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Improving Students' Negotiation Text Writing Abilities Through a Scenario Card-Based Quizlet Application

Fatma Srindayani
University Al Asyariah Mandar
fatmasrindayani20102003@gmail.com
Muthmainnah
University Al Asyariah Mandar
muthmainnahunasman@gmail.com
Nur Hafsah Yunus
University Al Asyariah Mandar
hafsanur29@gmail.com
Herlina Ahmad
University Al Asyariah Mandar
herlinaahmad39@gmail.com
M. Nagalakshmi
English Department
Vels Institute of Science, Technology and Advanced Studies, Chennai
nagalakshmi.sl@vistas.ac.in
Corresponding email: fatmasrindayani20102003@gmail.com

Abstract

The goal of this classroom action research is to help 10th grade students at SMK Negeri 1 Polewali Mandar develop their negotiation text writing skills by using the Quizlet scenario card-based application. The Classroom Action Research (CAR) approach, which involves two cycles of planning, action implementation, observation, and reflection, was used to perform the study with 35 students. Both test and non-test methods, such as observation, interviews, and documentation, were used to gather data. The findings demonstrated that students' negotiation text writing abilities were successfully enhanced by using the Quizlet scenario card-based program. In the first cycle, the average student score was 64.48; in the second cycle, it was 81.13 and 95.63. Additionally, learning completion attained 91.4%, satisfying the predetermined success markers. As a result, it has been demonstrated that the Quizlet scenario card-based application helps students comprehend the structure of negotiation texts, generate writing ideas, and boost motivation and learning engagement when learning to write negotiation texts.

Keywords: scenario cards, Quizlet, writing techniques, negotiation texts, and classroom action research.

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A. Introduction

The goal of Indonesian language instruction is to enhance students' language proficiency, including their writing skills. Writing is a valuable skill that requires critical thinking and the ability to communicate concepts methodically. Planning, converting concepts into written language, and editing the text are all part of the intricate cognitive process of writing. By taking into account the functions of working memory, motivation, and the writing environment, later advancements in writing-process theory have broadened this viewpoint (Hayes, 2012). Under the Independent Curriculum, 10th-grade students are required to produce various types of texts, including negotiation texts, which aim to reach a consensus through a process of bargaining. Because students must comprehend an issue, take into account the interests of several parties, make ideas, address opposing viewpoints, and strive toward a mutually agreeable solution, negotiation texts are especially challenging. These requirements call on reasoning, problem-solving, and decision-making skills in addition to language proficiency. The structure and linguistic characteristics of negotiation texts, as well as the processes of creating, editing, and amending them, are identified by Harijanti (2020) as crucial learning components in a Grade 10 Indonesian language learning module.

Preliminary assessments indicate that 10th-grade students at SMKN 1 Polewali Mandar still struggle with writing negotiation texts. The students' inability to use appropriate language results in writing that falls short of the ideal standard. According to Kosasih (2020), the primary goal of negotiation is to mitigate conflicts of interest in order to reach a mutually agreed-upon solution. Consequently, teaching the writing of negotiation texts requires a deep understanding of language conventions, text structure, and relevant negotiation scenarios.

The use of teacher-centered learning strategies and a lack of engaging learning resources contribute to poor performance in writing negotiation texts. A scenario-based Quizlet application offers a potential alternative. Through features such as flashcards and contextual negotiation scenarios, students receive stimuli that enhance their understanding of negotiation situations and help them develop more focused writing ideas. Recent empirical evidence supports the potential of scenario-based instruction. Rahimivand et al.(2025) investigated scenario-based assessment among 40 Iranian English as a Foreign Language (EFL) learners. Their experimental group received scenario-based instruction, while the control groupreceived a traditional teacher-centered approach. The findings indicated that the

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scenario-basedgroup achieved better overall writing performance, with improvements in coherence and cohesionand lexical resources. The authors also discussed the value of contextual knowledge, preparatory activities, and reflection in supporting writing development. Then, Guo et al. (2020) investigated the effects of scenario-based assessment on students' writing processes. Their study examined how scenario design and preparatory tasks influenced the ways students approached writing. The research is relevant because scenario-based tasks provide contextual information that students can use when planning and developing their written responses. It suggests that writing assessment and instruction should consider not only the final text but also the cognitive processes students use to produce it. Another study by Joo et al. (2023) who developed and evaluated a scenario-based assessment for Korean writing among51 learners enrolled in a Korean-as-a-foreign-language program at a university in the United States.Participants responded to a scenario involving a study-abroad program and were required to compare potential destinations and write a summary of their advantages and disadvantages. Theresearchers found that the assessment demonstrated acceptable reliability and elicited writing performances relevant to contextual knowledge, sociolinguistic competence, and the use of cohesive devices.

Complementary evidence for the potential benefits of scenario-based techniques in writing and language learning is provided by the evaluated studies. Kunnan et al. (2022) created a technology-supported scenario-based language assessment, Guo et al. (2020) studied students' writing processes, and Joo et al. (2023) looked at scenario-based evaluation of Korean writing proficiency. The impact of scenario-based evaluation on writing performance and writing self-regulation was then investigated by Rahimivand et al. (2025). However, these studies did not directly examine the use of a scenario-based Quizlet application toimprove Grade 10 Indonesian students' negotiation-text writing performance. The existing research also differs in language, educational context, genre, and instructional purpose.

Based on these things, the aim of this research is to help class X students at SMKN 1 Polewali Mandar produce better negotiation texts using the scenario card-based Quizlet application. The research question is Could negotiation text using scenario card-based quizlet application improve students’ writing skill?. This research has several siginificances. The first, students could use this application to learn writing, so it could develop their writing

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skill. The second, teachers could use this application as an alternative application to be implemented in writing class. The third, further researchers could use this as reference to do research.

B. Research Methodology

Classroom Action Research (CAR) is the term given to this type of study. The ability to write negotiation documents is a specific focus of the Indonesian language learning objectives. Since the instructional practice itself is the subject of the research and the setting is the classroom, it is known as Classroom Action Research (CAR). Planning, implementation, observation, and reflection are the four phases of the process cycle used to conduct CAR (Sanjaya, 2022). This research design was suitable because it could have a process to improve students' writing skill. Then, it was in line with the research objective.

The population of this study was one hundred and twenty for grade x. Then, the sample was only thirty five students in grade X.1. It was purpose sampling because the students had low ability in writing. The instrument was writing test to measure students' writing ability. The data analyses were process of organizing, examining, interpreting, andevaluating data collected during an action research study to determine whether an intervention oraction has successfully improved a particular problem or situation.

C. Results and Discussion

Results

Utilizing the Quizlet application—based on scenario cards and learning outcome tests—this study employs Classroom Action Research (CAR) to assess students' abilities in writing and comprehending negotiation texts. The research was conducted in a Grade X class at SMKN 1 Polewali Mandar. Two cycles of classroom action research were carried out, each comprising two sessions: one for the cycle assessment and one for teaching and learning activities.

Table 3.1 Distribution of Mastery Scores on the Negotiation Text Writing Ability Test Using the Quizlet Application Based on Scenario Cards (First Meeting, Cycle 1)

		Frekuensi	Persentase
Valid	Tuntas	32	91,4%
	Tidak Tuntas	-	-
	Total	32	91,4%
Missing	System	3	8,6%

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Total	35	100%

The results from the first session of Cycle I indicate that every student participating in the program successfully completed the lesson on writing negotiation texts using the scenario-card-based Quizlet application within their groups. This demonstrates that the use of this educational tool enhances students' understanding of negotiation text structure, leading to significant improvements in learning outcomes. Furthermore, the use of the scenario-card-based Quizlet application fosters greater student engagement and facilitates the generation of ideas for writing negotiation texts in the correct format.

Table 3.2 Distribution of Mastery Scores on the Negotiation Text Writing Ability Test Using the Quizlet Application Based on Scenario Cards (Second Meeting, Cycle 1)

		Frekuensi	Persentase
Valid	Tuntas	32	91,4%
	Tidak Tuntas	-	-
	Total	32	91,4%
Missing	System	3	8,6%
Total		35	100%

		Frekuensi	Persentase
Valid	Tidak Tuntas	30	85,7%
	Tuntas	1	2,9
	Total	31	88,6%

Source: SPSS data analysis results

The majority of students had not yet mastered the task of producing negotiation texts, based on the learning outcomes from the second meeting of the cycle. A lack of group discussion activities and the use of the scenario-card-based Quizlet program contributed to the students' low learning outcomes during this session.

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Missing	System	4	11,4%
Total		35	100%

Table 3.3 Distribution of Mastery Scores on the Negotiation Text Writing Ability Test Using the Quizlet Application Based on Scenario Cards (First Meeting, Cycle 2)

Source: SPSS data analysis results.

The results from the first meeting of Cycle II indicate that every student participating in the program successfully completed the lesson on writing negotiation texts using the scenario-card-based Quizlet application. These findings demonstrate an improvement in student proficiency compared to the previous learning process, which did not utilize scenario-card-based Quizlet materials.

Table 3.4 Distribution of Mastery Scores on the Negotiation Text Writing Ability Test Using the Quizlet Application Based on Scenario Cards (First Meeting, Cycle 2)

		Frekuensi	Persentase
Valid	Tuntas	32	91,4%
	Tidak Tuntas	-	-
	Total	32	91,4%
Missing	System	3	8,6%
Total		35	100%

Source: SPSS data analysis results.

The results from the second meeting of Cycle II indicate that every student participating in the program successfully completed the lesson on writing negotiation texts using the Quizlet application, which is based on scenario cards. These findings demonstrate a significant improvement in student skills during the final cycle, particularly when compared to instruction conducted without using Quizlet as a scenario-card-based learning resource.

Discussion

The findings of this study indicate that the implementation of the Quizlet scenario-card programcontributed positively to students' ability to produce negotiation texts. This improvement can beobserved through the differences in students' learning outcomes during Cycle I. In the first session,students participated in group-based learning activities supported by the Quizlet scenario-cardapplication and achieved an average score of 93.63. This result

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indicates that the combination ofdigital learning media and collaborative instruction provided an effective learning environment fordeveloping students' negotiation text-writing skills. The high average score suggests that studentswere able to understand the characteristics of negotiation texts and apply their knowledge whendeveloping written texts based on the scenarios provided.

The capacity of Quizlet scenario cards to offer students contextualized learning resources and chances to investigate various negotiating scenarios may be the reason for their efficacy.Students can identify the parties to a negotiation, identify the issues being discussed, create arguments, voice their viewpoints, and reach mutually beneficial agreements through scenario-based exercises. These exercises are crucial because creating negotiation documents necessitates not just grammatical knowledge but also the capacity to arrange concepts, formulate arguments, and comprehend the communicative goals of negotiation.

Additionally, using Quizlet helps enhance the interactivity and interest of studying. In their systematic review and meta-analysis, Özdemir and Seçkin (2024) discovered that Quizlet significantly improved students' attitudes toward learning, vocabulary achievement, and learning retention. Their results provide credence to Quizlet's potential as an online learning tool for language acquisition. Vocabulary expertise is one of the crucial elements needed to create meaningful and cohesive negotiation documents, thus even though their research mainly concentrated on vocabulary acquisition and retention, the results are pertinent to the current study.

The group-based learning approach also appears to have played an important role in achieving thehigh average score. During collaborative activities, students had opportunities to exchange ideas,discuss appropriate expressions, provide suggestions, and correct one another's writing. Suchinteractions enabled students to learn from their peers and develop a better understanding of hownegotiation texts should be structured. Through collaboration, students could overcome difficultiesthat might have been challenging to address independently. This interpretation is consistent with the findings of Elabdali (2021), whose meta-analysisdemonstrated that collaborative writing could improve the accuracy and overall quality of students'written texts. The study found that collaboratively produced texts tended to be more accurate thanindividually produced texts. This suggests that interaction among students can support thedevelopment of writing skills through the exchange of linguistic knowledge, ideas, and feedback.

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The findings of Cycle I's second session, however, indicate a significant drop in students' performance. The average student score dropped to roughly 64.48 during this session because the learning process was carried out independently without the assistance of the Quizlet scenario-card application. The two average scores differed by 29.15 points. This decrease suggests that when students were expected to create negotiation texts on their own without the collaborative contact and digital learning support from the prior session, they encountered more challenges.

This drop could be explained by a number of things. First, there were less chances for students to share ideas and get fast response from their peers. Second, it might have been more challenging for students to come up with pertinent ideas, recognize suitable negotiation challenges, and methodically arrange their arguments in the absence of scenario cards. Third, without direct help from their classmates, students had to show that they understood negotiation text structures, vocabulary, and linguistic elements through independent writing.

The difference in achievement is consistent with Elabdali's (2021) meta-analysis of collaborativewriting research, which synthesized 33 studies and found that collaborative writing generallysupported greater textual accuracy and improved writing quality. The findings suggest thatcollaborative learning provides opportunities for students to pool their knowledge, negotiatemeaning, and improve their written products through interaction.
Similarly, Al Balushi (2024) investigated the effectiveness of Quizlet in developing students'vocabulary and writing skills. The results showed that students who received Quizlet-basedinstruction achieved significantly better outcomes than those who received conventional instruction.This finding provides additional support for the use of Quizlet as a learning medium to facilitate writing development.

Nevertheless, the decline from 93.63 to 64.48 should not be interpreted as definitive evidence thatQuizlet alone caused the improvement in the first session. The two sessions involved differentinstructional conditions: the first combined Quizlet with group-based instruction, whereas thesecond involved individual instruction without Quizlet. Therefore, the difference may reflect thecombined influence of digital learning media, collaborative interaction, peer assistance, andinstructional organization.

These results imply that using Quizlet scenariocards in conjunction with collaborative learning can be an effective educational approach for teaching negotiation text writing.Students can develop ideas, comprehend negotiation procedures, and practice proper

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language by using the application's contextual scenarios. Before generating their written work, students can exchange knowledge and get support through group discussions.

In addition, teachers should gradually develop students' independence in writing. After studentsbecome familiar with negotiation text structures and writing strategies through group activities,teachers can introduce individual writing assignments while maintaining access to appropriatelearning resources. This approach may help students transfer the knowledge and skills acquiredthrough collaborative activities into independent writing performance.

Overall, the findings demonstrate that the Quizlet scenario-card program, when combined withgroup-based instruction, has considerable potential to improve students' negotiation text-writingachievement. The average score of 93.63 in the first session, compared with approximately 64.48 inthe second session, highlights the importance of providing appropriate digital learning media andcollaborative learning opportunities. These results support the continuation and refinement of theinstructional intervention in subsequent learning cycles to strengthen both students' collaborativeand independent writing abilities.

D. Conclusion

Research findings and data analysis indicate that students' ability to produce negotiation texts can be improved through the use of the Quizlet scenario-card program. Student learning outcomes across the learning cycles demonstrate this improvement. In Cycle I, group-based instruction utilizing the Quizlet scenario-card application yielded excellent results, with an average student score of 93.63. However, during the second session of Cycle I—when instruction was conducted individually without the Quizlet program—student learning outcomes declined, resulting in an average score of approximately 64.48. This suggests that students still struggle to grasp the structure of negotiation techniques when learning takes place without the use of educational media and group discussion.

Subsequently, in Cycle II, the researcher once again utilized the Quizlet application—incorporating scenario cards—and enhanced the instructional process by analyzing the challenges students had faced in the previous cycle. The results from Cycle II demonstrated an improvement in the students' ability to write negotiation texts. The students' average score rose to 81.13 during the Cycle II sessions, climbing further to 95.63, with a learning mastery rate of 91.4%. Thus, it can be concluded that the use of the Quizlet application with scenario

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cards helps students understand the structure of negotiation texts, develop writing ideas, and improve their ability to write negotiation texts effectively and correctly.

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