YOUNG LEARNERS' VOCABULARY AND QUIZLET APPLICATION

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ABSTRACT

This research is about using Quizlet as a learning media to help young learners learn vocabulary and young learners' responses after learning English vocabulary using Quizlet application. This research was conducted in a house in Gadobangkong Village, West Bandung regency. The participants in this study were three young students in the fourth grade of elementary school where they were aged nine to ten years and the researcher as a teacher who taught English vocabulary using the Quizlet application. This study uses a qualitative descriptive analysis with a case study as the research design. The results of the study, there are four memory strategies for each feature provided by Quizlet. Memory Strategy is a learning strategy that involves four sets of memory strategies, namely: creating mental linkages, applying images and sounds, reviewing well, and employing action. The four memory strategies are applied in learning vocabulary using Quizlet. Quizlet has several features that young learners explore during the teaching and learning process. These features include flashcard, learn, write, spell, test, games (matching and gravity) which of the four strategies is applied in learning using Quizlet, but the application of action does not have much effect in this study. And in the "Spell" feature is a feature that is difficult for young learners because they are still lacking in spelling vocabulary letters. Young Learners have a positive response when Quizlet is used in learning English vocabulary. They find Quizlet easy and fun, interesting because Quizlet contains interesting pictures and features, sounds, and games.

Keywords: *Memory strategies, quizlet, vocabulary, young learners.*

INTRODUCTION

Technological developments in the 21st century have encouraged the creation of various kinds of innovations from all fields, one of which is in the field of education. According to Prawiradilaga in Pudjawan & Suwatra (2018), the world of education is affected by the digital technology industry and the internet. This impact encourages various parties, namely educators, teachers, managers of educational organizations, and students to be able to adapt to innovation and the global era. One form of technological innovation in the field of education is learning using mobile learning media (m-learning). Mobile learning (m-learning) is learning that utilizes technology and mobile devices. In this case, these devices can be PDAs, cell phones, laptops, tablet PCs, and others (Majid, 2016). The use of mobile learning allows users to access materials, directions, and information related to learning anytime and anywhere. The use of technology is expected to help at every level of education. The use of technology is the main source of learning during this COVID-19 pandemic based on the Decree Number 883 of 2021 concerning the Determination of Education Units that Implement Limited

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Face-to-Face Learning for Mixed Learning Phase I during the Period of Enforcement of Restrictions on Community Activities. However, there are still many students who study at home accompanied by their parents. Many assignments are given by the teacher to be done at home, especially English lessons. According to one elementary school student in Gadobangkong village,that "English lessons are difficult to understand because it is a foreign language". Then when asked to parents did not understand because some words had been forgotten. So, that many young students feel less interested in learning English because it is difficult to understand.

Young learners need to be guided in learning. Vocabulary learning by remembering and memorizing it in textbooks causes young learners to become passive and feel boring. So, we need an interesting media to learn vocabulary.

One of the interesting media for teaching vocabulary is flashcard. (Sitompul, 2013) investigated the effectiveness of using flashcards or word lists in helping student master vocabulary and to find out students' responses to the two strategies in learning English vocabulary. From his research, it was found that flash cards were more effective in helping students learn vocabulary than word lists. With flash cards, students can easily remember words, are more motivated to learn English and understand vocabulary easily. Even more interesting, flashcards that are served in digital form are very much needed in this modern era, one of which is Quizlet.

Researchers use Quizlet as research material, because Quizlet is a very interesting medium so students are very enthusiastic in learning when using this application. This is evident from several previous studies in the journal, one of which was research conducted by (Hikmah, 2017). This research was conducted at a university in Indonesia. This study proposes the use of Quizlet as a medium for introducing the term Informatics to Informatics Engineering students at STT Nurul Jadid Probolinggo. This learning is designed using the menus contained in the quiz application such as flashcards, learn, write, spell, and test. With this method, learning will be fun because students can easily memorize the material and know the spelling mistakes that usually occur in foreign language learning. The results showed that Quizlet could be a more interactive medium for students by providing direct feedback during the learning process.

However, this study has a different focus from previous research. In this study, researchers focused on young learners, namely elementary school students, while previous research focused on college students. From the above definition, it is important to know more about Quizlet in English learning, as well as young learners' responses to this application.

There are many statements about the meaning of young learners, several definitions will be presented here. According to Purwaningsih in Kiftiah (2012) "Young Learners are learners in Elementary School aging 9-10 years old who are learning English as foreign language".

Young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips in Kiftiah, 2012).

According to Cameron (2001), young learner is being learner aged between five and twelve years old, so the young learner's age is in elementary school while this is not universally applicable, it may be applicable in some regions but the others not, for example: in Indonesia and Korea is work by Jackson (2012). Most of Indonesian Young learners do finish elementary school education at age of twelve. Moreover, in

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Indonesia the learners generally learn English in the fourth grade for public school and in the first grade for private school.

The young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two group: they are younger group '6-8 years old' and older group '9-12 years old'. According to their level, they are called as students of lower classes such as first, second- and third-year students and upper classes namely fourth, fifth- and six-years students. Scot and Yterbeg in Kiftiah (2012) subdivided them into two group: they are level one '5-7 years old' a level two '8-10 years old'.

Based on the above considerations, the authors can conclude that young learners are children who have just started elementary school until they graduate from elementary school, ranging from 5 to 12 years old.

While there are commonalities across learners of all ages, young children differ from older children in many ways. Studies of young children show how learning changes across development. However, we now know that even very young children have a predisposition to learn in certain domains, and that young children are actively engaged in making sense of their world. Young children appear to be predisposed to acquire information.

As a language teacher, it is better that before teaching young learner, teachers should know the young learners' characteristics in order to give ease to understand them. The characteristics cover their ways of thinking, their attitude, their aptitude, learning language, et cetera.

Quizlet is one of the language learning tools that can be accessed by anyone in the world through the internet (Tanjung, 2020). Quizlet is created or designed as a place where everyone can share knowledge at any level, in any field, and gain confidence as a student. Blackwell & Kane in Tanjung (2020) said that Quizlet as a free website or application to facilitate and help students learn concepts or learn new vocabulary. Quizlet is designed to feel like a game and scientifically proven be effective. Quizlet has developed a computer adaptive study test English concept or competency for students. Quizlet is also developed at smart phone as an educational application. It makes easier for students to learn Quizlet.

Quizlet is an application that is used for learning or teaching. Quizlet provides tools that allow people to study any subject in an effective and attractive way. This means that the Quizlet application is an application that is almost the same as flashcards, but this Quizlet application is an online flashcard. These online flashcards contain words, pictures and sounds. Not only flashcards, this Quizlet application also has some useful content such as learn, write, spell, and also test. What is no less interesting is learning at Quizlet, it turns out that there are games like match and gravity.

Quizlet is an online learning tool (online) developed by a high school student in California named Andrew Sutherland. The idea for developing this device came from his personal experience when he was asked to remember the names of 111 animals by a French teacher. The presence of Quizlet is actually not new because this device was originally designed in 2005, but was then released to the public in January 2007 in the form of a website. Furthermore, in August 2012 Quizlet was released in the form of a mobile application for iOS which was then followed a year later by an application for Android in August 2013 (Aribowo, 2015).

Not long after that, Quizlet began to become a simple, easy-to-use and innovative tool that can help millions of teenage students to learn – there are more than 20 million active users every month who visit Quizlet, both through the website and application. This application is easy to use for all ages, from elementary school to college (Vargas, 2011). They can process and optimize this application for learning purposes.

Quizlet's main function is indeed used to develop linguistic intelligence, especially in terms of enriching vocabulary. However, in fact Quizlet can be used to practice four language skills including listening, speaking, reading, and writing. Listening skills can be trained when the user listens to audio containing certain definitions or terms in speller mode, speaking occurs when the user repeats words that have been recited via a flashcard, reading is done when the user plays scatter and space race modes by reading the text contained in the flashcard, and writing is used when using learn, speller, test, and space race modes through the practice of typing answers with the correct spelling.

Students can access the Quizlet application from the website or they can also download this application on their mobile devices or smart phones. In this case the researcher has downloaded the application on a mobile device via Google play or play store.
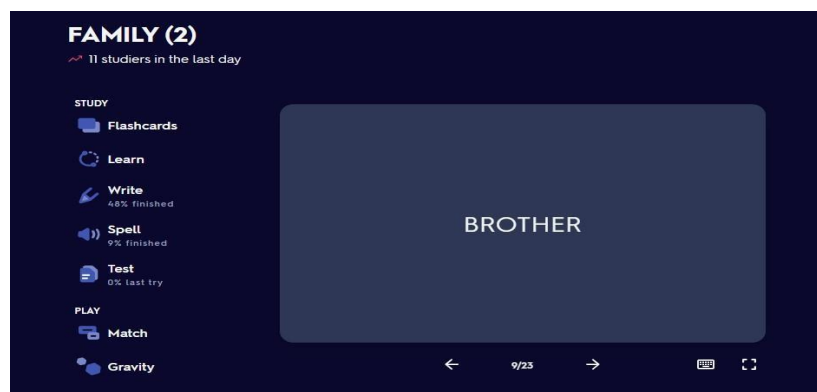

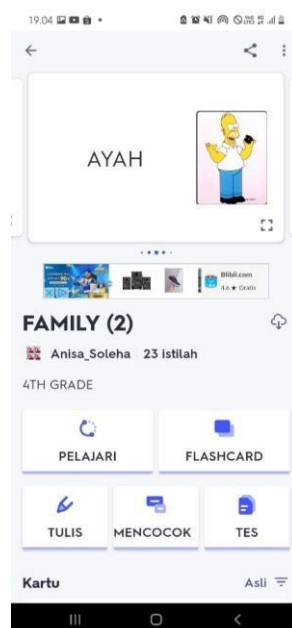Figure 1. A screenshot of quizlet.com displayed on computer

Figure 2. A screenshot of Quizlet on handphone displayed on Smartphone

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According to Sari (2019), there are several features that everyone can access easily:

a. **Flashcard** contains a set of cards that can be played randomly or sequentially either by clicking a button (not auto playing) or by auto playing. These Quizlet cards or flashcards contain teaching materials that have been set by the teacher. Flashcards can not only be filled with words/terms/word definitions, but can also be filled with diagrams, graphs, or pictures.

b. **Learn**, this feature contains a set of questions related to the teaching materials that have been provided in the flashcard. The learning features are almost the same as questions in the form of Multiple Choice (MC), where students can choose one answer that they feel is right. Whether or not the answer choices are correct will be directly displayed on the screen.

c. **Write**, is a form of practice questions such as essays. Therefore, students will answer the questions provided by writing/typing the answers on the screen. Right or wrong answers will be directly displayed on the application. The uniqueness of the write feature is that the user has the right to claim answers that are considered wrong by the application. This feature is deemed necessary because in written language, typing errors may occur, so that the application reads the answer is wrong, even though the answer is correct but has a typo.

d. **Spell** is one of the audio-visual media in Quizlet. In addition to writing, there is also a voice recording that we can listen to as one of the questions. Similar to the write feature, the speller feature also requires students to write or type an answer on the screen then the answer will be listed as correct or not.

e. **Tests** is the most complex evaluation tool in Quizlet. In this feature there are forms of essay questions, matching, multiple choice, and true/false (True/False).

f. **Match,** is one of the matching test tools with game features disappearing as an attraction for users/students. The feature of this disappearing game is that when students drag two matching words, these words will disappear. If the participant can make all the words disappear, then the student has completed all the tests in this feature well.

g. **Gravity**, is a collection of questions that are made like meteors that fall to earth, with different levels of speed. This test trains the speed of answering and typing answers on the screen. Interestingly, there are mines (in the form of red meteors) in this test to train the user's foresight in doing the gravity test.

According to Blackwell and Kane in Tanjung (2020), there are the advantages and disadvantages of Quizlet like:

a. This app is informative, free, simple. Learning from Quizlet is based on the subject.

b. It can be accessed easily on various electronic devices such as computer or mobile phones. Students can keep detailed notes.

c. Courses are offered and taught in various languages. This makes it easy for students to choose the language they want to learn.

And Disadvantages of Quizlet:

a. Internet access required.

b. Not much about the culture that is taught.

c. Lots of Ads

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d. Quizlet class as a teacher can only be accessed via website. The address is not available in the menu in the Quizlet app.

Therefore, Quizlet is a media of electronic learning applications that are used to stimulate students' thoughts, concerns, feeling, ability, or skill in order to encourage the learning process to be efficient. In addition, the media is a tool that can be used by teachers to assist the learning process in transferring knowledge to students.
From the explanation above, it can be concluded that Quizlet as a new media in the world of education, can provide new knowledge and innovation to teachers in teaching. Therefore, we as educator must understand and know about new innovations in teaching because it can create a new atmosphere in teaching. Because of this, not only students are required to study, but teachers are also required to study.

METHOD
According to Zikmund (2007), the research design is a master plan specifying the methods and procedures for collection and analyzing the needed information.
In this study, the researcher used a qualitative descriptive method with a case study research design. According to Ary (2002), qualitative research is conducted to describe the current status of the phenomena that exist at the time of the study. Alder and Clark in Sylvene (2007) also state that the descriptive research design is to describe groups, activities, or events with a focus on structure, attitudes, or behavior. This qualitative research was applied by descriptive research to investigate how young learners were engaged during the Quizlet to help young learners learn English vocabulary. The descriptive method is used to present a broad range of research that has a general-purpose to describe the situation of the event. Therefore, the method was used in this research because the researcher wanted to describe the engagement of young learners during the use Quizlet to help learn English vocabulary and also to find out the response of young students to the use of the Quizlet application in helping to learn English.

Respondents
The participants in this study were three young students in the fourth grade of elementary school where they were aged nine to ten years.

Instruments
Observation
Observation is a technique to collect the data and an observer observes directly to the object of the research (Ridwan, 2004:104). In other words, the purpose of the observation is by observing the object directly. The researcher can directly separate between things that are necessary and which are not needed.
Observation is used to record every activity during the teaching and learning process. Observations were made twice. Observations are made by recording video using a camera during teaching and learning. Because researchers carry out teaching activities, researchers take video recordings to make observations. The media used for observation is a cellphone camera.

Interview

The Interview is the meeting of two people to exchange information and ideas through questions and answers, so it can be constructed meaning in a particular topic Esterberg in Sugiyono (2013: 231).

Procedures

This research was conducted in an area called Gadobangkong village. Researchers chose this village because this village is one of the villages where elementary school children are the most reliable in playing technology. In this study, grade 4 students from RT 3 RW 6 as many as three to four elementary school children became the research subjects to provide a more detailed and in-depth picture and researchers as teachers who teach English vocabulary using the Quizlet application.

In this research, the researcher answered two research questions using two types of data. The types of data used in this research followed:

1. Primary data

The primary data of this research was observed during the use of Quizlet to help young learners learn English vocabulary. Also, the second primary data was an interview for the students only. This interview was about the young learners' response toward Quizlet to help young learners learn English vocabulary.

2. Secondary data

The secondary data was obtained by the researcher to support the primary data. In this research, the secondary data were the 4th grade English textbook, a screenshot of Quizlet, and some theories. Also, the researcher used video recording and sound recording to support the data obtained from observation and interview. It did by the researcher after finding data from observation and interview. The researcher obtained the data through interviewing the young learners to get the data more accurately about the young learners' response toward the Quizlet to help young learners learn English vocabulary.

In this study, primary data was obtained by observing during the learning process using the Quizlet application. In addition, the second primary data was obtained from 4th-grade elementary school students in Gadobangkong village in interviews about their responses to the use of the Quizlet to help young learners learn English vocabulary.

The researcher interviewed young learners to find out how they responded after learning English vocabulary using the Quizlet application. Interviews were conducted using guided questions. The question is about the impressions of learning vocabulary through Quizlet. The interview is recorded and transcribed descriptively. The researcher also recorded voice to support the interview process.

Collecting the data of the research needs a research instrument. Thus, the researcher designs the research instrument for collecting to address research questions. The instruments of this research are as follows:

The researcher used an observation checklist to observe the use of Quizlet as an application to help young learners learn English vocabulary, including situations and activities while studying. The observation checklist to identify the use of Quizlet was designed using a "Yes" or "No" checklist. Field notes are also needed to help researchers avoid information shortages. Field notes function here to help the researcher complete the observation checklist. This instrument was used by

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researchers to answer the first research question. After the observation was completed, the researcher wrote more detailed notes.

In this study, researchers used interviews with young learners one by one as an instrument after making observations. This instrument is used by researchers to answer the two research questions. The function of this step is to find out the response of young learners to the use of Quizlet to help in learning English vocabulary. The interview was held using Bahasa Indonesia to avoid misunderstanding between the researcher and the participants.

Data Analysis
In this research, the researcher collected the data by using observation and interviews. The data were analyzed in a descriptive qualitative approach. Then, the researcher presents the data in the form of a description.

To answer research question number 1, the researcher analyzed the data collected through observation and matched it with the theories available in the related literature review. For the explanation, the observation describes the use of Quizlet to learn English vocabulary. The researcher observed the use of Quizlet to learn English vocabulary by using an observation checklist based on the Oxford theory of Vocabulary Learning Strategies. The description explains the stages and activities and then compares them with theory. Researchers also conclude areas that are following the theory.

To answer research question number 2, the researcher analyzed the data through one-on-one interviews which were recorded using a voice recorder to the respondents, namely young learners. The researcher compiled the data descriptively and analyzed the data that was relevant to the research objective. An interview means digging deeper into information. Missing data can be in the form of unanswered questions, ambiguous answers, and invalid answers.

After taking the steps to analyze the data about Quizlet to help Young learners learn English vocabulary by reflecting on the research questions, the researcher concluded. The researcher states the conclusions from the findings and then reports the results of this study.

FINDINGS AND DISCUSSION
The researcher conducted the research from February, 11st 2022 – February 18th, 2022. To answer the research questions in this study, the researcher used two instruments to analyze the data. Based on the results of observations and interviews, the study was conducted by researchers in 4th grade elementary school students as many as 3 young learners in Gadobangkong village about Quizlet to help students learn English vocabulary at each meeting.

This type of research uses a qualitative descriptive that describes the actual situation in accordance with a qualitative approach. From the findings, the data is used to describe the use of the Quizlet application in learning English vocabulary. The results of the research are as follows:

The observation was conducted during the teaching practicum from February, 11st 2022 – February 18th, 2022, but the researcher just allowed to do class observation as much as twice. Observations focused on the engagement of young learners in the use of Quizlet for help learning English vocabulary.

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This study uses a vocabulary learning strategy based on Oxford (1990) namely Memory Strategies and the use of online media Quizlet which is the focus of this research. In using e-learning effectively, teachers or researchers need to consider how Quizlet can help in learning vocabulary with these memory strategies. Therefore, this section describes how young learners use Quizlet to learn English vocabulary. Based on the results of observations, show several activities carried out by young learners in using each feature in Quizlet. To make it easier for readers, the researcher summarizes the data results into the table below:

Table 1. The result of observation checklist in use Quizlet to help young learners learn English vocabulary Meeting 1 and 2

No	Clasification of Memory Strategies	Teacher Instruction	Yes	No	Learning Activities with Quizlet
1	Creating Mental Linkages	Teacher asks young learners to clasification the family by gender	V		Young Learners to understand flash cards that have been grouped by gender in the family vocabulary
2	Applying Images and Sounds	Teacher asks young learners about English vocabulary according to the pictures that appear in the flashcard	V		Young Learners can recognize images in flashcards in Indonesian and can translate them
			V		Young Learners can recognize vocabulary only with characteristics
		Teacher tells young learners to learn to use the spell feature, how to spell vocabulary correctly according to the picture that appears	V		Young learners can translate the words in the pictures that appear, from Indonesian to English or English to Indonesian by writing the word correctly
		Teacher asks young learners in the spell feature to listen to the sound that appears then write it down correctly according to the sound		V	Young Learners can spell words by hearing sounds or pictures in the write feature
3	Reviewing Well	Teacher repeats the same material with the previous meeting using the same flash card	V		Young Learners memorize vocabulary through the flashcard feature
		Teacher asks young learners to fill out questions in the learn and test features as a review of the material they have learned	V		Young Learners can solve questions in the learn and test features
		Teacher tells young learners to learn while playing using game features, namely match and gravity	V		Young Learners enjoy playing games on the Quizlet feature while learning and memorizing the vocabulary they have learned
4	Employing Action		V		Young learners interested in learning with Quizlet

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Teacher gives random questions according to the material in everyday life	V	Young learners are serious in paying attention to the material in Quizlet

Based on the table about the results of using Quizlet to help young learners learn English vocabulary, the researcher found that young learners learn by memory strategies using Quizlet. Therefore, the details of its use are as follows:

1. Creating Mental Linkages

Based on observations, the researchers found that young learners applied aspects of this strategy in learning using Quizlet. In learning at the first meeting, the teacher found that young learners were involved in this aspect. Where at the first meeting the teacher introduced the Quizlet application where this application could be accessed on a laptop or mobile phone. For laptops, it can be accessed on the website by typing on google "www.Quizlet.com". If on a cellphone, it can be installed for free on the Playstore.

In this aspect the teacher introduces the Quizlet application. Teacher said:

"Okay kids, hari ini kita akan belajar tentang family, family itu adalah keluarga. Nah sekarang kita belajar menggunakan Quizlet, Apa itu Quizlet? Quizlet adalah sejenis aplikasi flashcard, Flashcard adalah kartu dimana kartunya memiliki dua sisi, sisi pertama bisa bahasa Indonesia dan sisi lainnya bahasa Inggris dengan gambar, atau sebaliknya. Di Quizlet juga ada banyak fitur lainnya. Mari kita pelajari satu per satu, kita mulai dengan belajar di Flashcards dulu"

In this aspect, young learners are able to learn using the "Flashcard" feature, because in the flashcard the teacher groups family material into two sections based on gender, namely Masculine (grandfather, father, son, brother, uncle, etc.) and Feminine (grandmother, mother, daughter, sister). , aunts, etc.). Students can group it by modeling it in their families at home. One young learner said:

"Dirumahku, masculine adalah ayah (father) and feminine adalah ibu (mother), aku, and adik perempuanku (younger sister)"

In conclusion, in this aspect the teacher groups vocabulary in simple forms in the "flashcard" feature so that students are able to understand and group the vocabulary into real life.

2. Applying Images and Sound

Based on observation, in the first meeting of young learners, the flashcard feature was introduced. Where the young learner can recognize images, and is able to translate in Indonesian through images, but it is still a bit lacking when translating the opposite from Indonesian into English. Because at this stage the teacher plays flashcards in two ways, namely from Indonesian to English then English to Indonesian, but students are able to recognize the vocabulary through pictures.

In this aspect, students are also required to be able to write the vocabulary that appears by translating it in the "Write" feature in Quizlet. Then in the second meeting the students started to try the "spell" feature in which in this feature the students tried to write down the vocabulary that appeared in the sound, and spell it out. in the "spell" feature students are less able to spell a word.

"Aku tahu nenek itu adalah grandmother saat audio muncul tapi aku lupa cara menulisnya"

One in three students write the word grandmother with "grenmader". In spelling is still lacking. But in the spell feature it is exemplified that the child is wrong in writing.

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3. Reviewing Well

Based on observations, this aspect can be found in the "Learn" and "Test" features. Because in this feature young learners can review the vocabulary that was taught in the previous feature.

In the "Learn" feature, every young learner is allowed to type answers from the available vocabulary. After typing the answers, young learners can find out whether the answer is right or wrong. Then automatically the score of the answer can be known.

In the "Test" feature, it provides three method questions, namely writing answers, multiple choice, and true/false. This menu provides 10 questions. 4 questions for written questions, 3 questions for multiple choice, and 3 questions for true/false questions.

4. Employing Action

Based on observations, in this aspect it does not have much impact on vocabulary learning using Quizlet.

But a little can be seen from learning in game features (match and gravity). Where in this session young learners started to be active, from an enthusiastic perspective, tried to remember, and actively competed in telling their friends the word, working together in games. Because in this session young learners learn in groups and take turns playing the game.

The interview was conducted after the second meeting, on February 18, 2022 with 9 items of questions. Interview questions consist of media used, internet connection, ability to use the Quizlet application, and the appearance of the Quizlet. To find out the response of young learners, researchers obtained data from interviews with young learners one by one. The following is a grid of questions for the interview:

Table 2. Young Learners Response Interview Sheet

No	Indicator	Question
1	Computer or Mobile Phone	What do you think, is it easy to learn to use a computer or a cellphone?
		Are there any difficulties in installing the Quizlet application?
2	Internet connection	Can you access the internet smoothly when using the Quizlet application? if not, what's the problem?
3	Ability to use Quizlet app	Is the Quizlet application easy to use in learning English vocabulary? if not, what's the problem?
4	Quizlet Display	How do you think it looks on Quizlet?
		Do you think the features in the app are easy to use? What features are interesting?
		What do you think about the pictures in the application? is it easy to understand, when learning vocabulary in the Quizlet application?
		Do you enjoy learning vocabulary using the Quizlet application?
		Do you want to learn English vocabulary using Quizlet again in the future? if not, what is the reason?

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Based on the table 4.2, there are 4 question points regarding the media used, internet connection, ability to use the Quizlet application, and the appearance of the Quizlet.

Interview Sample (1)

Q (Questioner), YL 2 (Young Learner 2)

Q : *Hello, miss punya beberapa pertanyaan nih, jawab satu satu ya ! Nah yang pertama, menurutmu lebih mudah belajar pakai laptop atau pakai handphone ?*

YL 2 : *Pakai handphone miss, kalau pakai laptop pusing ngetiknya belum hafal tata letak huruf di laptop.*

(Interview, February 18, 2022)

Interview Sample (2)

Q : *Dapatkah mengakses internet saat menggunakan aplikasi Quizlet ?*

YL 1 : *Bisa miss lancar.* (Interview, February 18, 2022)

Q : *Dapatkah mengakses internet saat menggunakan aplikasi Quizlet ?*

YL 2 : *Kadang lemot miss*

(Interview, February 18, 2022)

Interview Sample (3)

Q : *Apakah Quizlet dapat digunakan dengan mudah saat belajar kosakata bahasa inggris?*

YL 1 : *Iya miss mudah. Karena ada gambarnya jadi mudah di pahami.*

(Interview, February 18, 2022)

Interview Sample (4)

Q : *Bagaimana menurutmu tampilan Quizlet ?*

YL 2 : *Bagus miss banyak fiturnya*

Q : *Bagaimana menurutmu fitur yang ada di Quizlet, apakah mudah untuk digunakan ?*

YL 2 : *Mudah sih, tapi paling susah yang mengeja itu.*

Q : *Fitur apa yang menarik ?*

YL 2 : *Permainannya miss, aku paling suka yang Permainan Mcatch*

Q : *Bagaimana menurutmu tentang gambar yang ada di Quizlet ? Apakah mudah di pahami ?*

YL 2 : *mudah miss, lucu lucu gambarnya*

Q : *Apakah kamu senang belajar menggunakan Quizlet ?*

YL 2 : *Senang miss*

Q : *Apakah kamu ingin belajar kosakata bahasa inggris menggunakan Quizlet lagi kedepannya ?*

YL 2 : *Mau miss, perbanyak belajar game nya*

(Interview, February 18, 2022)

The depth analysis on the data is provided in the discussion section.

In this section, observation and interview data will be explained, the results are used to discuss the first question which discusses How Young Learners Engage in Quizlet to Learn English Vocabulary and the second question how young learners respond when learning English vocabulary using Quizlet.

The researcher collected data related to the first research question, namely How do young learners engage in Quizlet to learn English vocabulary. The learning process during the use of Quizlet was analyzed by researchers based on what happened in the course. Because during research, young learners are not allowed to bring cellphones by their parents, so researchers or teachers facilitate laptops and cellphones.

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This study uses a vocabulary learning strategy based on Oxford (1990) namely Memory Strategies and the use of online media Quizlet which is the focus of this research. In using e-learning effectively, teachers or researchers need to consider how Quizlet can help in learning vocabulary with these memory strategies.

Based on the research results, there are four memory strategies in each feature provided by Quizlet. According to Oxford (1990), Memory Strategy is a learning strategy that involves four sets of memory strategies, namely: creating mental linkages, applying images and sounds, reviewing well, and using actions. The four memory strategies are applied in learning vocabulary using Quizlet. Quizlet has several features that young learners explore during the teaching and learning process. These features such as flashcard, learn, write, spell, test, game (match and gravity). Therefore, the discussion about finding is as follows:

1. Creating Mental Linkages

Based on the findings, the teacher groups the material into two word groups, in a flashcard, the main feature of Quizlet. According by Oxford (1990), Grouping is classifying language material into meaningful units, to make the material easier to understand.

In this study, the teacher groups family vocabulary based on gender, masculine and feminine. Young learners are able to group them based on real conditions in their respective homes. Masculine: grandfather, father, brother, uncle, son, etc. Feminine: grandmother, mother, sister, aunt, daughter, etc

Based on observations, this strategy is very suitable for learning vocabulary because it is easier to recognize the vocabulary.

2. Applying Images and Sound

Based on the observations result, the teacher introduces flashcards where this flashcard provides pictures based on the vocabulary. In the strategies, using imagery is learning strategy that transleting new language information to concept in memory by means of meaningful visual imagery. It represens word in a picture or object.

Based on the findings, these Flashcards are not much different from paper card games, which have questions/questions on one side, and answers on the other, or in research on one side of English vocabulary and on the other, Indonesian vocabulary. At this stage, young learners are required to guess the meaning of the vocabulary. To find out whether the answer is right or wrong, you can follow the instructions listed in the bottom right corner of 'click to plip', then the card will display the correct answer.

This stage tests the knowledge of young learners about vocabulary in a guessing model family. The learning model that is suitable for flashcards is guessing words by dividing students into several groups (Ariwibowo: 36). Each group competed quickly to determine the answer. This menu can help young learners engage in remembering the vocabulary.

Then in this strategy, based on observations of the presence of sound in memory representing. On Quizlet young learners can find it in the "Spell" feature, On the Spell menu, young learners can listen to the terms spoken by the media, then young learners are asked to type the results with the correct spelling.

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3. Reviewing Well

Based on the findings result, this aspect can be found in the "Learn" and "Test" features. Because in this feature young learners can review the vocabulary that was taught in the previous feature.

In the "Learn" feature, every young learner is allowed to type answers from available definitions. After typing the answers, young learners can find out whether the answer is correct or not wrong. In the "Test" feature, provides three question methods, namely writing answers, multiple choice, and true/false. This menu provides 10 questions. 4 questions for written questions, 3 questions for multiple choice, and 3 questions for true/false questions. From this features, young learners can get immediate feedback when young learners successfully complete a series of questions that help them improve their understanding of the material.

4. Employing Action

In this aspect it does not have much impact on vocabulary learning using Quizlet. But a little can be seen from learning in game features (match and gravity). where in this session young learners started to be active, from an enthusiastic perspective, tried to remember, and actively competed in telling their friends the word, working together in games.

Researchers collected data related to the second research question, namely Young Learners Respond When Learning English Vocabulary using Quizlet. To find out the response of young learners, researchers obtained data from interviews with young learners one by one.

Based on the findings, there are 4 question points regarding the media used, internet connection, ability to use the Quizlet application, and the appearance of the Quizlet.

The first point is about the media used, 3 out of 3 young learners admitted that it was difficult to use a laptop because it was difficult to type, they didn't know the layout of the letters on the laptop. In contrast to mobile phones, they are memorized and very easy to use because they are used every day.
"Pakai handphone miss, kalau pakai laptop pusing ngetiknya belum hafal tata letak huruf di laptop." (Interview, February 18, 2022)

The second point is regarding the internet connection. The internet connection is fairly smooth in this area, but young learners also feel that the connection sometimes breaks. Because the media used when studying is only facilitated by the teacher, starting from laptops and cellphones, so there is only 1 internet connection.
"Bisa miss lancar." (Interview, February 18, 2022)
"Kadang lemot miss" (Interview, February 18, 2022)

The third point is about the ability to use the Quizlet application, 2 out of 3 young learners admitted that it was easy to use the Quizlet application to learn vocabulary.
Iya miss mudah. Karena ada gambarnya jadi mudah di pahami.
(Interview, February 18, 2022)

The fourth point is about the appearance of Quizlet. Quizlet is a very interesting application for children where this application displays interesting images designed by the teacher themselves. And displays interesting learning features so that young learners don't get bored easily in learning. The most difficult feature for Young Learners is "Spell" because they don't know exactly what letters to write in the word. Then game features such as "Match and Gravity" are features that are very popular.

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"Bagus miss banyak fiturnya"
"Featuresnya mudah digunakan sih, tapi paling susah yang mengeja (spell) itu."
"Permainannya miss, aku paling suka yang Permainan Match"
"Mau belajar lagi dengan Quizlet miss, perbanyak belajar game nya"
(Interview, February 18, 2022)

Young Learners have a positive response to when Quizlet is used in learning English vocabulary. When the researchers asked through the interview, how did you feel when Quizlet was used to learn English vocabulary whether it was easy to use and understand, they felt Quizlet was easy and fun, interesting because Quizlet contains interesting pictures and features, sounds, and games.

CONCLUSION

The results of the research on the use of Quizlet as a learning medium in helping young learners learn vocabulary and young learners' responses after learning English vocabulary using this Quizlet application in Gadobangkong village with 4th grade elementary school students. The conclusions of this study can be explained as follows:

Young learners try all the features in Quizlet in learning English vocabulary which includes Flashcard, Learn, Write, Spell, Test, Match, and Gravity in 2 meetings where this learning is combined with a vocabulary learning strategy, namely memory strategy. There are 4 memory strategies including: creating mental linkages, applying images and sounds, reviewing well, and employing Action. Which of the four strategies were applied in learning using Quizlet, but employing action did not have much effect in this study. Therefore, the conclusions of the research are as follows:

a. Creating mental linkages: In this study, the teacher group family vocabulary based on gender, masculine and feminine. Young learners are able to group them based on real conditions in their respective homes. Masculine: grandfather, father, brother, uncle, son, etc. Feminine: grandmother, mother, sister, aunt, daughter, etc

b. Applying images and sounds: The teacher introduces flashcards where this flashcard provides pictures based on the vocabulary. And On Quizlet young learners can find it in the "Spell" feature, On the Spell menu, Young learners can listen to the terms spoken by the media, then young learners are asked to type the results with the correct spelling.

c. Reviewing Well: In the "Learn" feature, every young learner is allowed to type answers from available definitions. After typing the answers, young learners can find out whether the answer is correct or not wrong. In the "Test" feature, provides three question methods, namely writing answers, multiple choice, and true/false. This menu provides 10 questions. 4 questions for written questions, 3 questions for multiple choice, and 3 questions for true/false questions. From this features, young learners can get immediate feedback when young learners successfully complete a series of questions that help them improve their understanding of the material.

d. Employing action: In this aspect it does not have much impact on vocabulary learning using Quizlet. But a little can be seen from learning in game features (match and gravity). Where in this session young learners started to be active, from an enthusiastic perspective, tried to remember, and actively competed in telling their friends the word, working together in games.

Young Learners have a positive response to when Quizlet is used in learning English vocabulary. When the researchers asked through the interview, how did you feel when Quizlet was used to learn English vocabulary whether it was easy to use and understand, they felt Quizlet was easy and fun, interesting because Quizlet contains interesting pictures and features, sounds, and games.

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APPENDIX 1

Quizlet Observation Sheet for Learning English Vocabulary

NAME   :
NPM   :
DAY/DATE   :
THE SUBJECT :
SOURCE   :   NURAFIZAH (2018)

NO	CLASIFICATION OF MEMORY STATEGIES	YES	NO	LEARNING ACTIVITIES WITH QUIZLET
1	Creating Mental Linkages			Young Learners to understand flash cards that have been grouped by gender in the family vocabulary
2	Applying Images and Sounds			Young Learners can recognize images in flashcards in Indonesian and can translate them
				Young Learners can recognize vocabulary only with characteristics
				Young learners can translate the words in the pictures that appear, from Indonesian to English or English to Indonesian by writing the word correctly
				Young Learners can spell words by hearing sounds or pictures in the write feature
3	Reviewing Well			Young Learners memorize vocabulary through the flashcard feature
				Young Learners can solve questions in the learn and test features
				Young Learners enjoy playing games on the Quizlet feature while learning and memorizing the vocabulary they have learned
4	Employing Action			Young learners interested in learning with Quizlet
				Young learners are serious in paying attention to the material in Quizlet

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APPENDIX 2

Result of Students Observation Sheet

Interview with Young Learner 1 (YL1)

Q	:	Hello, miss punya beberapa pertanyaan nih, jawab satu satu ya ! Nah yang pertama, menurutmu lebih mudah belajar pakai laptop atau pakai handphone ?
YL 1	:	Lebih mudah pakai handphone miss, soalnya saat belajar write pakai aplikasi Quizlet lebih mudah dalam mengetiknya, beda sama laptop susah cari huruf nya
Q	:	Apakah ada kesulitan saat menginstall aplikasi Quizlet ?
YL 1	:	Kalau coba menginstallnya gampang banget miss, tapi memory suka penuh
Q	:	Dapatkah mengakses internet saat menggunakan aplikasi Quizlet ?
YL 1	:	Bisa miss lancar.
Q	:	Apakah Quizlet dapat digunakan dengan mudah saat belajar kosakata bahasa inggris ?
YL 1	:	Iya miss
Q	:	Bagaimana menurutmu tampilan Quizlet ?
YL 1	:	Bagus miss menarik
Q	:	Bagaimana menurutmu fitur yang ada di Quizlet, apakah mudah untuk digunakan ?
YL 1	:	Mudah
Q	:	Fitur apa yang menarik ?
YL 1	:	Permainannya miss, Gravity yang sangat menarik menurutku
Q	:	Bagaimana menurutmu tentang gambar yang ada di Quizlet ? Apakah mudah di pahami ?
YL 1	:	Mudah dipahami miss, gambarnya lucu, bagus dan menarik
Q	:	Apakah kamu senang belajar menggunakan Quizlet ?
YL 1	:	Senang sekali
Q	:	Apakah kamu ingin belajar kosakata bahasa inggris menggunakan Quizlet lagi kedepannya ?
YL 1	:	Ya miss, belajarnya jadi seru
Q	:	Ok, Thank You yaaa…
YL 1	:	You are welcome miss.

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Interview with Young Learner 2 (YL2)

Q	:	Hello, miss punya beberapa pertanyaan nih, jawab satu satu ya ! Nah yang pertama, menurutmu lebih mudah belajar pakai laptop atau pakai handphone ?
YL 2	:	Pakai handphone miss, kalau pakai laptop pusing ngetiknya belum hafal tata letak huruf di laptop
Q	:	Apakah ada kesulitan saat menginstall aplikasi Quizlet ?
YL 2	:	Nggak tahu miss soalnya belum pernah install aplikasi
Q	:	Dapatkah mengakses internet saat menggunakan aplikasi Quizlet ?
YL 2	:	Kadang lemot miss
Q	:	Apakah Quizlet dapat digunakan dengan mudah saat belajar kosakata bahasa inggris ?
YL 2	:	Susah miss, apalagi saat belajar mengeja kata di aplikasi
Q	:	Bagaimana menurutmu tampilan Quizlet ?
YL 2	:	Bagus miss banyak fiturnya
Q	:	Bagaimana menurutmu fitur yang ada di Quizlet, apakah mudah untuk digunakan ?
YL 2	:	Mudah sih, tapi paling susah yang mengeja itu.
Q	:	Fitur apa yang menarik ?
YL 2	:	Permainannya miss, aku paling suka yang Permainan Match
Q	:	Bagaimana menurutmu tentang gambar yang ada di Quizlet ? Apakah mudah di pahami ?
YL 2	:	mudah miss, lucu lucu gambarnya
Q	:	Apakah kamu senang belajar menggunakan Quizlet ?
YL 2	:	Senang miss
Q	:	Apakah kamu ingin belajar kosakata bahasa inggris menggunakan Quizlet lagi kedepannya ?
YL 2	:	Mau miss, perbanyak belajar game nya
Q	:	Ok, Thank You yaaa…
YL 2	:	You are welcome miss.

February 18, 2022