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GAMIFYING MULTIPLE CHOICE USING ZEP QUIZ TO TEACH VOCABULARY ON SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study investigates the use of gamified multiple-choice questions through ZEP Quiz in teaching vocabulary, particularly word classes, to senior high school students. The study employed a qualitative research approach using classroom observation and semi-structured interviews as the main instruments. An observation checklist was used to capture classroom interaction and student learning behavior during the implementation of the gamified activity, while interviews were conducted to explore students' perceptions of the learning experience. The findings indicate that the use of ZEP Quiz created an engaging and motivating learning environment. Classroom observation showed that students demonstrated enthusiasm, active participation, collaboration, and strong interest in the gamified activity, especially in response to game elements such as points, leaderboards, and time challenges. Interview data further revealed that students perceived the gamified quiz as enjoyable and motivating, which encouraged them to participate more actively in vocabulary learning. However, the findings also reveal that high levels of engagement did not consistently result in accurate identification of word classes. Observation data showed that some students experienced difficulty in applying vocabulary concepts during the activity, while interview responses indicated that time pressure and competition sometimes distracted them from focusing on linguistic accuracy. In addition, the absence of structured post-activity reflection limited opportunities for students to consolidate their understanding of vocabulary concepts. Overall, the study concludes that while gamified multiple-choice activities using ZEP Quiz are effective in enhancing motivation and classroom engagement, they should be complemented with explicit instruction and reflective follow-up activities to support deeper vocabulary learning.



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INTRODUCTION

Vocabulary has long been acknowledged as a fundamental component in second and foreign language acquisition. Waring and Nation (1997, as cited in Rahmatika *et al.*, 2017) highlight that vocabulary plays a crucial role in the process of learning a new language. Similarly, Johnson and Swain (1997) argue that vocabulary learning is central to both language development and actual language use, as it functions as a vital link among the four language skills: speaking, listening, reading, and writing. When learners possess limited vocabulary, they often struggle to convey meanings clearly and to participate in effective communication. In line with this view, Richards and Renandya (2002, as cited in Nurshiyam *et al.*, 2022) emphasize that vocabulary constitutes a core element of language competence, significantly influencing learners' performance in various communicative contexts. Both the breadth and depth of vocabulary knowledge determine learners' ability to comprehend texts, express ideas fluently, and interact meaningfully. Therefore, vocabulary mastery extends beyond simple memorization, involving comprehension of meanings, appropriate usage, and contextual application, which are essential for EFL learners to achieve communicative competence and fluency.

Despite its importance, vocabulary learning at the senior high school level still faces considerable challenges. Nation (2001) explains that vocabulary development is often hindered by limited exposure, as learners require repeated and meaningful encounters to acquire new words effectively. Retention is also a major issue, since students rarely engage in repeated retrieval, which is crucial for long-term memory. Furthermore, Nation (2001) argues that learners frequently process vocabulary at a shallow level by focusing only on word meanings rather than form, use, and collocation, which restricts deeper learning. In addition, vocabulary instruction in many classrooms remains imbalanced, with a strong emphasis on definitions and translation rather than incorporating Nation's four strands: meaning-focused input, meaning-focused output, language-focused learning, and fluency development (Nation, 2013). These conditions often make vocabulary activities tedious and decrease students' motivation. Nation also highlights that learners are sometimes introduced to low-frequency words too early, even though high-frequency vocabulary should be prioritized to support comprehension and communication. Collectively, these problems indicate the need for more engaging, balanced, and effective approaches to vocabulary instruction.

To respond to these challenges, innovative and technology-integrated teaching strategies are increasingly required. According to Govinrajan (2020),



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teachers today are “forced” to shift their pedagogical practices as teaching and learning are strongly influenced by rapidly evolving technology. In addition, they argue that online gaming has become a preferred activity among millennials due to its mobility, flexibility, and versatility, as well as its ability to provide interaction without borders. This shift in learners’ digital habits has created new opportunities for integrating game-based elements into educational contexts. In this context, gamification has emerged as a promising pedagogical approach. Kapp (2012, in Levchenko & Buentsova, 2025) defines gamification as the use of game-based mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning, and solve problems. Furthermore, the Gamified Learning Theory (GLT) defines gamification as a process of using game attribute categories outside the context of a game to influence learning-related behaviors and attitudes (Zaric *et al.* 2021). These theoretical perspectives highlight that gamification does not merely add entertainment to learning, but strategically shapes how learners behave, think, and engage in educational activities. By integrating elements such as points, challenges, competition, and immediate feedback, gamification can transform conventional learning activities into more interactive and dynamic learning experiences (Khoeri, Nugraha, and Ramadhiani 2021). This approach encourages students to participate actively, maintain sustained attention, and develop a more positive attitude toward learning. Therefore, gamification offers a promising solution to improve students’ engagement and effectiveness in vocabulary learning.

There are some previous studies relevant to this research. Oktaviani (2024) conducted a study entitled *Gamifying Education: Exploring Student Perceptions of Kahoot! As a Learning Medium*. This study aimed to investigate students’ perceptions of Kahoot! as a learning medium in English classes at Sekolah Tinggi Bahasa Asing Technocrat. The research employed a qualitative approach by collecting data through questionnaires, interviews, and classroom observations, involving 37 students from different academic years who had experienced the use of Kahoot! in both online and offline learning settings. The findings revealed that students generally showed positive attitudes toward the use of Kahoot! in English learning. The results showed that a large proportion of students demonstrated high motivation, which was influenced by the competitive features and engaging learning atmosphere. Students preferred Kahoot!- based exercises to traditional textbook activities, and the scoring system was perceived as highly motivating. The study also found that Kahoot! helped improve students’ understanding of learning materials, enhanced language skills, and supported vocabulary retention. In addition, Kahoot! was reported to encourage group collaboration, increase classroom interaction, and create a more effective learning environment compared to conventional teaching methods. Overall, the study concluded that Kahoot! is an effective and engaging tool for teaching and learning English, especially at the higher education level.



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Yunus and Hua (2021) conducted a study entitled Exploring a Gamified Learning Tool in the ESL Classroom: The Case of Quizizz. This study aimed to explore the influence and effects of Quizizz in enhancing young Malaysian ESL learners' learning of irregular English verbs. The research applied a quasi-experimental design using a pre-test and post-test method, involving 30 primary school students as participants. The data were analyzed descriptively using t-tests to examine the improvement in students' performance after learning through Quizizz. The findings revealed that the implementation of Quizizz significantly improved students' learning outcomes, as indicated by higher post-test scores. The results also showed that the gamified features of Quizizz, such as leaderboards, memes, and instant feedback, contributed to increased student engagement and created a more enjoyable and less stressful learning environment. In addition, the study examined performance differences based on gender and reported no substantial gap between male and female students, indicating that Quizizz was effective for diverse learner groups.

Another relevant study was conducted by Oktarini, Mahardika, and Oktarina (2025) Entitled Gamifying Language Learning: Improving Primary Students' Vocabulary Acquisition Using Wordwall. This study aimed to investigate how Wordwall, a gamified digital platform, could be integrated to support vocabulary learning in Indonesian EYL classrooms. The research employed a Classroom Action Research (CAR) design that involved two cycles of planning, action, observation, and reflection, with 22 fifth-grade primary school students as participants. Data were collected through vocabulary tests, classroom observations, and interviews. The findings revealed a significant improvement in students' vocabulary achievement across the cycles. The class mean score increased from 52.72 in the pre-cycle to 71.13 in Cycle I and reached 82.5 in Cycle II. The results also showed that more students achieved the Minimum Mastery Criteria by the end of the intervention. Furthermore, classroom observations indicated that the use of Wordwall increased students' interest and engagement, while pedagogical adjustments such as repeated practice and pair discussions contributed to more balanced participation and improved learner confidence. The study concluded that Wordwall can effectively enhance students' vocabulary mastery when combined with appropriate teaching strategies.

In the present study, several distinctions can be found compared to the previous studies discussed above, particularly in terms of the research focus, instructional strategy, and technological tools employed. While previous research has mainly explored the use of general gamified platforms such as Kahoot!, Quizizz, Minecraft, and Wordwall to enhance vocabulary learning, this study specifically focuses on the integration of gamified multiple-choice activities using the Zep Quiz platform as a digital learning tool. This research is conducted with



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senior high school students in Cianjur, particularly involving eleventh-grade students, to examine how gamified multiple-choice quizzes can support vocabulary mastery and learning engagement. Unlike previous studies that primarily emphasized students' perceptions or general achievement, this study places a stronger emphasis on the instructional design of multiple-choice gamified tasks and their impact on vocabulary learning. Therefore, the forthcoming research is entitled: Gamifying Multiple Choice Using Zep Quiz to Teach Vocabulary on Senior High School Students.

METHODS

Respondent of the Research

This research was conducted at one of the senior high schools in Cianjur, West Java. The study took place during English lessons in the eleventh-grade, where gamified multiple-choice activities using Zep Quiz were implemented to teach vocabulary. The data collection activities were conducted during the teaching and learning process. The school was selected because it provides access to EFL learners who regularly engage in technology-assisted learning activities, making it an appropriate setting for investigating vocabulary learning through gamified digital quizzes.

The data collection was conducted in November 2025. The questionnaire used to obtain students' perceptions was distributed on the 21st November 2025 to eleventh-grade students after they participated in the activity. The timeline allowed the researcher to gather both implementation data and students' responses within the same instructional period. The population of this research consisted of eleventh-grade students from one senior high school in Cianjur during the 2024/2025 academic year. From this population, a total of 30 students were selected as the research sample. These students participated in the implementation of gamified multiple-choice vocabulary learning using Zep Quiz and completed a questionnaire to collect data regarding their perceptions of the learning activities.

Research Variables

This study indicates that the research variables include one independent variable and multiple dependent variables in the context of an EFL classroom. The independent variable is gamified multiple-choice learning through Zep Quiz, which involves incorporating game features like points, leaderboards, time constraints, challenges, and instant feedback into vocabulary multiple-choice tasks. The dependent variables are the experiences of students in vocabulary learning and their perceptions of gamified education, which encompass engagement, participation, motivation, enjoyment, and perceived assistance in comprehending vocabulary, especially regarding word categories. These factors are analyzed in relation to

senior high school EFL students during technology-aided vocabulary acquisition activities.

Instruments

The research instruments used in this study consisted of three stages: classroom observation, document analysis, and a questionnaire. In this research, the data were collected using three instruments: classroom observation and written interview.

To obtain data for the first research question, a classroom observation was used. Classroom observation was chosen because it allowed the researcher to directly observe how the gamified activities were conducted, how students interacted with the quiz, and how they responded to the learning tasks during the lesson. Observation checklist was used to monitor and record what occurred during the implementation of gamified multiple-choice activities using Zep Quiz in vocabulary teaching. The checklist also included aspects related to the use of Zep Quiz features, such as competition elements, feedback, and students' enthusiasm while answering vocabulary questions.

To obtain data for the second research question, a written interview was used. A written interview is a method of qualitative data gathering where the researcher delivers questions in a written format, and participants respond in writing instead of speaking. Creswell (2014) notes that written interviews enable participants to think deeply about the questions and offer more thoughtful and detailed answers, especially when in-person interviews are impractical. The written interview consisted of ten questions related to the use of use of Zep Quiz features, such as competition elements, feedback, and students' enthusiasm while answering vocabulary questions.

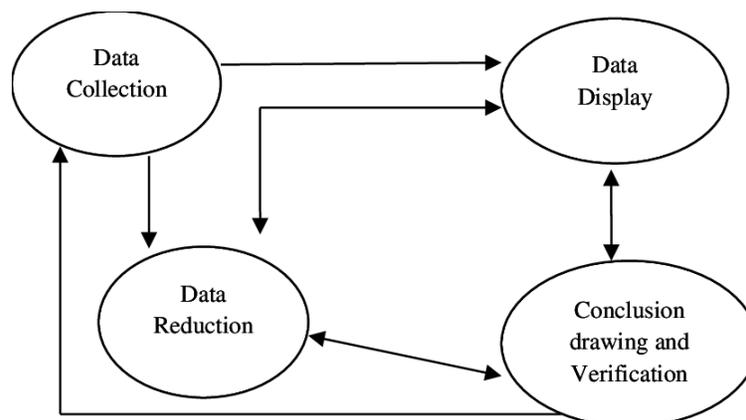
Data Analysis Techniques

This research was utilized a qualitative approach. Brown (1997) states that in a qualitative approach, the researcher attempts to understand how learners behave, interact, and respond to learning activities in natural classroom settings. One of the main characteristics of a qualitative approach is observing participants' behavior while they are engaged in learning processes. Therefore, this approach was considered appropriate for answering the research questions of this study, which focus on the implementation and students' perceptions of gamified learning activities.



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To analyze the data, the researcher employed the interactive model of qualitative data analysis proposed by Miles and Huberman (2014). This model consists of three main steps: data reduction, data display, and conclusion drawing and verification. The illustration of the data analysis process can be seen in Figure 2.1 below.



2.1 Model of Data Analysis by Miles and Huberman (2014)

In data reduction stage, the researcher organized and prepared all data obtained from classroom observation and written interview. Observation notes, lesson plans, students' quiz results, and written interview responses were collected and arranged systematically. The researcher then selected and focused on relevant data related to the implementation of gamified multiple-choice activities using Zep Quiz and students' vocabulary learning. Irrelevant or repetitive data were reduced to ensure clarity and focus on the research objectives.

After the data reduction process, the researcher displayed the data in the form of tables, descriptive narratives, and categorized summaries. Observation results were presented to illustrate how gamified multiple-choice learning using Zep Quiz was implemented during the teaching sessions. Documents such as lesson plans and students' quiz results were organized to show the integration of gamification elements in vocabulary learning. Additionally, questionnaire results were displayed to present students' perceptions of the use of Zep Quiz in vocabulary learning.

In the final stage, the researcher interpreted the displayed data to answer the research questions. Patterns and themes related to the implementation of gamified multiple-choice activities and students' perceptions were identified. The conclusions were then verified by re-examining the consistency among data from classroom observations and written interview responses to ensure the credibility and



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validity of the research findings.

RESULT

Student Engagement and Motivation

The results show that utilizing Zep Quiz led to a significant increase in student involvement during vocabulary learning tasks. Information gathered from written interviews indicates that the majority of students viewed the learning experience as enjoyable, fun, and distinct from traditional classroom activities. Students characterized the gamified setting as akin to playing a game, which alleviated tedium and heightened their enthusiasm for responding to vocabulary queries. One student stated, *“ketika melawan musuh di dalam game, mengisi quiz jadi lebih menyenangkan. (when fighting enemies in the game, filling out quizzes becomes more fun).”* (Student 3).

Classroom observation supported these responses, as students were seen to be eager, focused, and engaged throughout the quiz session. Numerous students expressed enthusiasm when scores and leaderboards were displayed on the screen, and a number of students conversed with their classmates about answers prior to replying. Observation notes noted that students were driven by the competitive aspects and stayed concentrated on finishing the tasks.

Furthermore, the data from written interviews indicated that Zep Quiz enhanced students' learning attitudes and motivation. Students expressed greater enthusiasm and eagerness to engage in vocabulary learning activities. A student expressed that incorporating game-based technology made learning more interactive than simply listening to the teacher, *“membantu soalnya ga boring dan berbeda dari belajar atau mengisi di buku. (It helps because it is not boring and different from studying or doing exercises in a book)”*. (Student 5)

Students Perception of Gamified Learning

The results indicate that students viewed gamified multiple-choice tasks in Zep Quiz as beneficial for their vocabulary acquisition. Responses from the written interview show that students appreciated the multiple-choice format as it offered options that enabled them to reconsider and amend their answers. *“fitur pilihan ganda bisa diganti kalau salah, sehingga membantu memahami vocabulary. (the multiple-choice feature can be changed if it's wrong, thus helping to understand vocabulary with other options available).”* (Student 2).

Classroom observation additionally showed that students typically read the questions thoroughly and tried to choose the most suitable answers. Certain students



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were seen going back to questions and modifying their answers after obtaining feedback from the game. These behaviors indicate that the multiple-choice format prompted students to evaluate choices and contemplate their responses throughout the learning experience.

Nonetheless, observational data indicated that while students were involved, not every student could reliably recognize word classes. Mistakes were still often noted, suggesting that students' comprehension of vocabulary concepts differed throughout the activity.

Challenges in the Implementation of Zep Quiz

Even with the encouraging results, various obstacles were noted from both documented interviews and classroom observations. Certain students expressed sensations of being hurried because of time constraints and rivalry in the game. One student stated, “*membuat terburu-buru karena ingin menang. (I want to rushed because I want to win)*” (Student 18). Data from observations indicated that several students seemed rushed and more concerned with finishing the game instead of thoughtfully considering the questions.

Technical difficulties were also cited as a problem. Responses from the written interview showed that unreliable internet connections and device constraints hindered students' access to all game features. One student noted, “*kendala sinyal yang kurang baik, jadi tidak semua fitur muncul di beberapa device. (Poor signal strength, so not all features appear on some students' devices)*”. (Student 22). Classroom observation captured instances when these technical issues interrupted the activity's flow and impacted students' focus.

DISCUSSION

The results indicate that gamified multiple-choice tasks utilizing Zep Quiz effectively increased students' enthusiasm and motivation while learning vocabulary. This finding is consistent with Gamified Learning Theory, which asserts that gamification mainly affects learners' motivation, attitudes, and engagement instead of directly ensuring learning results stated by Zarić et al., (2021). The favorable reactions and lively classroom demeanor noted in this study suggest that elements like challenges, competition, and prompt feedback successfully engaged students' interest in taking part in learning activities.

This result aligns with Self-Determination Theory emphasized by Deci & Ryan (2000), indicating that learners experience greater motivation when their needs for competence, autonomy, and enjoyment are met. In this research, students' heightened excitement and enhanced learning attitude indicate that Zep Quiz created a learning atmosphere viewed as enjoyable and inspiring.



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Students perceived the multiple-choice elements in Zep Quiz as beneficial for their vocabulary acquisition, especially in assisting them to review responses and comprehend vocabulary terms. This outcome aligns with the Vocabulary Learning Theory stated by Nation (2001), which considers vocabulary knowledge to include form, meaning, and usage, highlighting the significance of repeated exposure and deliberate focus on words. The chance to reevaluate answer options enabled students to contrast alternatives and strengthen their comprehension throughout the task.

Nonetheless, observation data indicated that even with significant engagement, students often struggled to correctly identify word classes. This discovery indicates that although gamified Multiple-choice tasks can aid in basic vocabulary exercise, they may fall short in promoting a deeper grasp of concepts. Nation (2001) states that successful vocabulary acquisition involves clear explanation, repetition, and chances for meaningful application, which were restricted during the gamified session. As a result, gamified quizzes seem to operate more efficiently as an auxiliary resource instead of an independent teaching method.

The challenges recognized in this research, such as time constraints, rivalry, and technical difficulties, underscore significant drawbacks in the application of gamified educational tools. The Cognitive Load Theory emphasized by Sweller, (1988) can explain students' sensations of urgency and their emphasis on game victory. The game's competitive and time-sensitive aspects might have heightened unnecessary cognitive load, diminishing students' ability to process vocabulary information thoroughly and correctly.

Moreover, technical limitations like unreliable internet connections hindered the learning experience and impacted students' focus. These difficulties align with earlier research indicating that technological and infrastructural problems are typical obstacles in technology-assisted language learning (Govindarajan, 2020). The lack of an organized reflection or follow-up conversation after the gamified activity restricted chances for more profound learning. According to Experiential Learning Theory (Kolb, 1984), reflection plays a vital role in converting experiences into valuable learning, and lacking this element might clarify why students' comprehension of vocabulary stayed uneven even with strong participation.

CONCLUSION

This research investigated the implementation of gamified multiple-choice activities using Zep Quiz in teaching vocabulary to senior high school students and



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analyzed students' perceptions regarding its application. The results show that incorporating Zep Quiz fostered an engaging and motivating educational atmosphere, as students had a favorable reaction to the gamified elements and took part actively in vocabulary learning tasks. The multiple-choice format was viewed as beneficial for vocabulary practice, enabling students to revisit answers and analyze options throughout their learning.

Nonetheless, the research also showed that elevated engagement levels did not consistently result in profound vocabulary mastery. Students faced challenges in correctly identifying word classes, and factors like time constraints, competition, and technical problems influenced the learning experience. These results indicate that although gamified multiple-choice tasks utilizing Zep Quiz effectively boost motivation and engagement, they are most effective when used as an additional teaching strategy instead of a primary method for vocabulary instruction. Overall, Zep Quiz demonstrates promise as a novel resource for enhancing vocabulary acquisition in EFL classrooms when combined with suitable instructional assistance.

English instructors are advised to utilize gamified tools like Zep Quiz to boost students' motivation and involvement in vocabulary acquisition. To enhance learning results, gamified tasks must be accompanied by clear instruction and short reflection to reinforce students' comprehension of vocabulary. It is suggested that future studies investigate the efficacy of Zep Quiz through various research methodologies, assess its influence on vocabulary retention, and implement it for other language competencies or educational stages.

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