

Learning English Vocabulary by Lingodeer: Case Study of Indonesian Junior High School Students

Icha Triwiyanti¹, Ahmad Amin Dalimunte²

Corresponding Author: ichatriwiyanti1903@gmail.com

Universitas Islam Negeri Sumatera Utara, Indonesia

DOI: [10.35974/acuity.v10i3.4166](https://doi.org/10.35974/acuity.v10i3.4166)

Abstract

This study explores the implementation of the Lingodeer application as a medium for improving students' vocabulary at a Private Islamic Junior High School in Medan, Indonesia. Using a qualitative approach, data were collected through questionnaires and student interviews. Lingodeer was selected due to its interactive design, accessibility, and focus on grammar and vocabulary, essential components in language acquisition. The results show that students became more enthusiastic, engaged, and motivated when learning vocabulary through the app. They reported improved vocabulary recall, pronunciation, and interest in English lessons. However, several challenges were noted. Some students faced difficulties pronouncing unfamiliar words, and the app's premium version was considered expensive, with limited variety in its gamification features and supplementary content. Despite these limitations, the findings suggest that Lingodeer is an effective and enjoyable tool for enhancing students' English vocabulary. It offers valuable support for language teachers seeking engaging alternatives to traditional instruction.

Keywords: *Vocabulary; Learning Media; Lingodeer Application*

INTRODUCTION

Vocabulary plays a fundamental role in learning English as a foreign language. Students struggle to convey their thoughts in spoken and written English without a strong grasp of vocabulary. Based on Caroline's (2021) experience, vocabulary is the most important aspect to be learned in the language; without vocabulary, learners cannot speak, write, read, or understand what is being said in the listening and speaking process. If we lack vocabulary, it may hinder us from understanding the words that make up the sentences. Language development has become important in the education system for all age levels, especially for the English Language because English is an International Language, and English is useful in our lives, for example, in Politics, Economics, Social studies, and Education. However, mastering vocabulary remains a major obstacle for most EFL learners globally due to the difficulty of retaining words over time. The Indonesian context reflects the same issue. Elementary to high school students face continuous challenges in learning English vocabulary

(Patahuddin Syawal, S., and Bin-Tahir, S. Z., 2017). Elementary students, for example, often find new words unfamiliar, which makes it harder for them to retain correct pronunciation (Saridevita Suhendar, A., and Hasan, N., 2022). In recent years, many teachers have shifted focus away from vocabulary, concentrating instead on completing the curriculum, which tends to emphasize listening, speaking, reading, and writing while neglecting vocabulary instruction. This shift leaves students with limited vocabulary struggling to complete tasks that require a solid understanding of word meaning. The situation is further worsened by removing English from many elementary school programs as part of the 2013 curriculum reform (Zein, 2022), causing younger learners to progress to higher education levels with minimal exposure to English vocabulary.

In junior and senior high schools, students frequently report difficulty remembering and pronouncing English words (Komalasari, 2022; Yuliawati D. V., 2020). Inadequate vocabulary knowledge hinders their language learning process (Al-Khasawneh, 2019). Several factors contribute to this, including poor comprehension of texts and conversations (Hemmati A. B., 2015; Ismail, 2015; Mukoroli, 2011; Patahuddin Syawal, S., and Bin-Tahir, S. Z., 2017), learning anxiety (Hanifa, 2018), lack of effective strategies (Asyiah, 2017; Besthia, 2018; Rahmatika Pertiwi, D., Karmala, E. T., and Nastiti, I. A., 2018; Rionaldi & Saputra, 2016), insufficient learning facilities and difficulties in pronunciation (Saridevita Suhendar, A., and Hasan, N., 2022). To overcome these challenges, English teachers are encouraged to design vocabulary learning activities that are both engaging and enjoyable (Fithriani, 2018; Simamora L., 2020). Manguni (2022) asserts that vocabulary instruction should introduce key terms and empower students to determine meanings independently. One promising solution involves using digital applications as learning tools. Umniati (2023) and Rumidian & Badawi (2017) classify learning media into four types: print-based, audiovisual, computer-based, and combined formats. Students are more likely to be motivated when interacting with digital tools instead of relying solely on traditional textbooks. Mobile learning applications have gained recognition for their effectiveness in this context. Parisa and Elham (2022) agrees that computer games and/or flipping the classroom that include the sounds of the words as well as illustrative pictures provide opportunity for practice with a variety of contexts, both written and spoken and new vocabulary items be presented in contexts rich enough to provide clues to meaning and that students be given multiple exposure to items they should learn.

According to Miftahul and Ernita (2025), Vocabulary is the foundation for developing all other language skills, including reading, writing, listening, and speaking. Without a sufficient vocabulary, students sometimes find it difficult to communicate or understand the language in various kinds of situations. Memorizing, making word lists, and dictionary use are common traditional learning vocabulary strategies. However, these methods are sometimes considered monotonous and less successful in the long run at maintaining vocabulary. Teachers and educators are therefore searching for creative and innovative ways to make learned languages more attractive, useful, and successful. High school students commonly face challenges in learning English vocabulary, such as low motivation, lack of interest, reluctance to memorize, and difficulties with grammar, pronunciation, and limited access to learning tools. Basal (2016) studied how mobile apps can successfully teach vocabulary, especially idiomatic expressions. In Indonesia, the Lingodeer app among eighth-grade students has been reported to

significantly improve vocabulary mastery and classroom engagement. According to Nur Hasanah (2024), creative and interactive media greatly enhance students' learning motivation. Lingodeer is a language learning platform that offers instruction in eleven different languages. It provides structured grammar, vocabulary, reading, listening, speaking, and writing lessons. The content is accessible at various skill levels, from beginner to advanced, and is presented in a gamified, interactive format that can be accessed anytime and anywhere. Students tend to show more interest and motivation when using applications like Lingodeer than traditional methods such as worksheets. Its intuitive interface and clear instructions make it practical for students and teachers. Nursaqian (2023) further explored this approach through a quasi-experimental study and found that students who used the Lingodeer app achieved higher average scores in vocabulary assessments than those in the control group. This reinforces existing research supporting the role of mobile applications in enhancing English language learning.

This study aims to determine whether the Lingodeer application significantly improves vocabulary acquisition among junior high school students and examines students' perceptions of Lingodeer as an interactive learning medium. With its personalized content and game-like features, Lingodeer offers an appealing and effective way for learners at the B2 level to expand their vocabulary and engage more deeply with the learning process.

Regarding the possible advantages of Lingodeer, the researcher utilized Lingodeer in this investigation, which was directed by the following questions :

1. How do students view the benefits of using the Lingodeer App to learn English vocabulary?
2. How do students view the challenges of using the Lingodeer App to learn English vocabulary?

METHODS

The present study adopted a qualitative research design, which is considered appropriate for delving into individuals' views, lived experiences, attitudes, behaviors, and patterns of interaction. According to Nursaqian (2023), qualitative inquiry serves as a means to examine issues in depth and develop a thorough comprehension of a phenomenon without relying on numerical data, statistical analysis, or quantitative measurement. The investigation occurred in a private junior high school in Medan, Indonesia, involving a cohort of 32 female students from a single first-grade class. Among them, five students ranked first to fifth in academic performance volunteered to participate in follow-up interviews. Data were obtained through two primary methods: questionnaires and semi-structured interviews. The ten-item questionnaires were designed to capture participants' perceptions regarding the benefits of using the Lingodeer application for English vocabulary learning, particularly in classroom instruction. Responses were collected using a five-point Likert scale: strongly disagree, disagree, no idea, agree, and strongly agree, and participants indicated their choices based on personal viewpoints. Following this stage, semi-structured, in-depth interviews were carried out with the five volunteer students to explore in greater detail the challenges they encountered

while learning vocabulary via Lingodeer, and a visual outline of the data collection process is presented in Figure 1.

Research Procedure



Figure 1. Overview of The Procedure Study

Source: Triwiyanti 2025

Prior to this research, 22 out of the 32 participants said they never used Lingodeer. Therefore, it was important for the researcher to present the App to the participants and familiarize them with its rules and method. Before the intervention, the participants were given instructions on how to use the Lingodeer App. Lingodeer is a language learning app designed for beginners who want to learn a new language in a fun and interactive way. The following steps are to get started and navigate the app: (1) The participants should download and install the Lingodeer App from the Google Play Store or the Apple App Store on their device. (2) Create a new account or log in with Gmail. (3) Select English as the language and select the learning level, click beginner. (4) Begin the language learning journey with interactive lessons, games, and exercises. (5) Browse various lessons, including grammar, vocabulary, and pronunciation. (6) Engage in interactive games and exercises to practice English language skills. (7) Monitor the progress, earn badges from the dashboard.

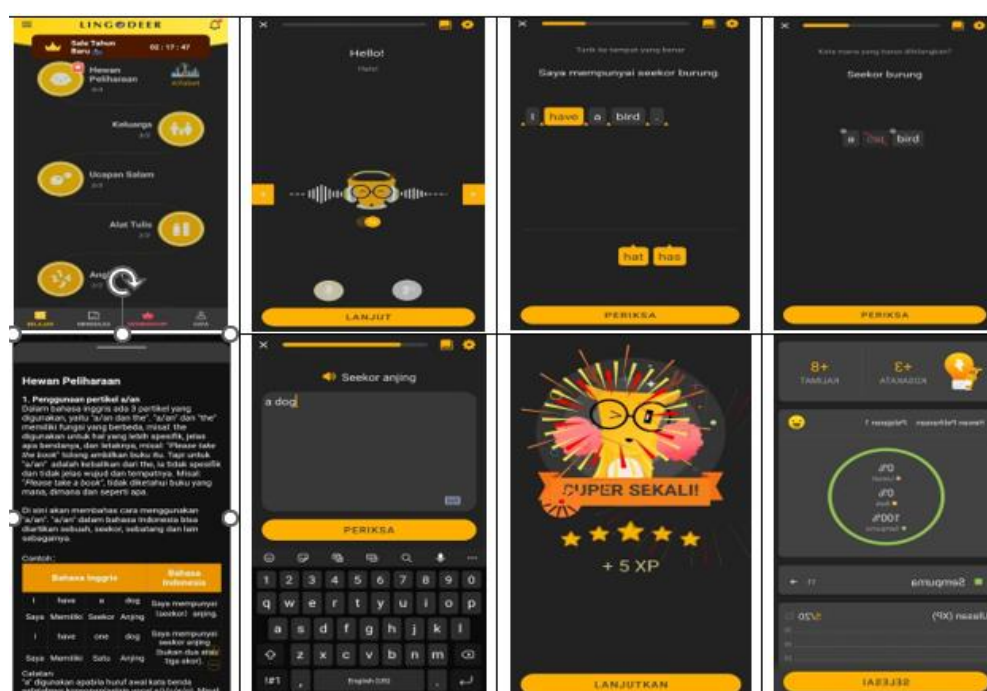


Figure 2. Rules to Play and Use Lingodeer

Source: Triwiyanti 2025

Meeting 1

During the initial session, the researcher conducted a brief survey asking whether the students were familiar with or had previously used the Lingodeer application. The results indicated that twenty-eight students had never heard of or interacted with Lingodeer, while only ten students reported prior exposure to the app, as illustrated in Figure 3. To introduce the platform, the researcher explained its features and demonstrated several engaging aspects of the application, as shown in Figure 2. This introduction aimed to spark the students' curiosity and encourage them to begin learning English vocabulary more interactively and enjoyably. When students find the learning process enjoyable, they are more likely to focus and remain engaged, leading to more effective learning outcomes. This is supported by Anjaniputra and Salsabila (2018), who highlight that involving learners actively in their educational experience allows them to study comfortably. This autonomy empowers students to take greater responsibility for their behavior and participation in the learning process.

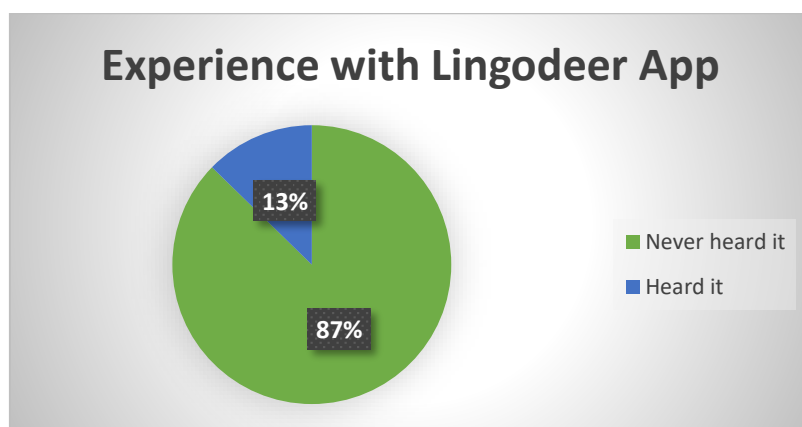


Figure 3. Participants'Experiences with Lingodeer App Before the Study
Source: Triwiyanti 2025

Meeting 2

In the second meeting, the students were well prepared to use the Lingodeer application, as they had already understood how it works during the previous session. Their enthusiasm was clear, and they showed a strong willingness to participate in the activity. For this session, the students were divided into four groups: Team A, Team B, Team C, and Team D. Each group consisted of eight students selected randomly. All students were asked to log in using their existing accounts. Although the students were eager, many faced challenges due to limited vocabulary. Some had difficulty understanding the tasks in the app. The researcher encouraged them to proceed slowly and listen carefully to the audio, reminding them that this was their first time playing and it was natural to need a few minutes to understand and respond to each item. As the session progressed, students became more familiar with the game mechanics. They started speaking more confidently and could recognize vocabulary words more quickly. Their motivation to win in the group competition pushed them to focus and think carefully about the new words presented in the app.

The researcher advised all students to practice independently at home using their devices to support continuous learning. They were encouraged to set realistic personal goals and monitor their progress in expanding their vocabulary, as well as improving their listening

and speaking skills.

Meeting 3

The students continued using the Lingodeer application as a vocabulary learning activity during this session. The researchers explained the game's rules, including the time limits for each vocabulary question. Although some students showed nervousness, all four teams, namely Team A, Team B, Team C, and Team D, answered most of the vocabulary prompts correctly. However, certain cards were left unanswered due to students' unfamiliarity with the provided clues. Following the game, the researchers asked the students to write down the new vocabulary words they had encountered for later review and reinforcement. The activity was structured into three rounds, each with a limited time. Team C won the first round, followed by Team A in the second, Team D in the third, and Team B in the final round. Overall, the students expressed enjoyment and remained highly engaged throughout the session, demonstrating that learning through interactive methods increased their enthusiasm and participation.

Meeting 4

At the last meeting, the researchers distributed a questionnaire to each student about the benefits and challenges of using Lingodeer App to learn English vocabulary and interviewed five students who got the 1st – 5th ranking.

RESULTS

Student's View of The Benefits Using Lingodeer App to Learn English Vocabulary

Lingodeer presents various challenges through its engaging gameplay and visually appealing design, contributing to its effectiveness in language learning. The application strongly emphasizes grammar and vocabulary as essential components for achieving comprehensive language proficiency. According to Fithriani (2021), games can serve as valuable tools in language acquisition because they incorporate multiple learning strategies within an interactive format. Games are not merely forms of entertainment but function as practical educational resources that support language development. Their use in the classroom is primarily motivated by their ability to enhance student engagement and motivation. Games promote a competitive and enjoyable environment, often leading to better student performance than traditional classroom activities. Therefore, incorporating game-based learning, such as Lingodeer, can significantly contribute to students' linguistic progress.

- **Improvement of vocabulary mastery**

Most students reported that using the Lingodeer application enhanced their understanding of English. They noted that the learning experience provided by Lingodeer contributed significantly to improving their speaking and listening skills. As a result, students became more confident and competent in applying the vocabulary and structures they had learned in real communication contexts.

Table 1. Questionnaire Data of Students' Improvement of Vocabulary Mastery

	Question	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
1	When I found a word that I don't know, I'm motivated to learn it.	10%	10%	10%	40%	30%
2	When playing, I felt like was in an English speaking country.	20%	20%	20%	20%	20%
3	The Lingodeer provide opportunities deepening my word knowledge	0%	0%	0%	70%	30%

Source: Data Adapted from Triwiyanti 2025

They find it much simpler to identify the word on the Lingodeer card, as seen by the following excerpts:

"This app is great for presenters because they are good at putting together clues that have to be guessed on lingodeer cards." (Interview, excerpt 1)

"I think that Lingodeer not only helps us learn new words but also tells us what words are related to the words that we have to guess." (Interview excerpt 2).

"Lingodeer provides a lot of exercises that will allow you to understand the language and make it fun to learn. It has an almost textbook level grammar chapter material." (Interview, Excerpt 3)

Insights gathered from student interviews revealed that using the Lingodeer application significantly enhanced their vocabulary knowledge. Furthermore, based on the researchers' classroom observations during the teaching and learning process, students appeared highly engaged and enthusiastic while using the application. This positive experience also contributed to increased confidence among students in expressing themselves in English, both verbally and in written form.

- **Enhanced Vocabulary Recall**

The acquired results demonstrated that Lingodeer aided students in enhancing their vocabulary recall and motivation when remembering words. Students stated that they preferred using Lingodeer to memorize vocabulary rather than repeating the word numerous times. Due to the memorizing that occurs during using Lingodeer, time seems to pass more swiftly and joyful.

Table 2. Questionnaire Data of Students' Enhance Vocabulary Recall

	Questions	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
1	I learned new words visually	10%	30%	10%	30%	20%
2	Lingodeer helped me to get the meaning of new words	0%	0%	0%	70%	30%
3	I think Lingodeer make learning English vocabulary more interesting.	0%	0%	0%	70%	30%
4	Learning vocabulary with Lingodeer is stressful	80%	20%	0%	0%	0%

Source: Data Adapted from Triwiyanti 2025

"It takes me a long time and makes me bored to read a lot of vocabulary because I have to read it over and over again. But when I use Lingodeer, it's a lot easier for me once I learn how to use this specific strategy. This is because we use while we learn new words. It saved me a lot of time and pushed me to learn." (Interview, Excerpt 4)

"Using this app is a better way for me to learn new words in a day than sitting down and memorizing, and that makes me excited to do it." (Interview, Excerpt No. 5)

"There are many variations in Lingodeer that include many exercises such as Matching photos with words, speaking, listening to pronunciation, multiple choice questions, filling in the blanks, adding words to the correct place and writing sentences." (Interview, Excerpt 6)

"The audio is clear and helps me hear the pronunciation so I can remember clearly and fast." (Interview, Excerpt 7)

"There are many tips and notes to be found among the lessons that are useful to keep in mind." (Interview, Excerpt 8)

This study reinforces that classroom time can be used more efficiently by allocating it to reading comprehension and information review activities. One pedagogical approach to achieving this is facilitating the transfer of vocabulary from short-term memory into long-term retention. This can be accomplished by helping learners create mental associations between new words and existing knowledge stored in the mental lexicon. Strengthening these connections allows learners to anchor new vocabulary more effectively. Improving vocabulary retention involves instructional strategies that guide students to form meaningful links between recently introduced material and previously acquired knowledge. When new information is presented in ways that align with what students already know, retaining that information over longer periods becomes easier. Furthermore, retrieving such knowledge using visual or verbal cues becomes more accessible and efficient. In this context, the Lingodeer application can serve as a valuable instructional tool, enabling educators to help students connect new vocabulary

with previously established terms in their long-term memory.

- **Higher Engagement**

The questionnaire data revealed that students engaged more when learning vocabulary through the Lingodeer application. Most respondents expressed strong motivation while using Lingodeer, and many indicated a willingness to continue using the app for extended study periods. Furthermore, most students disagreed when asked whether the application made them feel bored or anxious. These findings suggest that Lingodeer fosters a positive and stimulating learning environment that supports sustained interest and motivation in vocabulary acquisition.

Table 3. Questionnaire Data of Students' Higher Engagement

	Questions	Strongly Disagree	Disagree	No Idea	Agree	Strongly Agree
1	I'm so motivated when I try to learn vocabulary by Lingodeer app.	0%	0%	10%	50%	40%
2	Learn with Lingodeer motivated me to continue my learning for long hour:	0%	0%	0%	60%	40%
3	The Lingodeer makes learning vocabulary more boring	60%	40%	0%	0%	0%

Source: Data Adapted from Triwiyanti 2025

This idea is further backed by the following findings from interviews conducted by researchers:

"I wasn't interested in this game since I imagined it would be difficult. However, as the game begins, it becomes really engaging; this game is also beneficial for vocabulary study."(Interview, Excerpt 9)

"Lingodeer is a wonderful and joyfull app to learning english, although I sometimes find it difficult to identify the words on the Lingodeer card. However, this app has taught me a vocabulary I didn't know before, and it's a lot of fun." (Interview, Excerpt 10)

Based on the results of student interviews, initial impressions of the Lingodeer application were relatively low, as many students did not find it particularly engaging at first. However, their involvement increased significantly after actively using the app, even though they still encountered occasional difficulties pronouncing unfamiliar English words. These interview findings supported the researchers' assumption that Lingodeer could effectively enhance students' interest in learning vocabulary. Moreover, the application fostered a sense of motivation among students by encouraging participation, competition, and enthusiasm in language learning. Repetitive exposure to vocabulary items also helped students improve their pronunciation, particularly when they attempted to explain or use new terms. Lingodeer was also reported to support stronger peer interaction and collaboration, contributing positively to students' overall English proficiency. From the perspective of various learning theories,

motivation plays an essential role in the learning process. Therefore, Lingodeer may be viewed as a tool to enhance students' intrinsic interest in language acquisition. Additionally, many students perceived Lingodeer as an appealing and enjoyable platform that made learning complex vocabulary more accessible and less intimidating. Further Katemba et al (2022), Both teachers and students can gain from games since they allow students to learn a foreign language without stress, which will help them acquire vocabulary.

Based on the overall questionnaire data, using the Lingodeer application was found to significantly impact students' vocabulary mastery skills. During the learning process, students showed full attention to the teacher's instructions and appeared enthusiastic in using the application. The study's findings indicate that Lingodeer helps students acquire new vocabulary more effectively than conventional teaching methods. Analysis of the questionnaire results confirms that 65% of students were satisfied with the application's role in improving their vocabulary mastery. As described in Figure 4, the majority of students considered Lingodeer to be the most helpful and effective method for learning new vocabulary.

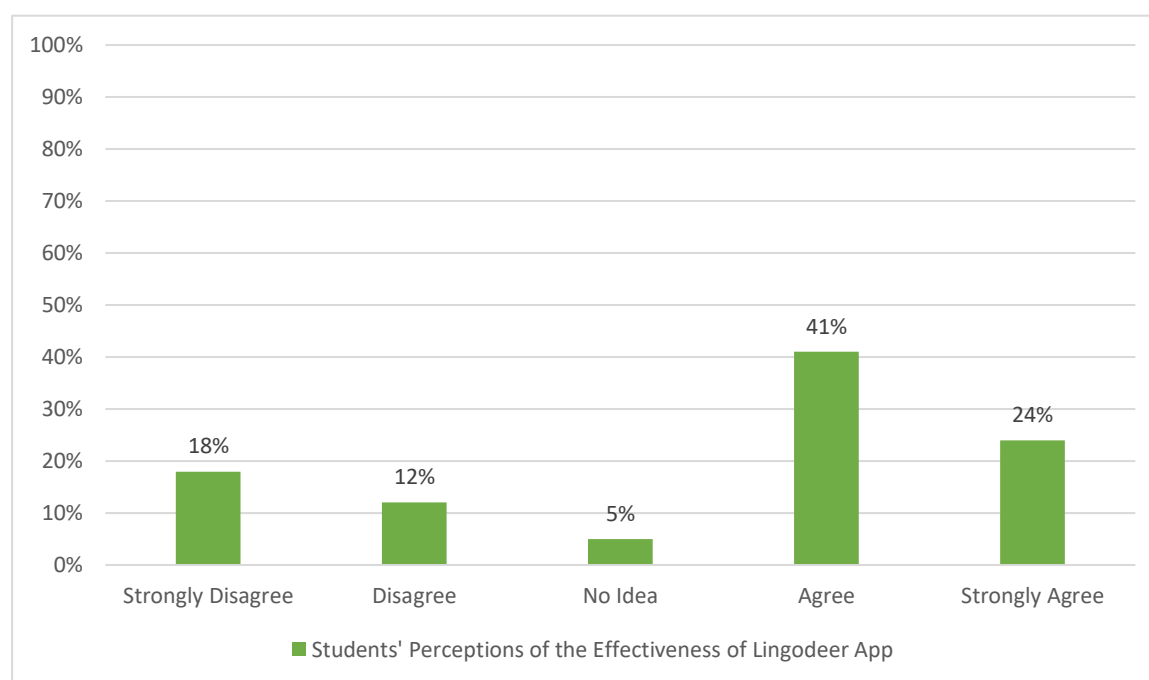


Figure 4. Students' perceptions of the effectiveness of Lingodeer app
 Source: Triwiyanti 2025

From the chart above, we can see that 24% of students strongly agree that the Lingodeer app is effective, 41% agree, 5% have no idea, 12% disagree, and 18% strongly disagree. The results showed that Lingodeer helps students learn new words and master them.

Student's View of The Challenges Using Lingodeer App to Learn English Vocabullary

- **The cost for premium features is quite expensive, ranging from hundreds of thousand rupiah monthly to million rupiah yearly**

It may seem expensive for students, Lingodeer premium features offer structured lessons, detailed grammar explanation, and offline access which can be valuable for serious language learners.

“When I wanna get the premium feature in lingodeer, I should pay expensive range two hundred thousand rupiah per month” (Interview, excerpt 1)

- **Gamification is less varied**

The gamification aspect of Lingodeer Apps might be less varied compared to other language learning apps. While Lingodeer does incorporate some gamification elements, such as points, badges, and progress tracking, some users might find it lacking in diversity or depth. More types of rewards or incentives, interactive games or challenges, social sharing or competition features.

“I think Lingodeer should have been more types of rewards or incentives, interactive games or challenges, social sharing or competition features so I will be joyful when learning English vocabular”. (Interview, Excerpt 2)

- **Additional content such as videos and articles is less varied**

The additional content such as videos and articles of Lingodeer might be limited or less varied compared to other language learning platforms. This could make the learning experience feel less engaging or comprehensive for some users.

“Lingodeer doesn't have many interesting and memorable videos and article as long as I use it and learning English vocabulary”. (Interview, Excerpt 3)

DISCUSSION

Based on the results of student interviews, their initial interest in using Lingodeer was relatively low. Before engaging with the app, most students did not find it appealing. However, they became more involved after playing, even though some still encountered difficulty pronouncing unfamiliar English words. These responses confirmed the researchers' assumption that Lingodeer increases students' interest in learning vocabulary. The app encourages competition, participation, enthusiasm, and motivation among students to acquire new words. In the context of various educational theories, motivation plays a crucial role in successful learning. Therefore, Lingodeer can be considered a tool that enhances motivation and learning interest.

This study showed that Lingodeer was especially effective in encouraging learners of English as a foreign language, particularly those in junior high school, to expand their vocabulary and strengthen their recall of previously learned terms. Qualitative data indicated that students felt Lingodeer supported their vocabulary mastery, improved memory retention, and made the learning experience more engaging. Questionnaire results showed that 68 percent of students felt comfortable using Lingodeer to study vocabulary. Students also reported that the application made the learning atmosphere more enjoyable. Enjoyment appeared to be a key reason games function well in classroom settings. When students enjoy learning, their

concentration, persistence, curiosity, and drive to succeed increase, enhancing the learning process. These findings are consistent with earlier studies that highlight how enjoyment influences the success of gamification in English language learning.

Despite its benefits, this study also identified several challenges associated with using Lingodeer for vocabulary learning. Three main problems emerged. First, the premium version of Lingodeer, which includes structured lessons, detailed grammar explanations, and offline access, was considered expensive by students, limiting their ability to fully access all features. Second, the gamification elements in Lingodeer were seen as lacking in variation, which could reduce long-term motivation and engagement. Third, the additional resources, such as videos and articles for vocabulary learning, were perceived as limited in both content and variety, which restricts the app's capacity to meet the diverse needs of learners.

CONCLUSION

The findings indicate that integrating the Lingodeer application into classroom settings can effectively support English vocabulary development among Indonesian junior high school students. Data from this single-class study suggest that Lingodeer contributed to improved vocabulary mastery, enhanced recall of previously learned words, and increased student engagement. Many students reported reduced anxiety in oral tasks and greater confidence as a result of easier retention of new vocabulary; some even perceived activities using the app as playful rather than burdensome, which increased motivation and enjoyment.

Based on these outcomes, the study recommends that teachers recognize students' vocabulary learning difficulties and adopt creative, student-centered teaching methods. Lingodeer appears to be an effective and engaging medium to support vocabulary instruction, but it should be complemented by other classroom strategies to address pronunciation and afford access for learners who cannot pay for premium features.

For future research, researchers should address the limitations noted above by employing larger and more diverse samples, extending the implementation period, and using mixed methods that include objective assessments (pre-tests, post-tests, and delayed post-tests) to measure immediate and sustained vocabulary acquisition. Researchers are encouraged to explore different instructional methods and settings to further refine and expand the application of Lingodeer in English language teaching.

REFERENCES

- Anjaniputra, A. G., & Salsabila, V. A. (2018). The merits of Quizlet for vocabulary learning at tertiary level. *Indonesian EFL Journal*, 4(2), 1–11. <https://doi.org/10.25134/ieflj.v4i2.1370>
- Asyiah, D. N. (2017). The vocabulary teaching and vocabulary learning: Perception, strategies, and influences on students' vocabulary mastery. *Jurnal Bahasa Lingua Scientia*, 9(2), 293–318. <https://doi.org/10.21274/lis.2017.9.2.293-318>

- Basal, A. (2016). Effectiveness of mobile application in vocabulary teaching. *Contemporary Educational Technology*, 7(1), 47–59.
- Besthia, W. (2018). A survey on vocabulary learning strategies: A case of Indonesian EFL university students. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 8(5), 29–34.
- Fithriani, R. (2018). Communicative game-based learning in EFL grammar class: Suggested activities and students' perception. *JEELS (Journal of English Education and Linguistics Studies)*, 5(2), 171–188.
- Fithriani, R. (2021). The utilization of mobile-assisted gamification for vocabulary learning: Its efficacy and perceived benefits. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, 22(3), 146–163.
- Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, 5(2), 230–239.
<https://doi.org/10.24815/siele.v5i2.10932>
- Hasanah, N., & al., et. (2024). *The use of the Lingodeer in enhancing students' vocabulary mastery*.
- Hemmati A. B., T. and A. (2015). Incidental vocabulary learning and retention through reading a graded reader among Iranian EFL learners. *The Online Journal of New Horizons in Education*, 5(1), 72–86.
- Ismail, M. (2015). Investigating the ways young learners differ from adults in the context of EFL/ESL. *Statewide Agricultural Land Use Baseline 2015*, 1–7.
- Katamba C.,V., Tobing J.,H.,L., & Putri A.,T. (2022), Do [Kahoot! Games Enhance Vocabulary Learning?](#) *Journal of Elementary Education*, Vol 15 No 3 (2022): 393-408. <https://doi.org/10.18690/rei.15.3.393-408.2022>
- Katamba C., V., (2021). Enhancing vocabulary performance through mobile assisted language learning at a rural school in Indonesia. *Acuity: English Language Pedagogy, Literature, and Culture*, 6(1), 1–11.
- Komalasari, D. A. (2022). An analysis of student difficulties in mastering vocabulary in eighth grade at SMPN 06 Kotabumi in the academic year of 2021/2022. *Griya Cendikia*, 7(2), 266–276.
- Manguni, D. W. (2022). Analisis pengelolaan sarana prasarana asesmen nasional berbasis komputer (ANBK) tahun 2021 di SD Negeri Sukomulyo Sleman. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 22(1), 19–28.
- Miftahul D., J. and E. (2025). EFL students' perceptions on the use of Promova for learning English vocabulary. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 10(2), 344–355.
- Mukoroli, J. (2011). Effective vocabulary teaching strategies for the English for academic purposes ESL classroom. *English*, 1(1), 53–63.
- Nursaqian, N. (2023). *The effectiveness of Lingodeer application toward students' vocabulary mastery*. Universitas Islam Negeri Raden Intan Lampung.
- Parisa Z., Y. and E. (2022). The effect of using de-contextualization and semi-contextualization teaching techniques on Turkish EFL learners' vocabulary learning. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 7(2), 161–178.
<https://doi.org/10.35974/acuity.v7i2.2781>

- Patahuddin Syawal, S., and Bin-Tahir, S. Z., P. (2017). Investigating Indonesian EFL learners' learning and acquiring English vocabulary. *International Journal of English Linguistics*, 7(4), 128–137. <https://doi.org/10.5539/ijel.v7n4p128>
- Rahmatika Pertiwi, D., Karmala, E. T., and Nastiti, I. A., A. (2018). Exploring EFL learners' vocabulary learning strategies. In *1st English Language and Literature International Conference (ELLiC)* (pp. 40–45).
- Rionaldi and Saputra, B. (2016). Vocabulary learning strategies employed by English department students of State Polytechnic of Bengkalis across different proficiency levels. In *Proceeding of the Fourth International Seminar on English Language and Teaching (ISELT-4)* (Vol. 4, Issue 2, pp. 240–249).
- Rumidian Sumanto, S., and Badawi, A., R. (2017). Pengembangan media kartu kata untuk melatih keterampilan membaca permulaan pada siswa kelas 1 SD. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 62–68.
- Saridevita Suhendar, A., and Hasan, N., A. (2022). Analisis kesulitan pelafalan kosakata bahasa Inggris siswa kelas V SDN Pondok Makmur. *Anwarul*, 2(4), 364–373.
- Simamora L., M. W. B. and O. (2020). What is your favorite movie?: A strategy of English education students to improve English vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44–49.
- Umniati Mahmudah, F., Sawitri, D., Siregar, A. M., and Ikhwan, A., N. (2023). Hubungan media game online dalam meningkatkan minat belajar pada anak-anak. *Jurnal Pendidikan, Sains Dan Teknologi*, 2(1), 1–4.
- Yuliawati D. V., F. and Y. B. (2020). Pelatihan peningkatan kemampuan speaking untuk siswa SMA melalui metode kooperatif learning dengan media gambar. *Abdiku: Jurnal Pengabdian Kepada Masyarakat*, 3(2), 50–58.
- Zein, S. (2022). *English as a subject in basic education (ESBE) in ASEAN: A comparative study*. British Council.