

Abstract

Baihaqie M. A. 2026. Students' Perceptions and Experiences of Using Flashcard in Quizlet for Vocabulary Learning to Support Reading Comprehension in EFL: A Case Study at an Indonesian Islamic Junior High School

Vocabulary Learning is a fundamental skill in English language learning; however, many students experience difficulties due to limited vocabulary, low motivation, and monotonous instructional methods. To address these challenges, digital learning tools such as Quizlet have been increasingly integrated into English reading instruction. This study aimed to explore students' perceptions and of using flashcard in Quizlet for vocabulary learning to support reading comprehension at an Indonesian Islamic junior high school.

This research employed a qualitative case study design. The participants were students and an English teacher at Mts Miftahul Falah. Data were collected through questionnaires, semi-structured interviews, classroom observations, and document analysis. The data were analyzed using thematic analysis involving data reduction, data display, and conclusion drawing.

The findings revealed that students perceived Quizlet as an engaging and effective learning tool that enhanced their motivation, vocabulary mastery, and understanding of reading texts. Quizlet's interactive features, such as flashcards, games, and collaborative activities, supported active participation, and learner autonomy. Students also reported positive learning experiences, including increased confidence, enjoyment, and improved reading strategies. Nevertheless, several challenges were identified, including limited internet access and varying levels of digital literacy. Overall, the study concludes that Quizlet plays a significant role in supporting English reading comprehension by creating a student-centered, interactive, and meaningful learning environment.

Keywords: Quizlet, vocabulary learning, students' perceptions, learning experiences, EFL