

The Effectiveness of Quizlet in Teaching the Simple Present Tense

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Abstract

Abstract: This study investigates the effectiveness of Quizlet, a technology-based learning application, in improving students' grammar mastery, particularly in the use of the simple present tense. The background of this research lies in the persistent challenges faced by Indonesian high school students in applying grammar rules contextually, mainly due to the dominance of conventional, teacher-centered teaching media. A quasi-experimental design was employed, involving two groups of 10th-grade students at SMAN 1 Dawarblandong. The experimental group was taught using Quizlet, while the control group received instruction through conventional methods. A total of 60 students participated in the study, with 30 students in each group. Data were collected through pre-tests and post-tests using multiple-choice and gap-filling grammar items. The results were analyzed using paired and independent sample t-tests with SPSS 25. The findings reveal a statistically significant improvement in the experimental group's grammar scores compared to the control group. This suggests that Quizlet is an effective tool in enhancing students' grammar mastery in EFL classrooms, particularly for learning the simple present tense.

Keywords: grammar mastery, Quizlet, simple present tense, technology-based learning

Introduction

English is a global language used across various fields such as education, technology, communication, and the workplace. In Indonesia, English is a compulsory subject from elementary to senior high school and is regarded as a crucial skill for students to master. Proficiency in English is not only a curricular requirement but also an essential asset in responding to the demands of globalization. Among the core components of language proficiency, grammar holds a fundamental role. It governs sentence structure and ensures meaningful communication. Without sufficient grammatical knowledge, both oral and written communication may be hindered, leading to frequent errors and misunderstandings. Mastery of grammar is essential for clear communication, professionalism, and overall language development, as it provides the structural foundation needed to convey ideas accurately and effectively in both spoken and written forms (Habiburrahman et al., 2025).

Despite its importance, grammar instruction in many Indonesian schools still faces significant challenges. A key issue is students' difficulty in applying grammar correctly in real-life contexts. Many learners struggle with understanding sentence structure especially in the simple present tense, which serves as a foundational aspect for acquiring other tenses. This problem is often exacerbated by teacher-centered and conventional instructional methods that emphasize memorization rather than contextual understanding. Consequently, students may memorize grammatical rules without

truly comprehending their usage. Such approaches, including project-based learning and grammar-focused digital tools, can enhance students' comprehension and practical application of grammar, ultimately improving their language proficiency and communication skills (Mustakim et al., 2025).

Although grammar instruction is systematically embedded in the curriculum, its outcomes are often suboptimal. Many students remain confused about basic grammar elements such as verb forms, subject-verb agreement, and the construction of negative or interrogative sentences. They tend to rely on mechanical memorization rather than conceptual understanding. This indicates that current instructional methods may not adequately develop students' deeper comprehension of grammar rules and their functional application.

In initial communication with several 10th-grade students at SMAN 1 Dawarblandong, the researcher found that students had difficulty understanding grammar material, especially the simple present tense. They stated that they often got confused in determining the verb form according to the subject and frequently made mistakes in constructing negative or interrogative sentences. English teachers also mentioned that grammar teaching methods at school are still traditional, limited to theoretical explanations and exercises in textbooks. Based on this information, the researcher saw a need for more engaging, contextual, and student-friendly learning media. Therefore, this study focuses on the application of the Quizlet app as a technology-based grammar learning tool.

Based on this explanation, a more systematic study is needed to evaluate the effectiveness of using digital media in grammar learning. Therefore, this study aims to determine the effect of using the Quizlet application on the grammar mastery of 10th grade students at SMAN 1 Dawarblandong, specifically on the simple present tense material. Using a quasi-experimental design, this study compares the pre-test and post-test results between the experimental class that uses Quizlet and the control class that is taught using conventional methods. This study is expected to contribute to the development of English learning innovations and serve as a practical reference for teachers in integrating technology into more effective and enjoyable grammar learning.

Literature Review

According to (Celce-Muria & Larsen-Freeman, 1999), effective grammar learning should not only focus on form, but also pay attention to meaning and use. This approach emphasizes that understanding grammatical structures must be linked to the meaning contained in sentences and the context in which they are used. Meanwhile, (Brown, 2014) states that without a good command of grammar, communication in English will experience meaning disorders and even misunderstandings. In addition, (Azar, 2002) explains that the simple present tense is one of the most basic tenses in English, used to express general facts, habits, and recurring events. Mastery of this tense is very important as a foundation for understanding other tenses.

However, in practice, the understanding of the concepts of form, meaning, and use emphasized by these experts has not been fully internalized in the grammar learning process in the classroom. Many teachers are still focused on a structural approach that emphasizes memorization of formulas and practice questions, without giving students the opportunity to understand the communicative function of the structures being studied. As a result, students often struggle to apply these grammatical forms in real-world contexts, such as in everyday conversations or written texts. This highlights a gap between the ideal theory of grammar instruction and its implementation in practice, necessitating learning strategies that can effectively bridge the gap between theory and practice. Studies show that an isolated approach to teaching grammar that focuses only on form can make teaching easier but is less effective in developing real communication skills, so a more integrated and communicative approach is needed to overcome this problem (Murtisari et al., 2020).

With the development of information technology, various opportunities have emerged to transform English language learning in a more interactive and contextual direction. One strategy that is currently being developed is the use of digital technology-based learning media. Such media are considered capable of addressing the challenges of conventional learning, which tends to be boring, one-sided, and does not provide enough space for active student involvement. One application that has proven effective in English language learning is Quizlet. This application provides various features such as flashcards, quizzes, matching games, and live competitions that allow students to learn grammar independently or collaboratively in a fun learning environment. Quizlet has been shown to effectively enhance students' grammar proficiency by providing interactive and customizable learning tools that accommodate individual learning paces and promote active engagement, thereby helping students better understand and apply grammatical concepts (Warnindah, 2023).

Quizlet offers a technology-based learning experience that can be accessed anytime and anywhere. Features such as repetition, instant feedback, and information visualization make it easier for students to recognize sentence patterns, understand verb forms, and distinguish between sentence structures more quickly. Research by (Warnindah, 2023) shows that the use of Quizlet in grammar learning significantly increases student engagement and learning outcomes. Students who use Quizlet show increased motivation, confidence, and speed in understanding grammar concepts compared to students taught using traditional chalkboard-based methods.

Another study by (Ardi & Rianita, 2023) found that integrating gamification into Quizlet, such as digital quizzes and collaborative games, can improve students' concentration and retention of grammar structures. In addition, the use of Quizlet not only strengthens students' understanding of grammar concepts but also fosters an active and participatory learning environment. This is supported by (Rofiah & Waluyo, 2024), that gamified learning through apps such as Quizlet, Kahoot! and Quizizz positively affected students' motivation, enjoyment and engagement in class during grammar and vocabulary lessons. Their study highlights that such gamification tools create an interactive and fun learning environment, which is particularly effective for EFL learners coming from digitalized countries. Although the improvement in grammar learning outcomes was not always statistically significant, the increased motivation and reduced anxiety contributed to better vocabulary acquisition.

Methodology

The approach in this study employed a quantitative method. The researcher utilized a quasi-experimental method with a non-equivalent control group design. This type of design, as emphasized by (Sugiyono, 2016), should be planned clearly and precisely from the beginning, serving as a structured step-by-step guide. The study was conducted at SMAN 1 Dawarblandong, Mojokerto, with participants drawn from the 10th-grade students. The population included all students in grade X, totalling 270 students. Two classes were selected as samples using convenience sampling based on certain criteria relevant to the research objectives. Class X-4 was assigned as the experimental group, receiving grammar instruction using the Quizlet application, while class X-1 acted as the control group and was taught using conventional teaching methods. Each group consisted of 30 students. The data collection instruments consisted of grammar tests in the form of multiple-choice and gap-filling items, aimed at evaluating the effectiveness of Quizlet in learning grammar—specifically the simple present tense. The validity and reliability of the test instruments were confirmed using the Pearson Product Moment formula and Cronbach's Alpha. All statistical analyses were carried out using IBM SPSS version 25.

This study was conducted in three main stages: pre-test, treatment, and post-test. The experimental group received treatment using the Quizlet application as a grammar learning tool,

while the control group was taught using conventional methods with textbooks. The treatment was applied to both groups, focusing on simple tense topics regarding positive, negative, and interrogative sentences. The experimental group interacted with interactive features provided by Quizlet, such as digital flashcards and quizzes, while the control group relied on teacher explanations and textbook-based exercises. After the treatment, data was collected through tests with multiple-choice and gap-filling questions. At the end of the study, the researchers analyzed the grammar learning outcomes of students in both groups using statistical tests. To compare the pre-test and post-test results within each group, a paired t-test was used, while an independent t-test was applied to compare the post-test results between the experimental group and the control group. All data analysis was performed using SPSS version 25.

Results and Discussion

After conducting the treatment on both groups, this study analyzed the results of the instruments used, namely tests. The analysis began with normality and homogeneity tests, followed by a paired sample t-test to evaluate improvements in each group, and an independent sample t-test to determine significant differences between the experimental group and the control group.

Normality Test

A normality test was conducted to determine whether the data from both groups were normally distributed. The results of the Shapiro-Wilk test are shown in the following table.

Table 1 normality test

Tests of Normality ^a						
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	df
Score	Pre-Test Experimental	.104	30	.200 [*]	.970	30
	Post-Test Experimental	.135	30	.172	.950	30
	Pre-Test Control	.120	30	.200 [*]	.970	30
	Post-Test Control	.089	30	.200 [*]	.971	30

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The Shapiro-Wilk test results showed that in the experimental class, the pre-test significance value was 0.537 and the post-test was 0.166, both of which were higher than the 0.05. Similarly, in the control class, the pre-test significance value is 0.540 and the post-test is 0.569, which is also higher than 0.05. Consequently, the findings show that the data in the experimental and control groups satisfy the normal distribution assumption.

Homogeneity Test

The homogeneity test was used to examine whether the variance between the experimental and control groups was equal. The results of Levene's Test are presented in the following table.

Table 2 homogeneity test

Test of Homogeneity of Variances					
		Lavene Statistics	df1	df2	Sig.
Pre-Test	Based on mean	1.047	1	58	.379
	Based on median	.787	1	58	.379
	Based on median and with adjusted df	.787	1	57.939	.379
	Based on trimmed mean	1.022	1	58	.316
Post-Test	Based on mean	.342	1	58	.561
	Based on median	.181	1	58	.672
	Based on median and with adjusted df	.181	1	57.546	.672
	Based on trimmed mean	.346	1	58	.558

Based on the table the significance level in the pre-test homogeneity test is 0.379, which is greater than or equal to 0.05. This shows that the mean value of the pre-test between the experimental and control classes is homogeneous. Similarly, the significance level on the post-test was recorded at 0.561, which also exceeds the value of 0.05. Therefore, it can be inferred that the post-test means scores in both groups exhibited homogeneity. Overall, the results confirm that the variances of both groups were homogeneous in both the pre-test and post-test stages.

T-Test

To test the hypothesis, both paired sample t-test and independent sample t-test were applied. These tests were used to measure improvement within each group and to compare the post-test results between the experimental and control groups.

Paired Sample T-Test

The paired sample t-test was conducted to determine whether there was a significant improvement in students' grammar scores within each group after the treatment. The results are shown in the following table.

Table 3 paired sample t-test

Paired Sample T-Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test Control Class - Post-Test Control Class	-30.033	11.981	2.187	-34.307	-25.760	-14.372	29	.000

The analysis results show that the Significance value (Sig. 2-tailed) is 0.000, which is smaller than the significance level $\alpha = 0.05$. Thus, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This indicates that there is a significant improvement between the pre-test and post-test results in the control class.

Table 4 paired sample t-test experimental class

Paired Sample Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test				
	Experimental Class	44.03	30	11.981	2.187
	Post-Test				
	Experimental Class	78.17	30	10.668	1.948

The Paired Sample Statistics table presents the descriptive values of each variable in the sample pair. In the pre-test, the mean value was 44.03 out of 30 data, with a Standard Deviation of 11.981 and a Standard Error Mean of 2.187. Meanwhile, in the post-test, the average value increased to 78.17, with a standard deviation of 10.668 and a standard error mean of 1.948

Independent Sample T-Test

The independent sample t-test was used to compare the post-test scores between the experimental and control groups to identify whether the use of Quizlet had a significant effect. The results are presented in the following table.

Table 5 independent sample t-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score	Equal variances assumed	.342	.561	2.631	58	.011	7.000	2.661	1.674	12.326
	Equal variances not assumed			2.631	57.703	.011	7.000	2.661	1.674	12.326

The independent t-test results show a significant difference between the experimental and control groups' post-test scores. Levene's Test confirmed equal variances (Sig. = 0.561), allowing for standard t-test interpretation. The t-value was 2.631 with a significance level of 0.011, indicating a statistically significant difference in mean scores. With a mean difference of 7.000 and a 95% confidence interval between 1.674 and 12.326, it can be concluded that the use of the Quizlet application had a significant positive effect on students' learning outcomes in the Simple Present Tense. This indicates that H_0 is rejected, thus we can deduce that the mean post-test scores of the experimental and control classes are not the same, confirming that the use of the Quizlet application was effective in improving students' grammar learning outcomes

Discussion

Based on the data provided, the post-test scores for the experimental class ranged from a high of 98 to a low of 60, with an average score of 78.17. In comparison, the control class's scores ranged from 88 to 50, with an average of 71.17. This shows that students in the experimental class demonstrated a better understanding of grammar material, particularly the Simple Present Tense, after being treated using the Quizlet application.

The descriptive analysis showed that both classes experienced improvements, but the increase in the experimental class (from 44.03 to 78.17) was greater than in the control class (from 41.13 to 71.17). The average gain in the experimental class was 34.14 points, while the control class increased by 30.04 points. This suggests that students who used Quizlet experienced more effective learning outcomes than those who were taught using conventional methods.

Furthermore, the results of the Paired Sample T-Test for both classes showed a significance value of 0.000, which is below the 0.05 threshold. This indicates a statistically meaningful difference in students'

grammar mastery before and after the treatment. The Independent Sample T-Test also yielded a significance value of 0.011, confirming that the post-test scores between the two classes were significantly different. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This implies that the use of Quizlet had a positive effect on students' grammar learning outcomes.

These findings are in line with the study conducted by (Warnindah, 2023), which concluded that the use of Quizlet in grammar instruction significantly improved students' grammar scores compared to traditional teaching methods. Their study emphasized that the interactive features of Quizlet, such as flashcards and quizzes, allowed students to repeatedly engage with grammar material in a more stimulating and less stressful environment. Similar to the present study, their research found that digital reinforcement of grammar rules helped learners internalize patterns, resulting in better test performance and more confident language use. The improved results in the experimental class in this research confirm the effectiveness of Quizlet in promoting not only retention but also conceptual understanding of grammar.

In addition, the current results support the findings of (Ardi & Rianita, 2023), who found that Quizlet's game-based and collaborative elements increased student motivation and focus during grammar activities. The sense of competition and immediate feedback helped reduce boredom and fostered greater engagement factors that likely contributed to the higher learning gains observed in the experimental group. Furthermore, (Rizky Setiawan & Wiedarti, 2020) highlighted that the digital nature of Quizlet appealed to today's learners who are more inclined toward interactive and visually driven learning media. Their findings align with the present study in that Quizlet was not only effective for improving scores but also well-received by students as a fun and user-friendly platform for mastering grammar structures like the simple present tense.

Quizlet's effectiveness in grammar learning stems from interactive features such as flashcards, games, and immediate feedback that encourage student engagement, strengthen memory, and allow for quick error correction, particularly in subject-verb agreement in the Simple Present Tense. Rofiah and Waluyo (2024) found that the use of gamification-based learning media such as Quizlet significantly increased student motivation, engagement, and participation in grammar learning.

Despite the overall positive outcomes, the use of Quizlet still showed room for improvement in terms of effectiveness. Not all students in the experimental class were able to reach the Minimum Passing Grade (KKM) of 75. This outcome suggests that while Quizlet enhances engagement and learning outcomes, its implementation needs to be supported by sufficient instructional time, student readiness, and optimal learning conditions to achieve maximum results.

Although the improvement in students' scores was not very great, the use of this application still had a positive impact in helping them learn English. Applications like Quizlet are highly relevant and effective as learning support tools in the classroom. Many students feel more enthusiastic because they can try out the various interesting features offered. Other research has also shown that interactive digital flashcards like Quizlet make it easier for students to remember material thanks to their user-friendly features (Noviarini, 2025). Nevertheless, the use of Quizlet helped improve students' motivation and learning engagement. Many students reported that learning became more enjoyable, and they were more enthusiastic about participating. The use of mobile-based applications allowed for personalized and visual access to grammar content, which supported better understanding. Teachers could also track student progress through Quizlet features, making instruction more targeted and dynamic.

Another advantage of using Quizlet is that teachers can easily monitor students' progress on assignments and provide timely feedback as students move from basic to more advanced thinking skills. For instance, when students use the live quiz feature, teachers can track their progress in real time from the start of the activity until it is completed. This means that Quizlet allows teachers to design learning materials that match students' grammar proficiency levels. Additionally, Quizlet offers teachers an innovative alternative media for the classroom, making the learning process more dynamic (Hafsah, 2022). Because of these benefits, Quizlet is recommended as a creative tool for teaching grammar, complementing other educational media.

Conclusion

This research at SMA Negeri 1 Dawarblandong, Mojokerto, demonstrated that the use of Quizlet learning media effectively improved tenth-grade students' ability to master simple present tense grammar. This was evident in the significant increase in the average post-test score of the experimental class, from 44.03 to 78.17, compared to the control class, which only increased from 41.13 to 71.17. These results indicate that the use of Quizlet can support the grammar learning process more optimally.

Data analysis using the Paired Sample Test showed a significance value (Sig. 2-tailed) of 0.000, below the threshold of 0.05. Based on the Independent T-Test criteria, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In the Independent T-Test on the post-test results of both classes, a t-value of 2.631 was obtained with 58 degrees of freedom (df) and a significance level of 0.011, indicating a statistically significant difference in the average. The average difference of 7.000 with a standard error of 2.661 and a 95% confidence interval between 1.674 and 12.326 strengthens this conclusion. This confirms indicates a positive difference in grammar mastery, especially the simple present tense, between students who used Quizlet and those who received conventional learning. Therefore, Quizlet is considered effective in improving students' grammar skills at the high school level.

Based on the results of this study, it can be concluded that the use of the Quizlet application positively improved the understanding of class X students of SMA Negeri 1 Dawarblandong Mojokerto regarding simple present tense grammar. The increase in the average post-test score in the experimental class indicates that Quizlet is effective as a learning medium. In addition, the results of the t-test also confirmed a significant difference between the experimental class and the control class, which indicates that the application of technology in the learning process has a positive impact on student academic achievement. Therefore, the use of application-based learning methods such as Quizlet is highly recommended to improve the efficiency and quality of teaching at the senior high school level.

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