

## **Chapter One**

### **Introduction**

The researcher's motivation for being interested in pre-service teacher's experiences utilizing Quizlet to generate learning media explained in the first section, which also covers the research background. The research topics that guided the analysis then also be covered in detail in this chapter. Subsequently, the study aims to establish specific goals and objectives to be investigated. After that, by illustrating the methodology, the analysis's importance also drawn attention to the advantages of this research for other people. In conclusion, the chapter organization provides an overview of every chapter.

### **Background of the research**

Nowadays, technology has been used in teaching, so that pre-service teachers can access it from home. With easily accessible learning media through technology, pre-service teachers can streamline their teaching methods, making instruction more manageable. Sefriani et al. (2021) stated that learning media are useful tools or intermediaries that make learning easier and make it easier for pre-service teachers and students to talk to each other. For pre-service teachers, this is a great way to help pupils learn and understand what they are being taught. Learning through application is an innovation that pre-service teachers use in the online learning process using technology. According to Hossain et al. (2021), "MLA (Mobile Learning Assistant) are popular with adult learners because they can be used anywhere and at any time, and they are flexible and self-directed."

Quizlet has been utilized in classroom activities for pre-service teachers. Sari et al. (2020) highlights the significant role of Quizlet in educational platforms, focusing on developing linguistic intelligence and promoting active learning among students. These applications, serving as evaluation tools and media, offer various features such as games and

digital flashcards to enhance student motivation. According to Setiawan and Wiedarti (2020), Quizlet offers seven features to make learning more engaging: Flashcards, Spell, Test, Learn, Match, Live, and Gravity.

In the creation of Quizlet as a learning medium, pre-service teachers must grasp basic concepts, establish learning objectives, and select suitable learning styles. Therefore, pre-service teachers are required to register and acquaint themselves with the Quizlet platform beforehand. Martin et al. (2012) assert that Quizlet offers features such as card creation and the addition of images, sounds, or interactive quizzes, enabling students to generate study cards containing keywords and corresponding answers, supplemented with relevant visual or auditory aids. Additionally, Quizlet facilitates the creation of interactive quizzes, which can be shared or utilized in presentations, class discussions, or independent assignments (Ningtyas and Syaodih, 2021).

Pre-service teachers play a crucial role in evaluating the effectiveness of their learning media and collecting feedback to enhance its quality. Smith and Johnson (2019) stated that A pre-service teacher is someone in teacher training but not yet teaching full-time, they are students in undergraduate or graduate education programs gain training and experience to become teachers. Taboo (2004) suggests that pre-service teachers perceive teaching as the transmission of knowledge, with learning seen as the absorption and memorization of prescribed information, mainly for personal and societal development.

Research related to this study conducted by Sari et al. (2020) analyzed Quizlet for active, interactive learning. The study found benefits of Quizlet applications in classrooms, highlighting their role in evaluation, and learning media. The study also explored the meaning and usage of these smartphone-based applications. The researcher also stated that Quizlet has part of evaluation and learning media in the classroom. From study, the researcher can also find the meaning of the Quizlet first and find how to use it for learning.

The second study conducted by Tanjung and Daulay (2022) found that Quizlet help student to get vocabulary mastery. This study focused on Quizlet, a smartphone-based learning application that can be used by students from all levels of education and a variety of disciplines so that the Quizlet is suitable for education levels. Also, the study explains student perception which explains that there are reason Quizlet was difficult for few students.

However, although there are many studies concerning Quizlet, most of them focus on the activities that can enhance the students' vocabulary, how to teach vocabulary through Quizlet. In this current study, the researcher focuses on Pre-service Teachers' Experiences in Creating Learning Application using Quizlet at one of Islamic Private University.

There are several reasons for conducting this study. Firstly, pre-service teachers today are living in a digital era, which means that teaching and learning processes are increasingly utilizing technology. In the English Language Education Department, it is observed that Quizlet is highly beneficial for pre-service teachers in creating learning materials, as it is frequently utilized in courses. Through this study, the researcher aims to identify the types of features pre-service teachers commonly use when creating learning materials with Quizlet, as well as the challenges they face in this process. The findings of this study may prove valuable for pre-service teachers seeking to develop materials using applications such as Quizlet.

Secondly, Quizlet is notably valuable in assisting pre-service teachers in creating their learning materials. It offers numerous features and challenges for the teaching and learning process. Through this study, the researcher aims to identify the features frequently utilized by pre-service teachers and the challenges encountered in creating Quizlet materials. This exploration is expected to provide valuable insights for students in developing media. Thus, this study seeks to delve into the actual experiences of using Quizlet.

## **Identification of the problem**

Teaching is not easy, and not all teachers can create material using Quizlet. However, many pre-service teachers struggle with using applications like Quizlet, with different perceptions of it and challenges. Hence, there are several identifications related to the problems faced when creating learning media using Quizlet.

When using Quizlet, pre-service teachers must adapt the teaching materials they will use to the features provided by Quizlet. When pre-service teachers encounter difficulties in adapting their learning materials with the features available in educational apps, it's essential to provide them with guidance and support. According to Ertmer and Ottenbreit-Leftwich (2013), pre-service teachers can acquire the essential skills for seamlessly incorporating technology into their teaching methodologies through training sessions, workshops, and online tutorials. From the results of observation when in classroom, there were still some pre-service teachers who had not optimized their effective role in developing learning media. As a result, based on interviews, there are still pre-service teachers that do not know how to create media learning.

Second, when creating learning media, pre-service teachers must choose the features that are used in Quizlet. In choosing the appropriate features, pre-service teachers may experience problems. Sharples et al. (2015) stated that pre-service teachers may struggle with the technical complexity of application development learning media with integrated features, especially if they lack expertise in online applications.

## **The Delimitation of the Research**

Research related to Quizlet is wide coverage. Hence, the current research focuses on pre-service teachers, specifically examining their opinions regarding the types of features frequently used in Quizlet as a learning medium, along with the challenges in their teaching process. Additionally, the study explores the challenges perceived by pre-service teachers in

creating Quizlet. This research was conducted at the English Language Education Department at an Islamic Private University in Yogyakarta. Participants in this study were pre-service teachers who have taken the course Innovative Technology and ICT in Language Teaching. The findings of this study present the experiences of pre-service teachers' ELED at an Islamic Private University in Yogyakarta and not pre-service teachers from other departments or universities. The researcher collected the data through an interview.

### **Research Question**

1. What types of features did pre-service teachers frequently use in creating learning media with Quizlet?
2. What are the challenges faced by pre-service teachers in creating Quizlet as learning media?

### **The Objectives of the Research**

1. To investigate the types features Quizlet teaching application that can be use by pre-service teachers.
2. To find out why pre-service teachers have difficulty in creating learning media with Quizlet.

### **The Significance of the Research**

Research is supposed to provide and gain more benefits and knowledge for students, teachers, and future research.

### ***Students***

This research was used to find out ways for students to create learning media. Students can use this research as a particular solution if they have difficulty with features that are easy for use or frequently used.

## ***Teachers***

Quizlet is currently a tool to help teaching that has been practiced by all teachers since digital era. Therefore, teachers can use this research as a reference to find out what student's challenge in learning through application especially Quizlet.

## ***Future researchers***

The study results can benefit scholars interested in the same subject of study. The study results are intended to serve as a reference for researchers in the same field from a different perspective.

## **Organization of the Research**

The research comprises five chapters. The first chapter provides the research background, research identification, problem scope, research questions, research objectives, and research significance.

Chapter two is a literature review. This provides learning media, viewpoint about learning media, Quizlet, Quizlet as learning media, features of Quizlet, and challenges of creating learning media with Quizlet. This chapter represents a few theories related to the general description of Quizlet and the conceptual framework.

Chapter three is the methodology. This chapter represents however the analysis are distributed by the researcher. This chapter explains the instruments used qualitative design, the participants were six pre-service teachers, and settings conducted at a private university in Yogyakarta. For data collection techniques used in depth interview. In this chapter, the researcher adds an explanation about how to analyze data.

Chapter four contains findings and discussion. This chapter presents the results of the data analysis.

Chapter five contains conclusions and recommendations. This chapter contains common answers to research questions and recommendations from the researcher. Recommendations are given to teachers, students, and other researchers.