

English Vocabulary Pop Quiz Application for Beginner English Learners on Vocabulary Mastery: Students' Perception

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Abstract: This study aims to explore beginner english learners' perceptions of using the English Vocabulary Pop Quiz Application to enhance vocabulary mastery. The research employed a descriptive qualitative approach, utilizing a likert scale questionnaire and semi-structured interviews as instruments. Data were collected from 45 respondents who completed the questionnaire online and five students who participated in follow-up interviews for deeper analysis. The results revealed five major findings. First, enrichment student' vocabulary indicates that students experienced improved word memorization, recognition, and contextual understanding. Second, increase student's understanding of vocabulary reflects students' ability to apply vocabulary accurately in speaking and writing. Third, developing students' motivation on learning new vocabulary highlights how the app's game-like structure sustained students' interest and encouraged consistent vocabulary practice. Fourth, supporting flexible and efficient learning access emphasizes the app's offline usability and time flexibility, enabling students to study independently and conveniently. Fifth, Expressed Interactive Features on Expressing Literacy and Enjoyment Features demonstrates that students enjoyed the app's interactive layout, which increased their emotional engagement and literacy involvement. Based on these findings, recommended that teachers and educators consider integrating the English Vocabulary Pop Quiz Application or similar gamified tools into vocabulary instruction for beginner learners. Developers were also encouraged to enhance the app with additional features to maintain user interest and expand learning opportunities.

Keywords: English language learning; gamification media; mobile application; student perception; vocabulary mastery

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa pemula dalam belajar bahasa Inggris terhadap penggunaan Aplikasi Ujian Kosakata Bahasa Inggris untuk meningkatkan penguasaan kosakata. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan instrumen berupa kuesioner skala Likert dan wawancara semi-terstruktur. Data dikumpulkan dari 45 responden yang mengisi kuesioner secara online dan lima siswa yang berpartisipasi dalam wawancara lanjutan untuk analisis yang lebih mendalam. Hasil penelitian mengungkapkan lima temuan utama. Pertama, peningkatan kosakata siswa menunjukkan bahwa siswa mengalami peningkatan dalam mengingat kata, mengenali kata, dan memahami konteks kata. Kedua, peningkatan pemahaman kosakata siswa mencerminkan kemampuan siswa untuk menggunakan kosakata secara akurat dalam berbicara dan menulis. Ketiga, pengembangan motivasi siswa dalam belajar kosakata baru menyoroti bagaimana struktur permainan aplikasi tersebut mempertahankan minat siswa dan mendorong latihan kosakata secara konsisten. Keempat, dukungan akses belajar yang fleksibel dan efisien menekankan kegunaan aplikasi secara offline dan fleksibilitas waktu, memungkinkan siswa belajar secara mandiri dan nyaman. Kelima, Fitur Interaktif yang Menunjukkan Literasi dan Kesenangan menunjukkan bahwa siswa menikmati tata letak interaktif aplikasi, yang meningkatkan keterlibatan emosional dan partisipasi literasi mereka. Berdasarkan temuan ini, disarankan agar guru dan pendidik mempertimbangkan untuk mengintegrasikan Aplikasi Kuis

Kosakata Bahasa Inggris atau alat gamifikasi serupa ke dalam pengajaran kosakata untuk siswa pemula. Pengembang juga didorong untuk meningkatkan aplikasi dengan fitur tambahan untuk mempertahankan minat pengguna dan memperluas peluang belajar.

Kata kunci: Pembelajaran bahasa Inggris; media gamifikasi; aplikasi seluler; persepsi siswa; penguasaan kosakata

INTRODUCTION

Vocabulary mastery is a fundamental component in the process of learning a foreign language, especially English. As a core element, vocabulary plays a crucial role in supporting other language skills, such as reading, writing, speaking, and listening. When a learner has broad and solid vocabulary knowledge, they can better comprehend spoken and written texts, construct effective sentences, and express their ideas clearly (Nation, 2020; Webb & Nation, 2020). Conversely, limited vocabulary mastery may result in difficulties in understanding course materials, participating in discussions, or conveying thoughts fluently in English. This demonstrates that vocabulary is not merely a list of memorized words, but the main foundation for language communication.

Nevertheless, beginner English learners often face challenges in expanding and retaining the vocabulary they have learned. A common factor is the lack of exposure to English in daily life. Many students only interact with English in the classroom, and limited practice causes them to forget vocabulary quickly. Furthermore, traditional vocabulary learning methods, such as memorizing word lists or doing repetitive textbook exercises, tend to be tedious and not aligned with the learning preferences of today's generation, which is more visual and interactive. As a result, students' motivation to learn vocabulary decreases, and their absorption of new words becomes weak. Schmitt (2020) emphasizes that the use of ineffective learning strategies can hinder vocabulary acquisition, especially for beginner learners.

Beginner English learners, often referred to as basic-level language learners, are individuals who are in the early stages of acquiring English as a foreign language. They typically have a limited vocabulary repertoire, struggle to construct complex sentences, and rely heavily on familiar expressions or memorized phrases to communicate (CEFR Level A1–A2). According to Richards and Schmidt (2019), beginner learners often need structured and repetitive exposure to basic words and sentence patterns to gradually develop both receptive skills (listening and reading) and productive skills (speaking and writing). Their learning progress is highly influenced by the availability of engaging learning resources, frequent practice, and motivational factors. Because of these characteristics, beginner learners require vocabulary learning tools that are simple, interactive, and adaptive to their cognitive and affective needs.

Therefore, it is essential to adopt a more innovative learning approach that can address these challenges. One such approach that has gained popularity is the integration of technology in education, particularly through Mobile-Assisted Language Learning (MALL). Mobile devices allow learners to access learning materials flexibly and independently, without time and location constraints. Mobile-based English learning applications serve as promising tools to enhance vocabulary learning, as they incorporate visual, audio, animation, and gamification elements that attract students' interest. Various studies have demonstrated the effectiveness of digital media in vocabulary learning. Ummulkhair et al. (2021), in their research in



elementary schools, confirmed that using game-based media Vocabulary Quiz improved student engagement and vocabulary learning outcomes. Similarly, Rahmawati (2024) examined the Duolingo application among junior high school students and found that learners showed increased motivation and a tendency to study independently through the app. A comparable finding was presented by Lisda et al. (2023), who investigated the use of Quizizz in high school settings and concluded that digital quiz-based exercises created a competitive and enjoyable learning environment that helped students better understand vocabulary in meaningful contexts.

In today's digital era, learning applications are not just complementary tools but have become essential in supporting independent learning among students. One such application that facilitates vocabulary learning through a gamified approach is the English Vocabulary Pop Quiz Application (<https://english-vocabulary-pop-quiz.en.softonic.com/android>). This application is specifically designed to train and broaden users' vocabulary through interactive quiz challenges structured in varying difficulty levels. Gamification features such as scores, challenges, level systems, and digital rewards motivate students to learn consistently.



Figure 1. English Vocabulary Pop Quiz Application

In terms of usage, the English Vocabulary Pop Quiz Application is user-friendly and intuitive. After installing the app on an Android device, learners can start by selecting a difficulty level or a vocabulary category. The app presents quiz questions in multiple-choice or matching formats, allowing learners to test their knowledge immediately. Each correct answer increases their score, while incorrect answers are followed by instant feedback and the correct solution, reinforcing learning. Learners can repeat quizzes as many times as needed to strengthen retention. The app also tracks progress and encourages self-paced learning, enabling students to practice anytime and anywhere without requiring continuous internet access. This interactive process not only reinforces vocabulary memorization but also enhances contextual understanding and learner engagement.

Despite the growing adoption of mobile-assisted vocabulary learning, there remains a significant research gap in understanding how beginner English learners perceive and experience gamified vocabulary applications. Most previous studies have primarily focused on the general effectiveness of mobile learning tools in improving vocabulary test scores (Zou, Huang, & Xie, 2021; Lin & Lin, 2019) rather than exploring learners' cognitive, affective, and behavioural responses to the learning process. Furthermore, research on gamified vocabulary applications often targets secondary or university students, with limited attention to absolute beginners who require structured and interactive learning experiences. This gap highlights the need for a study that investigates beginner English learners' perceptions of using the English

Vocabulary Pop Quiz Application as a tool to enhance vocabulary mastery in a way that combines memorization, contextual understanding, and learner engagement.

METHOD

This study employed a qualitative descriptive method to investigate how beginner-level English learners perceive the use of the English Vocabulary Pop Quiz Application as a vocabulary learning tool. The qualitative approach allows for an in-depth understanding of human behavior and social phenomena by collecting descriptive and interpretive data (Lim, 2024). The research design used in this study is a phenomenological approach, which focuses on capturing the lived experiences of participants by describing their shared perceptions (Frechette et al., 2020). The objective of this study is to gain a comprehensive understanding of students' perceptions of how the application influences their vocabulary mastery.

The participants in this study were beginner-level English learners, including students who had used the English Vocabulary Pop Quiz Application for at least two weeks. A total of 45 participants were selected using purposive sampling, a sampling method aimed at selecting individuals with specific characteristics relevant to the study (Campbell et al., 2020). The criteria included active use of the application and a basic level of English proficiency. Data were collected using two primary instruments: a questionnaire and interviews. The questionnaire consisted of 20 Likert-scale statements designed to measure participants' perceptions regarding the impact of the English Vocabulary Pop Quiz Application on vocabulary mastery. The statements were delivered through Google Form, and participants were asked to respond using a 5-point Likert scale: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). In addition, semi-structured interviews were conducted to gather deeper insights into participants' individual experiences and opinions about using the application.

Data collection in this study was carried out entirely online. Participants were initially invited to complete a questionnaire via a Google Form link, which included a brief explanation of the research, clear instructions for filling out the form, and a consent statement as part of ethical research compliance. Respondents were given adequate time to complete the questionnaire independently and honestly. After completing the questionnaire, the researcher conducted follow-up interviews through online communication platforms such as WhatsApp calls, voice notes, or Google Meet, depending on the participants' preferences. Before each interview, the researcher explained the objective of the study and confirmed the voluntary nature of participation. All personal information and identities of the participants were kept confidential in accordance with research ethics guidelines. The collected data were analyzed using thematic analysis, a qualitative method suitable for identifying, analyzing, and interpreting patterns of meaning within data. The researcher began by reducing the data, focusing only on relevant responses from the questionnaires and interviews that were aligned with the research objectives. These meaningful pieces of data were then categorized into thematic patterns based on recurring topics found throughout the responses. The main themes that emerged from the analysis were: Enrichment Student Vocabulary, Increase Student's Understanding of Vocabulary, Developing Students Motivation on Learning New Vocabulary, Supporting Flexible and Efficient Learning Access, and Expressive Interactive Features on Expressing



Literacy and Enjoyment Features. After organizing the data into these categories, the researcher interpreted the findings to gain a deeper understanding of the students' perceptions of using the English Vocabulary Pop Quiz Application in vocabulary learning. To enhance the validity of the data, triangulation was applied by comparing responses from the questionnaire with those obtained from the interviews. This method helped to cross-verify findings and build a more comprehensive and trustworthy interpretation. The final conclusions were drawn by summarizing the key points of each theme, providing a holistic overview of how beginner English learners perceive and experience the use of the application in their vocabulary acquisition process.

RESULTS AND DISCUSSION

Result

This study investigated the perceptions of beginner English learners toward the use of the English Vocabulary Pop Quiz Application in enhancing vocabulary mastery. The research focused on exploring how the application supports students' vocabulary learning from cognitive, affective, and behavioral perspectives. Based on the questionnaire and interview data, the results are presented to describe students' responses to the application and to provide insights into the aspects of vocabulary learning that are most influenced by its use. The data collected from 45 respondents through the online Likert-scale questionnaire revealed a clear positive trend in students' experiences with the application. Table 1 summarizes the percentage of responses for each of the 20 questionnaire statements. These statements represent students' perceptions of vocabulary enrichment, understanding, motivation, accessibility, and overall enjoyment when using the English Vocabulary Pop Quiz Application.

Table 1. Percentage of student responses to each questionnaire item

No	Themes	Numbers Statement	Presentation of Agree
1	Enrichment student vocabulary	1,2,3,3,10,11,12,14,16 and 18	64%
2	Increase student understanding of vocabulary	4, 6 and 7	62%
3	Developing student's motivation on learning new vocabulary	5,9,17 and 20	60%
4	Give supporting flexible and efficient learning access	13 and 15	50%
5	Given interactive features on expressing literacy and enjoyment features	19	60%

Enrichment Student's Vocabulary

The Enrichment Student Vocabulary emerged from Statements 1, 2, 3, 10, 11, 12, 14, 16, and 18. These statements indicate that the app significantly contributed to the improvement of vocabulary acquisition, word recognition, memory, and usage accuracy. In Statement 1, 64% of students strongly agreed and 28% agreed that their vocabulary improved after using the app. Statement 2 reinforced this, with 44% strongly agreeing and 44% agreeing that the app helped them find the meaning of new words in the reading text. In Statement 3 (which appeared twice in the coding), 53% strongly agreed and 22% agreed that the app made it easier to memorize vocabulary. Statement 10 shows that 40% strongly agree and 37% agree that they often use the



learned vocabulary in daily conversations. Statement 11 confirmed that 57% strongly agreed and 33% agreed that the app improved reading skills through better vocabulary recognition. In Statement 12, 53% strongly agreed that they understand synonyms and antonyms better. Statement 14 revealed that 53% strongly agreed and 31% agreed the features in the app improved their vocabulary comprehension. In Statement 16, 40% strongly agreed and 37% agreed that the duration of using the app had a positive impact on vocabulary improvement, while Statement 18 showed that 44% strongly agreed and 48% agreed that the app helped reduce errors in understanding and using vocabulary. The arguments obtained from the interviews were used to validate the results of the questionnaire above, as shown below:

"I feel that my vocabulary has increased because of the quiz feature that I often repeat." (R2)

This statement confirms that students benefit from vocabulary practice that is repeated and varied in application. Repeated exposure to word forms, synonyms and sentence structures allows students to process new vocabulary more effectively. The quiz mechanism not only tests memory but also strengthens long-term understanding. This is especially important for beginner learners who often struggle with vocabulary recall through conventional methods. These student testimonials reflect that the combination of repetition, self-interaction and structured quiz system promotes the improvement of vocabulary knowledge. This is in line with Nation (2001) and Normurodovna's (2025) view that meaningful repetition in an interactive environment is essential for long-term vocabulary retention.

Increase Student's Understanding of Vocabulary

This theme is drawn from Statements 4, 6, and 7, which highlight students' improved confidence and understanding of vocabulary in context. Statement 4 shows that 62% strongly agreed and 26% agreed they felt more confident using new vocabulary. In Statement 6, 40% strongly agreed and 26% agreed that the app helped them grasp how words are used in context. Statement 7 found 53% of students strongly agreed and 28% agreed they practiced vocabulary more often independently after using the app. The arguments obtained from the interviews were used to validate the results of the questionnaire above, as shown below:

"I'm more confident speaking because I feel I understand the meaning and context of the words better." (R3)

This insight emphasizes that learners do not merely memorize new vocabulary, but begin to understand how words function within context. Students felt empowered to use vocabulary in real communication settings, such as speaking or writing, because they understood the usage beyond definitions. This aligns with the vocabulary depth dimension, which is concerned with learners' ability to apply vocabulary correctly and flexibly. The student's increased confidence shows that the app's content possibly through contextual examples, usage-based quizzes, and sentence applications provided real-life relevance that supported internalization. Therefore, *Increase Student Understanding of Vocabulary* as a theme is clearly reflected in this experience, showing how the app bridged the gap between knowing a word and using it meaningfully. This finding is strongly aligned with Schmitt's (2020) view that



vocabulary depth is essential in second language development, helping students become more expressive and accurate in communication.

Developing Students Motivation on Learning New Vocabulary

Motivation to learn vocabulary is captured through Statements 5, 9, 17, and 20. In Statement 5, 35% strongly agreed and 55% agreed that the app made them more motivated to study and memorize vocabulary. Statement 9 revealed 60% strongly agreed and 31% agreed that the exercises were varied and engaging. In Statement 17, 57% strongly agreed and 28% agreed that they were more motivated to continue learning English after using the app. Lastly, Statement 20 showed 57% strongly agreed and 28% agreed they wished the app had more features to support vocabulary development. The arguments obtained from the interviews were used to validate the results of the questionnaire above, as shown below:

"I like to open the app every day because it's like playing a game but while learning." (R5)

This testimony underlines how the app's gamified features successfully maintained the learner's intrinsic motivation. Instead of perceiving vocabulary learning as tedious or repetitive, students viewed it as an engaging, even entertaining, routine. The game-like experience characterized by quizzes, instant feedback, and scoreboards stimulated excitement and goal orientation in learning. Motivation is particularly critical for beginner learners, who often face discouragement or anxiety in early stages. This finding illustrates that the app helped break learning resistance, encouraging consistency. Consequently, the theme *Developing Students' Motivation on Learning New Vocabulary* is strongly reinforced, showing that motivation was not only triggered but sustained through the app's design and learning experience. It echoes Setiawan & Wiedarti's (2020) claim that gamified digital learning fosters intrinsic interest and self-driven progress.

Supporting Flexible and Efficient Learning Access

The fourth theme is based on Statements 13 and 15. In Statement 13, 46% of students strongly agreed and 37% agreed that the app's accessibility helped them study English anytime and anywhere. Statement 15 showed 50% strongly agreed and 43% agreed that the app helped them stay more focused compared to traditional learning methods. The arguments obtained from the interviews were used to validate the results of the questionnaire above, as shown below:

"The app is lightweight and doesn't need a constant internet connection, I can study anywhere." (R1)

This comment underlines the benefit of asynchronous learning and the importance of usability for students in remote or low-connectivity environments. The ability to study independently, on demand, and even offline, supports self-paced learning. The app's efficiency in delivering lightweight, flexible, and non-disruptive content justifies its role in the theme *Supporting Flexible and Efficient Learning Access*. It allowed students to learn at their pace and on their own terms, which aligns with modern educational paradigms of mobile learning. Loewen et al. (2019) emphasize that accessible mobile platforms enhance learner independence and continuity, which are vital in vocabulary development. This finding confirms that the



Pop Quiz app provides not only educational content, but also freedom and flexibility that accommodate various learning conditions.

Expreshy Interactive Features on Expressing Literacy and Enjoyment Features

This final theme is built on Statement 19. Here, 60% strongly agreed and 31% agreed that the app offered a more enjoyable way to learn vocabulary compared to textbooks or traditional methods. This indicates that the app's interface and interactivity contribute to emotional engagement and learner satisfaction. The arguments obtained from the interviews were used to validate the results of the questionnaire above, as shown below:

“The learning is not monotonous, the design of the application also makes you feel at home.” (R4)

This suggests that learners found the design and interaction satisfying, keeping them mentally invested in the learning experience. The student's sense of comfort and enjoyment plays a crucial role in increasing learning duration and attention span. Poláková (2022) suggests that emotionally engaging digital environments not only capture attention but also improve learning retention. Enjoyment in learning fosters a sense of ownership and curiosity, particularly among beginners who may feel anxious with traditional materials. The Pop Quiz app, with its visual appeal and responsive interactivity, provides learners a platform to build not only vocabulary knowledge, but also literacy through emotionally enriching learning experiences. This completes the picture of the app as not just a tool for learning, but a medium for meaningful, enjoyable, and emotionally satisfying language development.

Discussion

The findings of this study revealed five central themes that describe how beginner English learners perceive and experience the use of the English Vocabulary Pop Quiz Application in developing their vocabulary mastery. These themes Enrichment Student Vocabulary, Increase Student Understanding of Vocabulary, Developing Students' Motivation on Learning New Vocabulary, Supporting Flexible and Efficient Learning Access, and Given Interactive Features on Expressing Literacy and Enjoyment Features emerged from both the questionnaire and interview responses, reflecting the cognitive, affective, and behavioral aspects of learners. To validate and strengthen these findings, this discussion incorporates one relevant prior study for each theme from the last five years.

The first theme, Enrichment Student Vocabulary, shows that students perceived a significant improvement in vocabulary acquisition. Many participants reported better word recognition, memory, and contextual understanding after using the application. This outcome aligns with the study by Hesti Nurfajri Ummulkhair et al. (2021), which found that using vocabulary quiz games enhanced elementary students' vocabulary through repetition and engaging exposure. The study demonstrated that interactive quizzes helped reinforce vocabulary learning, similar to how students in the present study credited repeated use of the app for improving their vocabulary.

The second theme, Increase Student Understanding of Vocabulary, highlights how students became more confident in using English vocabulary in context. This supports the findings by Rahmawati (2024), who implemented Duolingo at SMPN 19 Mataram and reported that the app improved students' understanding of word



meanings and contextual use. Students gained confidence in speaking tasks because they could learn vocabulary in meaningful settings at their own pace. The parallels indicate that digital vocabulary tools not only supply new words but also deepen learners' understanding of their practical application.

The third theme, *Developing Students' Motivation on Learning New Vocabulary*, emphasizes the role of gamified features in stimulating learning interest. This is consistent with the findings of Ummulkhair et al. (2021), who noted that game-based vocabulary learning increased student motivation and made the process more enjoyable. Students in the present study echoed this experience, expressing enthusiasm to regularly engage with the app because of its interactive and game-like format.

The fourth theme, *Supporting Flexible and Efficient Learning Access*, emphasizes the app's offline accessibility and ease of use, allowing students to study independently at their convenience. This finding corresponds with Rahmawati's (2024) study, which found that Duolingo's mobile design supported flexible learning schedules and encouraged student autonomy. Similarly, students in the current research reported using the Pop Quiz app during spare time or travel, demonstrating the value of accessible tools in informal learning contexts.

The fifth theme, *Given Interactive Features on Expressing Literacy and Enjoyment Features*, captures students' emotional engagement and satisfaction while using the app. Most respondents described the learning experience as enjoyable and preferable to traditional textbook-based learning. This is supported by Ummulkhair et al. (2021), who emphasized that interactive visual design in vocabulary quiz games created a fun atmosphere and increased student interest.

In the current study, learners reported that the layout and interactivity of the app made them feel more engaged and focused while studying. In summary, each of the five themes identified in this study aligns with findings from previous research on digital vocabulary learning. Despite differences in context and tools, a consistent pattern emerges: vocabulary apps significantly enhance learners' cognitive and affective outcomes. The English Vocabulary Pop Quiz Application, with its accessible design, gamified format, and engaging features, effectively addresses the needs of beginner learners. It provides an enjoyable, empowering, and pedagogically sound approach to vocabulary learning, reaffirming the role of digital tools in both formal and informal educational settings.

CONCLUSION

This study aimed to explore the perceptions of beginner English learners regarding the use of the English Vocabulary Pop Quiz Application in enhancing vocabulary mastery. Using a descriptive qualitative approach that combined questionnaire responses from 45 participants and follow-up interviews with 5 students, the study revealed five central findings that illustrate how the application contributes to vocabulary development. First, *Enrichment Student Vocabulary* emerged as a dominant theme, where students reported improved memorization, recognition, and contextual understanding of vocabulary. The app's repetitive and interactive quiz features supported long-term retention and word usage. Second, *Increase Student Understanding of Vocabulary* indicated that students became more confident in applying new vocabulary, particularly due to their deeper understanding of synonyms, antonyms, and usage in context. Third, the theme of *Developing Students' Motivation*



on Learning New Vocabulary highlighted how the app's gamified format encouraged consistent engagement and made the learning process more enjoyable and less intimidating for beginners. Fourth, Supporting Flexible and Efficient Learning Access emphasized the value of the app's accessibility, offline usability, and time flexibility, which allowed students to study independently across various settings and schedules. Finally, in Given Interactive Features on Expressing Literacy and Enjoyment Features, students expressed satisfaction with the app's interface and design, which fostered emotional engagement and sustained attention during vocabulary learning. In conclusion, the English Vocabulary Pop Quiz Application is perceived as an effective, accessible, and learner-friendly tool for enhancing vocabulary mastery among beginner English learners. Beyond building lexical knowledge, it also fosters learner autonomy, increases motivation, and boosts confidence three critical factors in second language acquisition. These findings affirm the potential of mobile-assisted vocabulary learning tools to support language education in flexible, enjoyable, and learner-centered ways, especially when thoughtfully designed to combine pedagogy with interactive technology.

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