tomatoes

- By adding -s to some nouns ending in -o

  Example: photo-photos, radio-radios

- By changing -y into -ies

  Example: city-cities, puppy-puppies

- By adding -s to some nouns ending y

  Example: day-days, boy-boys

- By changing -f into -ves

  Example: wolf-wolves, leaf-leaves

- By just adding -s to some nouns ending in -f or -ef

  Example: roof-roofs chief-chiefs

- By changing the inside vowels

  Example: goose-geese, man-men

- By adding -en

  Example: ox-oxen child-children

- No changes in plural forms

  Example: fish-fish, sheep-sheep

- By adding -s to some unusual nouns. Note where the -s is

  placed

  Example: sister in law-sisters in law

- Some nouns are used only in the plural

  Example: scissors, jeans.

- Some plural forms are only used in singular

  Example: news, furniture

b. Verbs

Verbs are divided into two categories. These categories are ordinary verbs and auxiliary verbs (Hatch & Brown, 1995). The description of each categories as follows:

1. Ordinary Verbs

   Ordinary verbs consist of two categories. They are regular verbs and irregular verbs.

   a) Regular Verbs

      The simple past and past participles forms of regular verbs are formed by adding -d or -ed to the base form. The example of regular verbs are follows:

Present	Past	Past Participle
walk	walked	walked
play	played	played
clean	cleaned	cleaned

   b) Irregular Verbs

      Irregular Verbs have irregular forms of past tense and past participle. The example of irregular verbs are follows:

Present	Past	Past Participle
write	wrote	written
eat	ate	eaten
see	saw	seen

c) Auxiliary Verbs

An auxiliary verb assists other verbs in creating various tenses. An auxiliary verb supports the main verbs to make a statement, to give a command, or to ask a question.

Examples: am, are, is, was, were, been

c. **Adjectives**

According to Hatch and Brown (1995), adjectives have a function to emphasize certain or attributes. There are various types of adjectives, they are:

a) Qualitative : good, bad, stupid, clever, excellent, bold, etc.

b) Quantitative : many, much, plenty, thousand, score, etc.

c) Possessive : my, his, her, its, your, our, etc.

d) Demonstrative : this, that, these, those.

e) Distribute : each, every, any, and some.

f) Interrogative : whose, which, what.

d. **Adverbs**

According to Hatch and Brown (1995), adverbs are similar to adjectives in many aspects, although they usually characterize verbs, sentences, or whole statements rather than nouns. There are several types of adverbs as follows:

a) Manner : happily, hardly, slowly, etc

b) Place : behind, here, nearby, etc

c) Time : yesterday, this morning, tonight, etc

d) Frequency : always, never, continually, seldom, often, etc.

e) Sentence : certainly, definitely, luckily, surely, etc.

f) Degree : enough, quiet, almost, etc.

g) Interrogative : when? where? why? what?

h) Relative : when, where, why, what.

B. Quizlet

This section discusses the definition of Quizlet, steps using Quizlet, and the advantages and disadvantages of Quizlet.

1. The Definition of Quizlet

Quizlet is a platform created by Andrew Sutherland in 2005 and is currently available in many languages, including English, Chinese, Russian, French and Vietnamese. It is used in over 130 countries and has around 60 million monthly users and 500 million sets of learning materials (Pham, 2022). The concept to create Quizlet came from the founder's personal experience when his French teacher asked him to memorize 111 animal names. Although Quizlet was created in 2005, the platform was only launched to the public as a website in January 2007. Subsequently, in August 2012, Quizlet was launched as a mobile application for iOS, followed by an Android version introduced in August 2013 (Aribowo, 2015).

Many teachers have used Quizlet as a gamified activity for learning vocabulary, which improves student outcomes (Baptist, 2018; Christanti, 2018; Waluyo & Bucol, 2021). Quizlet has transformed into an easy-to-use, innovative tool that assists millions of teenagers in learning. Quizlet is accessed

through both its website and application. The platform is user-friendly for all age groups, from elementary students to college students, allowing them to effectively use it for educational purposes. As one of the largest educational websites globally, Quizlet is primarily free to access, whether through the website or mobile application (Endriyatin et al., 2021).

Quizlet is one of the language learning tools accessible to anyone worldwide via the internet (Tanjung, 2022). Quizlet was designed as a platform where people can share knowledge at all levels and fields, helping students gain confidence in their learning. Quizlet is a website and application created to help students learn new vocabulary and concepts (Blackwell & Kane, 2014). Quizlet has developed a computer and smartphone as an educational application. From those definitions, it can be concluded that Quizlet is an accessible, internet-based learning tool available as a free website and application, designed to support learners of all levels across various subjects by helping them expand their vocabulary. Its compatibility with both computers and smartphones makes it a practical and adaptable educational resource for students globally.

Quizlet offers tools that enable users to study any subject engagingly and efficiently. Quizlet provides additional learning modes such as flashcards, learn, match, and test. What makes Quizlet even more appealing are its interactive games, like Match and Blocks, which enhance the learning experience. Quizlet's primary function is to enhance linguistic intelligence, particularly by expanding vocabulary (Sudrajat, 2022). Students can access the

Quizlet application from the website or they can also download this application on their mobile devices or smartphones.

According to Sari (2019), Quizlet offers several accessible features:

a. Flashcard: A collection of cards that can be played in either random or sequential order, with learning material defined by the teacher. These cards contain teaching material that has been determined by the instructor. Flashcards include terms, definitions, diagrams, graphs, or illustrations.

b. Learn: This feature offers a series of questions related to the flashcard materials. This feature is similar to multiple-choice questions, where students choose the correct answer, and the result will be directly displayed on the screen.

c. Tests: The most comprehensive testing tool, featuring essay questions, matching, multiple-choice, and true/false questions.

d. Match: A matching game where words disappear if matched correctly, providing a fun way to test comprehension.

The learning modes offered by Quizlet are believed to make vocabulary learning more enjoyable and engaging for students. For instance, in the matching game, students can view their scores and rankings, motivating them to try again for a better result. This feature helps prevent boredom, allowing students to enjoy learning English while using technology, such as the Quizlet application.

2. Steps Using Quizlet

Sumardiyani and Sakhiyya (2007: 47) stated that failure or success of the teaching-learning is influenced by various factors, one of which is the use of media by the teacher. Media functions as a communication tool that aids in delivering learning materials, making them easier to understand and helping students retain information longer.

Quizlet offers engaging features that support language learning. It serves two main roles: one for teachers (Quizlet for the classroom) and another for learners. In classroom use, five key features can be applied: Flashcards, Learn, Test, Match, and Quizlet Live. However, Quizlet Live can only be accessed via a computer or desktop device.

Quizlet Live allows teachers to divide students into groups that compete to answer questions. Students use their smartphones to respond, while the teacher monitors scores using a computer. The highest group score is displayed instantly on a screen or projector. It is important to note that only teachers can access Quizlet Live through the desktop version.

Teachers can also create a virtual classroom by generating a class on Quizlet and sharing a class code or invitation link with students. This enables student access to Quizlet Live. With a teacher account, educators can monitor student activity, assign tasks, and track learning progress, provided students have given permission and linked their names and emails to their accounts. Quizlet can be accessed through its website or by downloading the application

on mobile devices. In this study, the researcher used the mobile version of Quizlet by installing it via the Play Store.

1) **First Page of Quizlet**
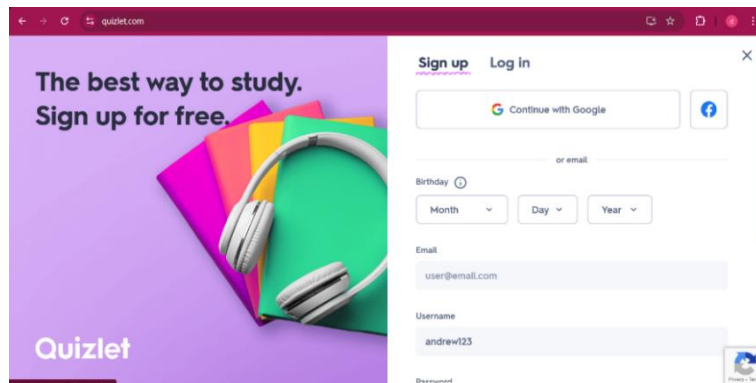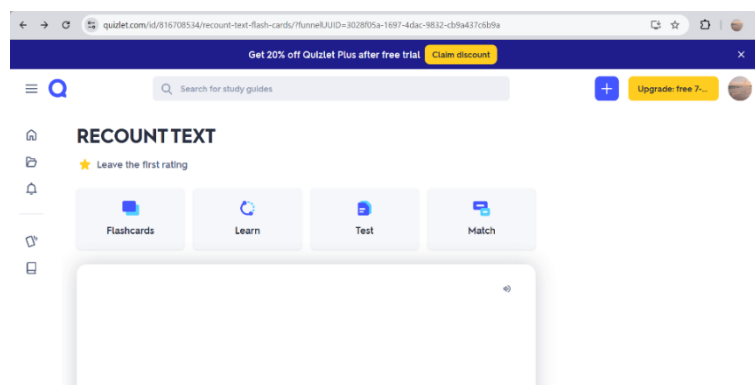
Figure 2.1 Login Page of Quizlet

Figure 2.1 shows the login page of Quizlet. It will appear after installing the application. The first step, students can sign up with Google account.

2) **Features of Quizlet**

Figure 2.2 Features of Quizlet

According to figure 2.2, there are several features that the student can use:

a. Flashcards are the fundamental study tools that looks similar to traditional flashcard study cards. It allows the learner to display

each vocabulary card containing the term. The learner can turn the vocabulary card over by touching the screen to get an explanation of the term.

b. Learn allows the students to type terms based on the definition shown. After typing the answer, the learners can see if the answer is correct or wrong. The score will be calculated automatically. This application is designed to help learners understand vocabulary by matching L1/L2 and typing the correct answer.

c. Test allow learners to take an exam by providing answers. There are four methods to choose from in this test (answer writing, matching, multiple choice, and true/false). More interestingly, learners can print their exam results.

d. Match allows learners to teach or practice vocabulary meanings by dragging terms and matching them with the correct meaning. The correct match may disappear. Finally, the learner is asked to clear the screen as quickly as possible.

3) **Create a flashcard in Quizlet**

Figure 2.3 Creating Flashcard
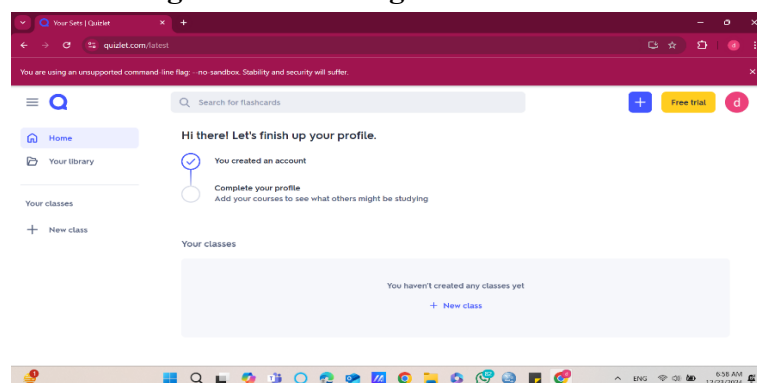
The teacher can create any test by using Quizlet. Figure 2.3 shows how to create Flashcards by using Quizlet. The teacher can click and then choose Flashcard test.

Figure 2.4 Flashcard set
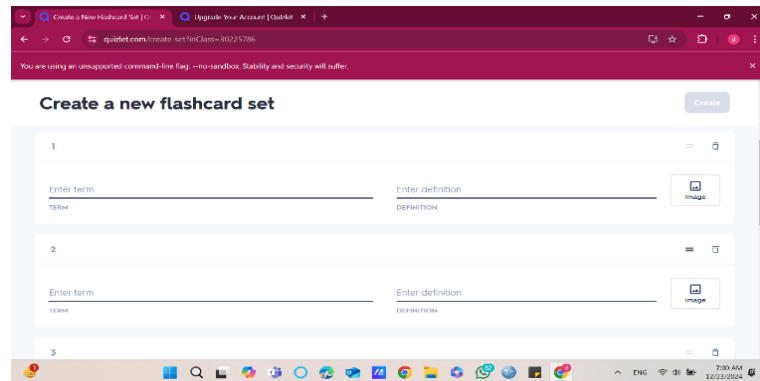
Figure 2.4 shows the page for creating a new flashcard set. The teacher can enter terms and definitions. In addition, the teacher can add the image to Flashcards.

3. The Advantages and Disadvantages of Quizlet

According to Blackwell and Kane (2014), Quizlet has several advantages and disadvantages. The advantages of Quizlet are informative and easy to use. The application organizes learning materials based on specific subjects, which helps students focus on targeted content. It is also accessible across various electronic devices such as computers and smartphones, allowing students to study anytime and anywhere. Moreover, Quizlet supports multiple languages, enabling learners to choose the language they want to study and take detailed notes within the application.

Despite the advantages, Quizlet also has disadvantages. According to Blackwell and Kane (2014), Quizlet requires internet access, which can be a

limitation for users in areas with poor connectivity. The application offers a premium account if the teacher wants to make a variety of features. Additionally, Quizlet live feature is only available through the website and cannot be accessed via the mobile application. Lastly, the absence of a location or address menu in the application may make it less convenient to navigate for some users.

C. Quizizz

This section discusses the definition of Quizizz, procedure using Quizizz, and the advantages and disadvantages of Quizizz.

1. The Definition of Quizizz

According to Zhao (2019), Quizizz is an educational platform that uses a game-based approach to offer multiplayer activities, making classroom learning more engaging and enjoyable. This application was developed in 2015 by Deepak Joy Cheenath and Ankit Gupta in India. Similarly, Mei et al., (2018) describe Quizizz as an evaluation tool based on e-learning that allows teachers to quickly obtain student performance results, making it highly effective for assessing student abilities.

Using Quizizz, students can participate in group tasks, review material before tests, take formative assessments, and complete quizzes using electronic devices connected to the internet. What sets Quizizz apart from other educational tools is its unique features, such as avatars, themes, memes, and background music that create an entertaining learning environment. Since Quizizz supports multiplayer mode, it encourages friendly competition

among students as they aim for high scores, which are displayed on a live scoreboard to boost motivation.

2. **Procedure of Using Quizizz**

Quizizz is a game-based learning media that is user-friendly. Quizizz can be accessed directly through a web browser without the need to install an application:

a. The procedure for using Quizizz begins with the teacher accessing https//quizziz.com.
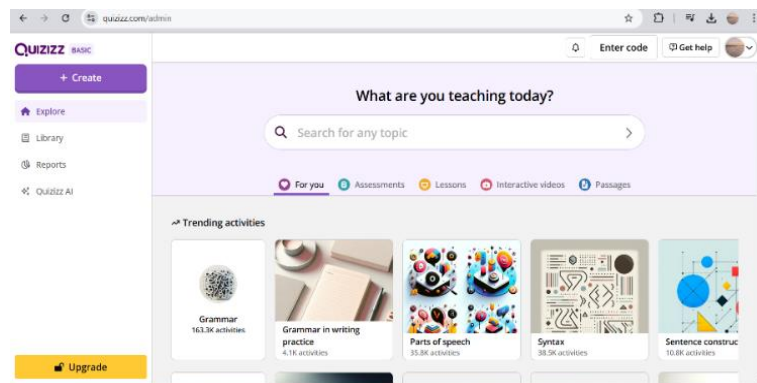
Figure 2.5 Quizizz Home Screen
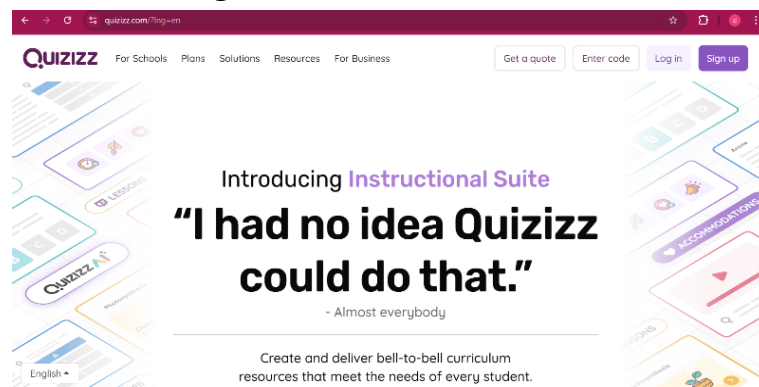
The first view will appear in Figure 2.5. If the teacher already has an account, they can simply log in. However, if they do not have an account yet, they need to click on the "Sign Up" button and complete the registration process by selecting the option to register as a teacher.

b. Create a new quiz

Figure 2.6 Create Quiz

After successfully log in, the teacher clicks 'Create' to create

a new quiz. Figure 2.6 shows what it looks like after successfully

logging in.

c. Selecting type of quiz

Figure 2.7 Choosing type of quiz
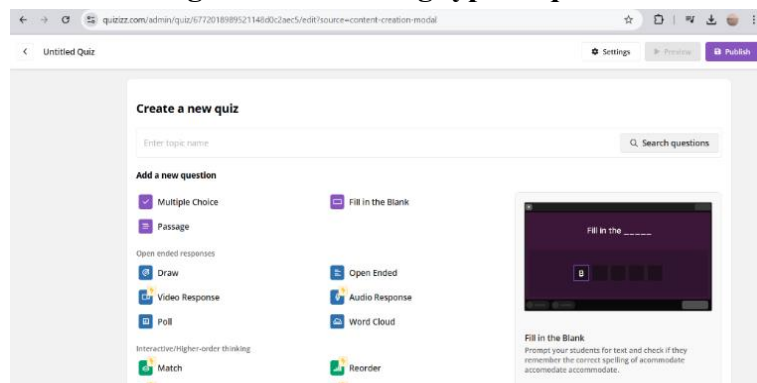
Figure 2.7 shows the next step after clicking create. It is

selecting the desired question type from the various formats

available.

d. Multiple choice question

Figure 2.8 Multiple choice question

Figure 2.8 shows multiple-choice question feature. Once the question type is chosen, the teacher can input the questions and answer choices. Additionally, the teacher has the option to set the time limit and assign points for each question. After completing each item, the teacher clicks "Save" to store the question, which displays the interface for creating multiple-choice questions.

e. After finishing multiple-choice questions

Figure 2.9 Final Display

Figure 2.9 shows the final display after the teacher creates multiple-choice questions. After all the questions have been entered, the teacher proceeds to finalize the quiz by providing a title, adding

an image, selecting a class, and filling in other necessary details. Once

everything is complete, the teacher clicks "Publish" to save and make

the quiz ready for use.

f.   Quiz is ready to be shared
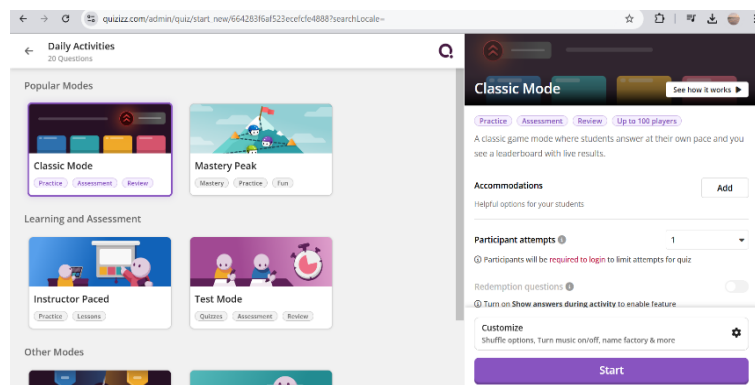
Figure 2.10 Quiz is ready to be shared

Figure 2.10 shows when the teacher wants to share the quiz.

The teacher can set the quiz to 'Start Live Quiz' if to use it now or

'Homework' mode if the quiz is used as homework.

g.   Display of copy link to students.

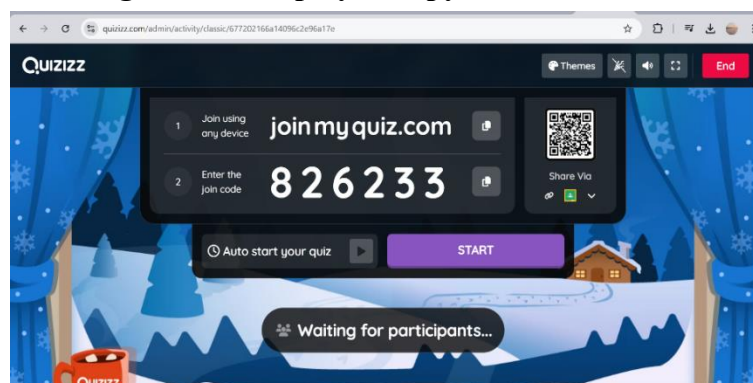**Figure 2.11 Display of copy link to students**

Figure 2.11 shows a display of the copy link to students. The

teacher clicks the copy link and shares the Quizizz link or quiz code

with students.

3. Advantages and Disadvantages of Quizizz

Quizizz is a digital learning platform that helps teachers create a more engaging and enjoyable learning experience. Despite its many benefits, Quizizz also has its own set of strengths and weaknesses, as noted by Asti (2022). Among its advantages, Quizizz helps students stay more focused during lessons since they use their own devices. It also allows teachers to identify students' difficulties with specific topics and assess their accuracy and time management when answering questions. Additionally, Quizizz helps maintain a more organized classroom atmosphere, provides automatic grading with a visible ranking system, and instantly displays correct answers for students. A review feature is also available, allowing students to revisit quizzes they have completed.

On the other hand, Quizizz has some weaknesses. Students may cheat by opening other tabs to search for answers or retaking the quiz. Teachers may also struggle to monitor all students at once. Furthermore, students might lose ranks even after answering correctly if they are not fast enough, as both speed and accuracy impact the final score. Late joiners can also face difficulties in participating fully, which may affect their performance and engagement in the activity.

D. Previous Study

The researcher identified several relevant previous studies related to the use of Quizlet in enhancing vocabulary mastery. Nur and Putri (2023) investigated the effectiveness of using Quizlet as a digital learning tool to improve the vocabulary

mastery of junior high school students. Employing a quasi-experimental design with pre-test and post-test, the study was conducted on 8th-grade students at MTsN 1 Kota Makassar. The results showed a significant improvement in students' vocabulary after using Quizlet, as evidenced by a t-test significance value of 0.000 < 0.05, indicating that H1 was accepted and H0 was rejected.

Similarly, Setiawan and Wiedarti (2020) investigated the effect of the Quizlet application on students' motivation in learning vocabulary. This study employed a quasi-experimental design. The result revealed that Quizlet is effective to improve students' motivation in learning vocabulary. The students appeared more motivated, stayed engaged without getting bored easily, and showed strong interest in learning vocabulary through the application. They also completed the tasks in the application on their own.

Another study by Hung Ho and Kawaguchi (2021) explored the effectiveness of Quizlet in improving receptive vocabulary acquisition among EFL learners. This study involved a four-week quasi-experimental design with 39 high school students in Vietnam, divided into two groups: one using Quizlet and the other using paper flashcards (PFs). The results showed that both methods enhanced vocabulary learning, but Quizlet was more effective compared to PFs.

All of the studies investigated the effectiveness of using Quizlet to improve vocabulary acquisition across different educational levels. All of the studies used a quasi-experimental design with pre-tests and post-tests to assess the impact. In each study, students who used Quizlet demonstrated a significant improvement in their vocabulary mastery, indicating the tool's effectiveness. Additionally, all studies

involved a comparison between Quizlet and another method, whether it was traditional methods, paper flashcards, or conventional teaching techniques. The findings from all studies support the idea that Quizlet is an effective tool for enhancing vocabulary acquisition.

The differences from the studies in terms of the student population and educational context. Nur and Putri (2023) focused on 8th-grade junior high school students, while Setiawan and Putro (2021) studied 10th-grade senior high school students, and Hung Ho and Kawaguchi (2021) worked with high school students in Vietnam. The methods of comparison also varied, with Setiawan and Putro comparing Quizlet to conventional vocabulary learning methods, while Hung Ho and Kawaguchi compared it to paper flashcards. Additionally, Setiawan and Putro (2021) noted that Quizlet was less effective compared to conventional methods, which was a different finding compared to the other studies, where Quizlet showed greater efficacy.