

ABSTRACT

The use of digital technology in language teaching has provided teachers with alternative ways to support vocabulary learning. One digital tool that can be used in vocabulary teaching is Quizlet Flashcards, which provide features for presenting, reviewing, and practicing vocabulary. However, teachers may experience different challenges when integrating Quizlet into classroom instruction. Therefore, this study aimed to investigate EFL Teachers' perceptions of the use of Quizlet Flashcards in their vocabulary teaching and the challenges they encountered during its implementation at Islamic Senior High School in Karawang, Indonesia. This study employed a qualitative case study method involving two EFL teachers selected through purposive sampling. Data were collected through classroom observations and semi-structured interviews conducted after the observations. The data were analyzed using the qualitative data analysis consisting of data condensation, data display, and conclusion drawing and verification. The findings indicate that both teachers had generally positive perceptions of using Quizlet in their vocabulary teaching. Quizlet was perceived as useful and relatively easy to use for introducing vocabulary form and meaning, supporting pronunciation, repetition, recall, and student engagement through interactive activities. However, its contribution to contextual and communicative vocabulary use was limited. The main challenges involved internet and device access, students' technological familiarity, limited instructional time, and the integration of Quizlet with other learning activities. Overall, Quizlet can serve as a supportive medium for vocabulary teaching when combined with contextual and communicative learning activities.

Keywords: EFL Teachers, Quizlet Flashcards, Vocabulary Teaching, Teachers' Perceptions, Technology Integration.