

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Vocabulary in Language Learning**

Vocabulary refers to the set of words and phrases known and used by a person. Vocabulary is very important in learning a foreign language because it is considered the most basic thing when learning a new language. Wallace (1982) states that “not being able to find the words you need to express yourself is the most frustrating experience in speaking another language” (p. 9). Vocabulary is essential for expressing ideas, thoughts, and feelings. Without sufficient vocabulary, learners may struggle to communicate their intended messages effectively. In addition, due to limited vocabulary, learners will also have difficulty understanding spoken and written language. This makes it difficult for learners to understand the meaning of texts, conversations, and instructions, leading to a lack of motivation to learn in the classroom.

##### **2.1.1.1 Vocabulary**

There are many different definitions of vocabulary. Alizadeth (2016) defined vocabulary as a word list compiled by alphabets and their meaning. Vocabulary represents the fundamental elements of language because it builds the skeleton of language (Aba, 2019). Vocabulary is a list of words accompanied by an explanation of their meaning (Arsana & Maharani, 2021). Furthermore, vocabulary is defined as the number of words that have meaning used to communicate with others. Additionally, many words have unique connotations that give them several meanings.

To successfully learn and retain new vocabulary, according to Goerss, Beck, and McKeown (1999), as cited in Sheridan & Markslag (2017), learners must engage in active learning. This allows them to practice speaking and engage in word knowledge discussion while enabling them to make meaningful connections between their experiences and the target vocabulary. Anjaniputra and Salsabila

(2018) stated that vocabulary has something to do with reading, listening, speaking, and writing. Vocabulary mastery standards are established for each level of proficiency, as outlined by the Department of National Education (2004): 1). The beginner level reader category (elementary school education through junior high school) mastering 500 to 1500 words, 2). The secondary level reader category (secondary school education (high school) mastering 1500 to 3000 words, and 3). Advanced reader mastering more than 3000 words. In addition, Decarricco (2001) stated that vocabulary learning can be learned explicitly and implicitly. In explicit vocabulary learning, students engage in activities that focus on vocabulary. The principles of explicit vocabulary learning include building a broad vocabulary, integrating new words with old ones, providing several encounters with a word, encouraging deep levels of processing, facilitating imagery, using various techniques, and encouraging self-directed learning strategies. Implicit vocabulary learning is incidental learning, which occurs when the mind focuses on something else, such as understanding a text or using language for communication. A common view in vocabulary studies is that we have not been explicitly taught most of the words we know and that beyond a certain level of proficiency in a second language, vocabulary learning is more likely to be implicit (incidental). Various researchers have concluded that learners should be given explicit instruction and practice in the first two to three thousand high-frequency words (i.e., word groups). In contrast, beyond this level, most low-frequency words will be learned incidentally when reading or listening. Explicit learning is considered necessary at an early stage because if the percentage of words on a page is low, it is very difficult to guess the meaning of a new word from its context.

#### **2.1.1.2 Vocabulary Learning**

Learning a language's vocabulary is described as learning the words and expressions a person knows and employs to communicate effectively. It is essential for learning any language, including English. Goundar (2019) claimed that a vocabulary learning method is a tool students use to expand their vocabulary. According to Matruty & Que (2021), learning vocabulary is a cyclical process that

involves encountering new words, learning them initially, and then encountering them repeatedly, increasing one's understanding of their meaning and application in the target language with each interaction. Vocabulary learning is important for several reasons, such as comprehension, where a rich vocabulary allows individuals to understand spoken and written language more comprehensively (Nelson 2020). Also, vocabulary knowledge significantly impacts reading comprehension, writing skills, and so on, which are fundamental to language acquisition and effective communication. Students may use various learning techniques that they believe will help them increase their vocabulary. One of which is to use flashcards with the word on one side and its definition or a contextual sentence on the other side. Furthermore, vocabulary's role in language learning is frequently overlooked in the teaching and learning process. It is not enough for learners to encounter as many unfamiliar words as they can; they also must understand the meaning, form, and usage and keep them in memory. As a result, learners can quickly recall the words they have learned.

### **2.1.2 Principles of Teaching Vocabulary**

In general, the principles of teaching vocabulary consist of contextualization, where vocabulary learning must be adapted to relevant contexts, repetition and practice so that words can be transferred from short-term memory to long-term memory, and assessment and feedback, which aims to measure the extent to which students learn and understand. There are numerous theories regarding the guidelines and principles of teaching vocabulary. However, it is widely accepted that the two authors are particularly reasonable. Nation (2005) outlines six principles for effective vocabulary teaching. These principles prioritize using simple and clear language, linking current teaching to past knowledge, utilizing oral and written presentations, and informing students of high-frequency words that require future attention. Additionally, it is recommended to prioritize words that are already known and to avoid introducing other unknown or poorly known words, such as close synonyms, opposite words, or members of the same lexical set. Teachers can confidently and diplomatically improve their students' vocabulary by following

these principles. Then Graves (2006) asserts that a successful vocabulary program should include providing rich and varied language experiences, teaching words individually, teaching word learning strategies, and building awareness in readers and writers.

In addition to the opinions of Nation (2005) and Graves (2006), Richards and Renandya (2008) found ten principles that are very important in ensuring vocabulary acquisition. These principles are selecting appropriate words, focusing on different aspect words, progressing from less demanding to more demanding vocabulary-related activities, limiting forced semantic elaboration during the initial stages of learning new words, encouraging interest among students during the learning process, accommodate the use of contextual cues, expose learners to the use of the dictionary, exercise repetition by introducing words frequently inside the module, promote deliberate vocabulary acquisition, and expose learners with exercises and activities other than memorizing words. Past studies and research have discussed these ten principles as valid vocabulary principles.

### **2.1.3. Quizlet as Digital Flashcard in Vocabulary Learning**

Emerging technologies enable flexible conditions for ubiquitous learning by giving students access to various instructional materials at any time and place, as stated by Yüksel et al. (2022). The capabilities and connection of smartphones, in particular, have expanded the potential for building language learning environments inside and outside the classroom. The use of smartphones by students to build personalized language learning environments was confirmed by a study conducted by Wrigglesworth and Harvor in 2018. According to reports, students regularly utilize digital flashcards to learn concepts and terminology related to the subject matter, for knowledge assessment, and L2 vocabulary learning (Wissman et al., 2012). The most effective tools for learning and memorizing information are digital flashcards. Many types of learning apps are part of digital flashcards, one of which is the Quizlet application.

According to Wright (2016), cited by Setiawan & Wiedarti (2020), Quizlet Application is a digital flashcard that can be used on computers and smartphones. Furthermore, according to Nation (2001), digital flashcards make it simple for students to understand how words' forms and meanings relate to one another. The Quizlet application is a digital flashcard that offers picture cards for use on smartphones and other electronic devices, both online and offline, to help students memorize the words' forms and meanings. They are used in classroom instruction or for specialized study.

Quizlet was made in 2005 by Andrew Sutherland as a study aid to help him ace a vocabulary test. He was successful and gave his friends access to the tool, which helped them all perform well on their exams. Over a decade later, 50 million students use Quizlet monthly for various purposes, including math, medical, and English vocabulary tests. Initially designed as a straightforward tool, Quizlet has developed various features, including flashcards, allowing users to create and study flashcards online. Users can learn vocabulary, terms, or concepts by flipping digital cards. In the flashcard mode, users can view the words, along with their definitions and images, which represents one of the techniques utilized in learning vocabulary (Setiawan & Wiedarti, 2020). Moreover, the users can hear the pronunciation of words in the learning mode. It is assumed that the Quizlet application will assist students in memorizing and mastering any learning materials, particularly new vocabulary items. Then, the study mode offers a variety of study modes, including matching, multiple choice, true/false, and typing. These modes are designed to accommodate diverse learning styles and facilitate reinforcing a range of cognitive abilities. In addition to the various study modes available, the Quizlet also permits users to create quizzes and tests based on their flashcard sets. Users can set parameters such as the desired timing and the number of questions and subsequently view performance statistics. Additionally, Quizlet facilitates collaborative learning. Users can collaborate to create, update, or share flashcard sets, which makes it a valuable tool for group study or classroom use. For teachers, Quizlet offers a suite of tools designed to facilitate the creation of classes, the assignment of study

materials, and the monitoring of student progress. Additionally, teachers may utilize Quizlet to develop assessments and to examine student performance. These modes serve as tools for teachers to maximize their students' potential and as activities for the class to engage in learning. To support and inspire every learner, Quizlet is also attempting to unlock each student's potential for one-on-one instruction. Users of the Quizlet application can view words in flashcard mode along with their definitions and pictures, which is one method for teaching vocabulary. In that learning mode, it is also possible for them to hear how words are pronounced. Therefore, students are expected to benefit from using the Quizlet application to help them memorize and master any learning materials, particularly new vocabulary words.

Using the Quizlet application is an effective way to encourage students to acquire new vocabulary. Rezaei et al. (2014) claim that mobile applications are the ideal media to engage students in vocabulary learning. This suggests that when it comes to using language, students have a desire to learn it. Furthermore, Quizlet is a helpful tool that makes students eager to utilize the app to learn vocabulary (Setiawan & Wiedarti, 2020). This indicates that people have a positive view of the Quizlet app, and their desire to use it going forward demonstrates how it influences their desire to learn a language.

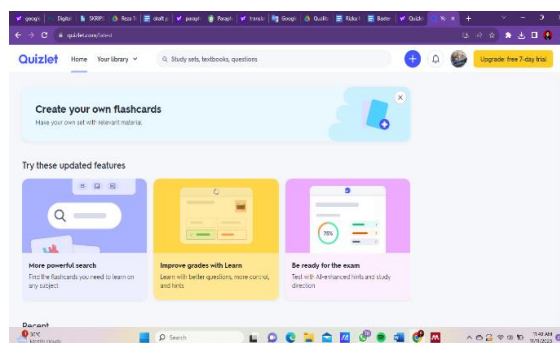


Figure 1 Quizlet home display

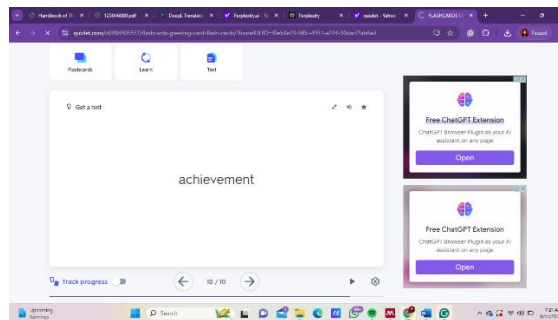


Figure 2 Quizlet word display

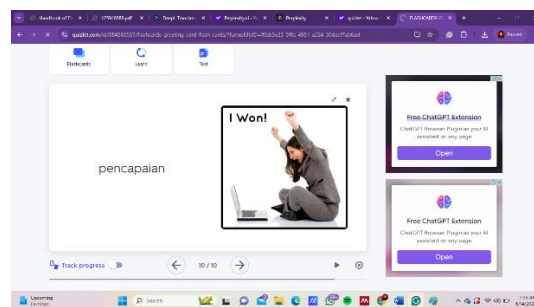


Figure 3 Quizlet word definition display

### 2.1.4 Students' Learning Motivation

Motivation can be defined as the tendency to engage in activities to fulfill an individual's basic psychological needs (Ryan & Deci, 2000). Self-Determination Theory (SDT; Deci & Ryan, 1985), posits that human behavior is motivated by three innate psychological needs: autonomy, competence, and relatedness. In SDT theory, they distinguish different types of motivation based on the various reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. It was confirmed by Brown (2001), who said that rewards like money, prizes, grades, and other forms of positive reinforcement cause extrinsic drive. These intrinsic and extrinsic motivation qualities do not need to be learned; they are inherent to human nature. However, they develop over time, play

a central role in learning, and are influenced by the social environment. SDT suggests that intrinsic motivation is more sustainable and leads to better performance and well-being than extrinsic motivation.

In particular, motivation is critical to improving learners' success in language acquisition when learning a second or foreign language, such as English as a foreign language (Garhani & Supriyono, 2021). By supporting autonomy, increasing competence, and promoting relatedness, as described in SDT, teachers can create an environment that fosters intrinsic motivation and encourages long-term engagement and learning outcomes. The practical application of SDT in educational settings highlights its potential to transform teaching practices and improve student motivation and well-being. As a result, one of the key factors influencing how well students perform or succeed in learning English is their motivation.

### **2.1.5 Quizlet in Motivating Students to Learn Vocabulary**

Learning vocabulary is essential for learning any language, including English. Gaining a broad vocabulary in English is the best approach to becoming fluent in the language as a second language learner. They are more adept at conveying ideas and messages to others clearly and concisely when they use words. Vocabulary is the fundamental component that supports students' skills (Widya et al., 2021). Vocabulary provides the basis for a student's ability to read, write, speak, and listen (Richards & Renandya, 2002). It is generally accepted that motivated learners can pick up vocabulary more quickly and thoroughly. It is also clearly evident that initial decisions to speak a second language and to continue learning vocabulary include some level of motivation. Moreover, much research has produced statistical proof that motivation is a predictor of language acquisition success. With his early research with Lambert (1972) and subsequent collaborations with colleagues, Gardner emerged as a leading authority on motivation in second language acquisition.



In light of prior research, using the Quizlet application via a mobile device effectively fosters student motivation in vocabulary acquisition. Rezaei et al. (2014) posited that using mobile applications is an efficacious media for fostering students' enjoyment of vocabulary learning. This demonstrates that students are motivated to learn vocabulary using more updated learning media. Quizlet, as one of the mobile applications, has been identified as an efficacious media that encourages students to learn vocabulary through the application (Dizon, 2016). This illustrates that students have a positive attitude towards the Quizlet Application, and their inclination to employ it in learning activities demonstrates its impact on their motivation in language learning.

## **2.2 Study of the Relevant Research**

A lot of research has been done on the use of flashcards as a medium for vocabulary learning. The study conducted by Aba (2019) aims to discover how flashcards are used as media in teaching English vocabulary and whether flashcard media is effective in teaching English vocabulary. This study used Classroom Action research as a research method. Matruty & Que (2021) investigated the use of flashcards as media in teaching vocabulary for grade eight junior high school students. Those researches showed that learning nowadays needs to consider another alternative to implementing in the classroom to facilitate students' problems, and one alternative is using flashcards; also, flashcards as a medium are sufficient to improve the students' vocabulary. Another relevant investigation conducted by Tirtayani, Magta, and Lestari (2017) aims to describe the development of process design and validation of learning media 'friendly teacher-e-flashcards' through empirical tests on a limited group. It revealed that kindergarten teachers in Bali generally rated e-Flashcards as a good medium for bilingual learning.

Setiawan and Wiedarti's (2020) study used a quasi-experimental method to investigate the effectiveness of Quizlet on students' motivation in vocabulary learning. The result proves that using Quizlet as a vocabulary learning tool increases

students' motivation. Students showed a high level of interest when learning vocabulary using the app because they felt more enthusiastic and did not get easily bored. Additionally, they worked alone to complete the tasks listed in that application.

However, the previously mentioned study has some limitations, including a lack of context and an in-depth analysis of using flashcards to motivate students to learn vocabulary. The researcher conducted this research to find out how Quizlet can motivate students in junior high school to learn English vocabulary.