



Submitted: 18 Juli 2026

Revised: 23 Juli 2026

Accepted: 22 September 2026

THE IMPLEMENTATION OF GAME-BASED LEARNING IN TEACHING DAILY ACTIVITIES VOCABULARY THROUGH A DEEP LEARNING APPROACH FOR ELEMENTARY STUDENTS

Siti Nurazijah

Sitinurazijah932@gmail.com

Suryakencana University

ABSTRACT

Vocabulary learning is an essential part of English language teaching, especially for elementary school students who are still developing their basic language skills. However, many students still experience difficulties in remembering and using new vocabulary meaningfully in classroom activities. Although many previous studies have reported the positive effects of Game-Based Learning (GBL), limited research has explored how it is implemented through a Deep Learning Approach in vocabulary learning for young learners. Therefore, this study aimed to describe the implementation of Game-Based Learning in teaching daily activities vocabulary through a Deep Learning Approach for fourth-grade elementary school students. This study employed a qualitative case study design. The participants consisted of one English teacher and fourth-grade students at an elementary school in Cianjur, West Java. Data were collected through classroom observations, semi-structured interviews, and document analysis and were analysed using the interactive model of Miles, Huberman, and Saldaña. The findings showed that Game-Based Learning encouraged students to participate more actively, communicate more confidently, collaborate with their classmates, and understand vocabulary by connecting it to their daily experiences. Although several challenges, such as differences in students' learning abilities and limited classroom time, were identified, the teacher successfully adapted the learning activities to achieve the learning objectives. Overall, the study concludes that integrating Game-Based Learning with a Deep Learning Approach provides a meaningful and effective strategy for teaching daily activities vocabulary to elementary school students.

Keywords: *Game-Based Learning, Deep Learning Approach, Vocabulary Learning, Daily Activities, Elementary School Students.*



INTRODUCTION

Vocabulary plays an important role in learning English, especially for elementary school students who are still building their basic language skills. Before students can develop their listening, speaking, reading, and writing abilities, they need to understand the meaning of words and know how to use them in different situations. Students with limited vocabulary often find it difficult to express simple ideas, answer questions, or understand classroom instructions. Because of this, vocabulary learning becomes one of the main foundations in English language teaching at the elementary level. A good understanding of vocabulary not only helps students communicate more confidently but also supports their overall language development.

For young learners, vocabulary learning should not only focus on remembering the meaning of words. Children learn more effectively when they are involved in activities that allow them to see, hear, say, and use new vocabulary in meaningful situations. If vocabulary is introduced only through memorization, students may remember the words for a short time, but they often forget them quickly because they do not have enough opportunities to use the vocabulary in real communication (Wijaya and Helmie 2019). Therefore, teachers need to create learning experiences that encourage students to actively participate during the lesson and use English naturally in the classroom.

One of the vocabulary topics commonly taught in elementary school is daily activities. This topic was chosen in this study because it is closely related to students' everyday lives. Expressions such as *wake up*, *take a bath*, *have breakfast*, *go to school*, and *do homework* are activities that children do almost every day. Since the situations are already familiar, students usually find it easier to understand the meaning of new vocabulary and remember it for a longer time. Learning becomes more meaningful because students are not only learning new words but also connecting those words with their own daily experiences.

However, teaching vocabulary to elementary school students is not always easy. During the preliminary observation, the researcher found that many students still depended on memorizing vocabulary from the teacher's explanation. Some students were able to repeat the words correctly, but they became unsure when they were asked to use the same vocabulary in simple questions or short conversations. The classroom activities were mostly teacher-centered, with students listening to explanations and repeating vocabulary together. As a result, only a few students actively participated during the lesson, while the others preferred to wait for answers from the teacher or their classmates. This situation showed that students needed learning activities that could encourage them to practice vocabulary more actively and meaningfully.



To address this situation, teachers need learning strategies that engage students more in the classroom. One approach widely used in English language teaching is Game-Based Learning (GBL). Through educational games, students are encouraged to participate actively while learning. They answer questions, solve simple problems, discuss ideas with their classmates, and receive direct feedback from the teacher. Instead of learning vocabulary by memorizing a list of words, students practice using it by completing various learning activities. This kind of learning atmosphere helps students become more confident because they are learning in a way that feels enjoyable and less stressful.

Although games can make learning more interesting, they should not be used only to entertain students. Learning activities still need to help students understand the lesson and apply what they have learned. For this reason, the implementation of Game-Based Learning in this study was combined with a Deep Learning Approach. In this research, the Deep Learning Approach encourages students to understand vocabulary through meaningful learning experiences instead of simply memorizing words. Students are expected to relate the vocabulary to their own daily routines, discuss it with their classmates, and use it during classroom activities (Helmie 2015). Through this process, students are given more opportunities to understand the meaning of the vocabulary and remember it for a longer period.

Several previous studies have reported positive results from the use of Game-Based Learning in English classrooms. Many researchers found that educational games could increase students' motivation, classroom participation, and vocabulary achievement. However, most of those studies mainly discussed the improvement of learning outcomes after the games were implemented. There is still limited discussion about how the learning process takes place in the classroom, especially when Game-Based Learning is combined with a Deep Learning Approach for young learners. In other words, there is still a need for studies that describe not only the results of learning but also how students experience the learning process itself. This study attempts to provide that description by focusing on the implementation of the learning activities in the classroom.

Based on this background, this study aims to describe the implementation of Game-Based Learning in teaching daily activities vocabulary through a Deep Learning Approach for fourth-grade elementary school students. The study focuses on how the learning activities were carried out, how students responded during the learning process, and how the teacher facilitated vocabulary learning through game-based activities. It is expected that the findings of this study can provide practical insights for English teachers, especially those who teach young learners, in designing vocabulary learning that is more active, meaningful, and closely connected to students' daily experiences.

METHOD

Copyright ©2026 JOEPALLT

Journal of English Pedagogy, Linguistics, Literature, and Teaching



This study used a qualitative case study to explore the implementation of Game-Based Learning in teaching daily activities vocabulary through a Deep Learning Approach. A qualitative approach was chosen because the study focused on understanding the learning process, students' responses, and the teacher's experiences during classroom activities rather than measuring learning outcomes. Through this approach, the researcher was able to observe how the learning activities were carried out and how students interacted throughout the lesson.

The study was conducted at an elementary school in Cianjur, West Java, Indonesia. The participants consisted of one English teacher and fourth-grade students who took part in the English lessons during the research. They were selected because the class was implementing Game-Based Learning in learning daily activities vocabulary. The teacher also played an important role in providing information about the planning, implementation, and challenges of the learning activities.

Data were collected using three techniques: classroom observation, semi-structured interviews, and document analysis. Classroom observations were carried out during the teaching and learning process to see how Game-Based Learning was implemented and how students participated in the activities. The researcher observed classroom interactions, students' responses, and the overall learning atmosphere. Semi-structured interviews were conducted with the English teacher and several students to gain a deeper understanding of their experiences during the learning process. In addition, lesson plans, teaching materials, and classroom documentation were analysed to support the findings from the observations and interviews.

The collected data were analysed using the interactive model proposed by Miles, Huberman, and Saldaña (2014). The analysis involved three main steps: data condensation, data display, and conclusion drawing. During data condensation, the researcher selected and organized the information that was relevant to the research objectives. The organized data were then presented in the form of descriptions to make the findings easier to understand. Finally, conclusions were drawn by identifying patterns and comparing the information obtained from different data sources. To improve the trustworthiness of the findings, the researcher used data triangulation by comparing information from observations, interviews, and document analysis.

RESULTS AND DISCUSSION

The findings of this study show that Game-Based Learning (GBL) was successfully implemented in teaching daily activities vocabulary through a Deep Learning Approach. The learning process was carried out in three classroom



meetings, with each meeting designed to help students understand and use vocabulary related to their daily routines. Rather than asking students to memorize vocabulary from the beginning of the lesson, the teacher first invited them to talk about their everyday activities. This simple discussion encouraged students to connect the lesson with their own experiences before learning new English words. As a result, students were more prepared and interested in joining the learning activities.

During the first meeting, the teacher introduced vocabulary related to daily activities by using pictures, simple questions, and classroom discussions. Students were asked to identify familiar activities such as *waking up*, *brush my teeth*, *having breakfast*, *going to school*, and *doing homework*. Since these activities were already part of the students' daily lives, most of them were able to understand the meaning of the vocabulary more easily. However, several students were still hesitant to answer questions because they were not confident in using English. The teacher responded by giving simple examples and encouraging students to answer without worrying about making mistakes. This support helped students become more comfortable during the learning process.

The second meeting showed noticeable changes in students' participation. After becoming familiar with the classroom activities, students looked more confident and actively joined the games. They discussed answers with their classmates, shared ideas, and completed the learning tasks together. Instead of depending only on the teacher's explanation, students tried to solve simple problems by themselves before asking for help. The teacher also provided opportunities for students to explain their answers, allowing them to practice using English vocabulary in meaningful situations. Compared to the first meeting, classroom interaction became more active because students were willing to communicate and support one another during the activities.

In the third meeting, students were encouraged to use the vocabulary in short sentences and simple conversations. They no longer focused only on recognizing words but also practiced using them to describe their daily routines. Several students were able to answer questions more confidently and use the target vocabulary naturally during classroom discussions. The observations indicated that students had started to understand the vocabulary rather than simply memorizing it. They could relate the new words to their own experiences and apply them in appropriate situations. This shows that learning activities connected to students' real lives helped them build a better understanding of English vocabulary.

The interview results supported the findings from the classroom observations. The English teacher explained that students were more enthusiastic when learning through games because the activities were more interactive than traditional vocabulary lessons. According to the teacher, students who were usually quiet became more willing to participate, ask questions, and answer the teacher's instructions. The teacher also observed that students gradually became more



independent during the learning process because they were encouraged to think, discuss, and solve problems with their classmates before receiving direct explanations.

The students also shared positive responses during the interviews. Most of them said that they enjoyed learning English through games because the lessons felt more interesting and less stressful. They liked matching pictures with vocabulary, answering simple quizzes, and working together with their friends. Several students explained that they could remember the vocabulary more easily because the words were related to activities they did every day. Instead of trying to memorize a list of unfamiliar words, they understood the vocabulary by connecting it with their own daily experiences. This made the learning process feel more meaningful and enjoyable.

Besides the positive findings, several challenges were identified during the implementation. One of the main challenges was the different learning abilities among students. Some students understood the vocabulary quickly, while others needed more time and additional guidance. The teacher addressed this by providing extra support to students who needed help and encouraging peer learning during the game activities. Another challenge was classroom time management. Because students were actively involved in discussions and games, some activities took longer than expected. However, the teacher managed this situation by adjusting the pace of the lesson and focusing on the main learning objectives without reducing students' opportunities to participate.

Overall, the findings indicate that Game-Based Learning created a more active learning environment where students were encouraged to participate instead of only listening to the teacher. The games gave students opportunities to practice vocabulary through interaction, discussion, and simple problem-solving activities. These experiences helped students understand the meaning of the vocabulary and apply it in situations that were familiar to them. The learning process also reflected the main idea of the Deep Learning Approach, which encourages students to build understanding by connecting new knowledge with their own experiences rather than relying only on memorization.

The findings of this study are consistent with previous studies that reported the positive impact of Game-Based Learning on students' motivation and classroom participation. However, this study provides a different perspective because it focuses not only on students' learning outcomes but also on the learning process itself. The results show that meaningful vocabulary learning can be achieved when students are actively involved in classroom activities, work collaboratively with their classmates, and relate English vocabulary to their daily lives. Therefore, combining Game-Based Learning with a Deep Learning Approach can be considered a practical strategy for creating English lessons that are more engaging, meaningful, and suitable for elementary school students.

CONCLUSION

Copyright ©2026 JOEPALLT

Journal of English Pedagogy, Linguistics, Literature, and Teaching



This study aimed to describe the implementation of Game-Based Learning in teaching daily activities vocabulary through a Deep Learning Approach for fourth-grade elementary school students. Based on the findings, the learning activities encouraged students to become more involved during the English lessons. Instead of only listening to the teacher and memorizing vocabulary, students actively participated in games, classroom discussions, and simple communication activities that were connected to their daily routines. These activities helped students understand and use new vocabulary in a more meaningful way.

The findings also showed that Game-Based Learning created a positive learning atmosphere where students felt more confident to participate and interact with their classmates. As the learning process continued, students became more willing to answer questions, share ideas, and practice English vocabulary during classroom activities. Connecting the learning materials with students' real-life experiences also helped them remember vocabulary more easily and understand its use in everyday situations.

Although the implementation faced several challenges, such as differences in students' learning abilities and limited classroom time, these challenges did not prevent the learning activities from running effectively. The teacher managed the classroom by providing additional guidance, encouraging collaboration among students, and adjusting the activities based on the students' needs. These efforts helped maintain students' participation throughout the learning process.

Overall, this study suggests that Game-Based Learning, when combined with a Deep Learning Approach, can support vocabulary learning for elementary school students in a more engaging and meaningful way. The findings are expected to provide useful insights for English teachers who want to create learning activities that encourage students to participate actively while connecting English vocabulary with their daily experiences. Future researchers may explore the implementation of this approach in different grade levels, language skills, or learning contexts to gain a broader understanding of its use in English language teaching.

REFERENCE

- Alfath, N. P. N., Shabir, M., & Furqan, M. (2025). Exploring digital game-based English teaching for young learners: A case study in an Indonesian primary school. In Bogor English Student and Teacher (BEST) Conference (Vol. 6, pp. 206-210). <https://pkm.uika-bogor.ac.id/index.php/best/article/view/2990>
- Astutik, Y., & A'yunin, N. (2022). Young learners' vocabulary acquisition in the English classroom: A case study at an Indonesian elementary school. *Journal of English Language Teaching and Linguistics*, 7(1), 187-200.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.



- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). McGraw-Hill/Society for Research into Higher Education & Open University Press. http://books.google.se/books/about/Teaching_for_Quality_Learning_at_Univers.html?id=XhjRBrDAESkC&pgis=1
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802-1811. <https://doi.org/10.1177/1049732316654870>
- Boonkongsaen, N. (2012). Factors affecting vocabulary learning strategies: A synthesized study. *Naresuan University Journal: Science and Technology (NUJST)*, 20(2), 45-53.
- Bouzaiane, B., & Youzbashi, A. (2024). The role of digital-game-based language learning in EFL vocabulary learning and retention: A case study at a higher educational institute in Oman. *Journal of Language Teaching and Research*, 15(5), 1660-1669. <https://doi.org/10.17509/jltr.v15i5.8616>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- British Educational Research Association [BERA]. (2018). *Ethical guidelines for educational research* (4th ed.). BERA. <https://www.bera.ac.uk/publications/ethical-guidelines-for-educational-research-2018>
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Carcary, M. (2020). The research audit trail: Methodological guidance for application in practice. *Electronic Journal of Business Research Methods*, 18(2), 166-177. <https://doi.org/10.34190/JBRM.18.2.008>
- Chen, M., Tseng, W., & Hsiao, T. (2018). The effectiveness of digital game-based vocabulary learning: A framework-based view of meta-analysis. *British Journal of Educational Technology*, 49(1), 69-77. <https://doi.org/10.1111/bjet.12526>
- Chowdhury, M., Dixon, L. Q., Kuo, L.-J., Donaldson, J. P., Eslami, Z., Viruru, R., & Luo, W. (2024). Digital game-based language learning for vocabulary development. *Computers and Education Open*, 6, 100160. <https://doi.org/10.1016/j.caeo.2024.100160>
- Cook, H., & Ausubel, D. P. (1970). Educational Psychology: A Cognitive View [Review of the book *Educational Psychology: A Cognitive View*]. *The American Journal of Psychology*, 83(2), 303. <https://doi.org/10.2307/1421346>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.



- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. Harper & Row.
- Dockett, S., & Perry, B. (2011). Researching with young children: Seeking assent. *Child Indicators Research*, 4(2), 231-247. <https://doi.org/10.1007/s12187-010-9089-z>
- Education, E., Program, S., Tarbiyah, F., & Training, T. (2025). Teacher's strategies in teaching vocabulary for 7th-grade students with special needs of SLB N Banjarnegara [Unpublished manuscript/Thesis].
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago Press.
- Entwistle, N. (2018). *Student learning and academic understanding: A research perspective with implications for teaching*. Oxford University Press.
- Flick, U. (2018). *An introduction to qualitative research (6th ed.)*. SAGE Publications.
- Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, grades K-12: Implementing the practices that work best to accelerate student learning*. Corwin Press.
- Folse, K. S., & Briggs, S. J. (2004). *Vocabulary myths: Applying second language research to classroom teaching (Vol. 10)*. University of Michigan Press.
- Gee, J. P. (2003). What video games have to teach us about learning and literacy. *Computers in Entertainment (CIE)*, 1(1), 20. <https://doi.org/10.1145/950566.950595>
- Hattie, J. A. C., & Donoghue, G. M. (2016). Learning strategies: A synthesis and conceptual model. *npj Science of Learning*, 1(1), 1–13. <https://doi.org/10.1038/npjscilearn2016.13>
- Helmie, J. 2015. "Verb Go (Back to , on , and out) in English for TEFL in the Novel of New Moon by Stephenie Meyer : The Syntactic and Semantic Analysis." *Educare* 7(February): 123–134.
- Hornby, A. S., Cowie, A. P., Gimson, A. C., & Hornby, A. S. (1974). *Oxford Advanced Learner's Dictionary of Current English (Vol. 1035)*. Oxford University Press.
- Hung, H.-T., Yang, J. C., Hwang, G.-J., Chu, H.-C., & Wang, C.-C. (2018). A scoping review of research on digital game-based language learning. *Computers & Education*, 126, 89–104. <https://doi.org/10.1016/j.compedu.2018.07.013>
- Kallio, H., Pietilä, A., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>
- Kapp, K. M. (2012). *The gamification of learning and instruction: game-based methods and strategies for training and education*. John Wiley & Sons.
- Kazu, İ. Y., & Kuvvetli, M. (2023). A triangulation method on the effectiveness of digital game-based language learning for vocabulary acquisition.



- Education and Information Technologies, 28(10), 13541–13567.
<https://doi.org/10.1007/s10639-023-11756-y>
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT Press.
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124.
<https://doi.org/10.1080/13814788.2018.1428512>
- Li, R. (2021). Does a game-based vocabulary learning APP influence Chinese EFL learners' vocabulary achievement, motivation, and self-confidence? *SAGE Open*, 11(1), 21582440211003092.
<https://doi.org/10.1177/21582440211003092>
- Lightbown, P. M., & Spada, N. (2021). *How languages are learned* (5th ed.). Oxford University Press.
- Marton, F., & Säljö, R. (1976). On qualitative differences in learning: I—Outcome and process. *British Journal of Educational Psychology*, 46(1), 4–11.
- Mayer, R. E. (2014). *Computer games for learning: An evidence-based approach*. MIT Press.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miglino, O., Di Ferdinando, A., Di Fuccio, R., Rega, A., & Ricci, C. (2014). Bridging digital and physical educational games using RFID/NFC technologies. *Journal of E-Learning and Knowledge Society*, 10(3).
<https://doi.org/10.20368/1971-8829/959>
- Mirvis, P. H., & Csikszentmihalyi, M. (1991). Flow: The Psychology of Optimal Experience [Review of the book *Flow: The Psychology of Optimal Experience*]. *The Academy of Management Review*, 16(3), 636.
<https://doi.org/10.2307/258925>
- Nasution, S. (n.d.). *An analysis of polysemy in song lyrics*. State Islamic University (UIN).
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Novak, J. D. (2010). Learning, creating, and using knowledge: Concept maps as facilitative tools in schools and corporations. *Journal of E-Learning and Knowledge Society*, 6(3), 21–30. <https://doi.org/10.20368/1971-8829/441>
- Nurani, S. G., & Widayanti, M. J. A. (2021). The use of the first language in the English classroom for young learners. *Journal of English Language Teaching and Learning*, 2(1), 29-35.
- Nursanti, E., & Andriyanti, E. (2021). Language identities of multilingual college English learners in Indonesia. *Eurasian Journal of Applied Linguistics*, 7(1), 316–337. <https://doi.org/10.32601/ejal.911403>
- Oktavianus, D., & Rido, A. (2025). Deep learning in English language teaching: A conceptual paper. *Journal of Research on Language Education*, 6(2), 1–10.
<https://publikasi.teknokrat.ac.id/index.php/jorle/article/view/353>



- Ortlipp, M. (2008). Keeping and using reflective journals in the qualitative research process. *The Qualitative Report*, 13(4), 695-705. <https://doi.org/10.46743/2160-3715/2008.1364>
- Patahuddin, P., Syawal, S., & Bin-Tahir, S. Z. (2017). Investigating Indonesian EFL learners' learning and acquisition of English vocabulary. *International Journal of English Linguistics*, 7(4), 128. <https://doi.org/10.5539/ijel.v7n4p128>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Pinter, A. (2017). *Teaching young language learners* (2nd ed.). Oxford University Press.
- Plass, J. L., Homer, B. D., & Kinzer, C. K. (2015). Foundations of game-based learning. *Educational Psychologist*, 50(4), 258-283. <https://doi.org/10.1080/00461520.2015.1122533>
- Prensky, M. (2003). Digital game-based learning. *Computers in Entertainment (CIE)*, 1(1), 21. <https://doi.org/10.1145/950566.950596>
- Putri, N., Alfath, N., Shabir, M., & Furqan, M. (2025). The 5th Bogor English Student and Teacher (BEST) Conference 2025: Exploring Digital Game-Based English Teaching for Young Learners: A Case Study in an Indonesian Primary School. <https://pkm.uika-bogor.ac.id/index.php/best/article/view/2990>
- Race, R., & Vidal-Hall, C. (2019). *The BERA/SAGE handbook of educational research—Volumes 1 and 2*. Taylor & Francis.
- Rahman, A. A., & Angraini, D. (2020). The use of Word wall media to improve students' vocabulary mastery at elementary school. *Journal of English Education and Teaching*, 4(3), 414-426.
- Rahman, L. (2024). Vygotsky's zone of proximal development of teaching and learning in STEM education. *International Journal of Engineering Research & Technology*, 13(8), 389-94. <https://doi.org/10.5281/zenodo.18137951>
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Rohmatillah, R. (2014). A study on students' difficulties in learning vocabulary. *English Education: Jurnal Tadris Bahasa Inggris*, 6(1), 75-93. <https://doi.org/10.24042/tadris.v6i1.2031>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68. <https://doi.org/10.1037/0003-066X.55.1.68>
- Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329-363. <https://doi.org/10.1177/1362168808089921>
- Schmitt, N., & Schmitt, D. (2014). A reassessment of frequency and vocabulary size in L2 vocabulary teaching. *Language Teaching*, 47(4), 484-503. <https://doi.org/10.1017/S0261444813000450>



- Scott, W. A., & Ytreberg, L. H. (2004). Teaching English to children. Longman.
- Sulistiyo, U. (2016). English language teaching in the EFL context: An analysis of curriculum implementation in junior high school. *Journal Ilmiah Universitas Batanghari Jambi*, 16(1), 101-112.
- Tang, K.-Y., Chen, C.-C., Hwang, G.-J., & Tu, Y.-F. (2022). Did library learners benefit from m-learning strategies? Research-based evidence from a co-citation network analysis of the literature. *Educational Technology Research and Development*, 70(5), 1719–1753. <https://doi.org/10.1007/s11423-022-10129-5>
- Thornbury, S. (2006). How to teach vocabulary. Pearson Education India.
- Tisdell, E. J., Merriam, S. B., & Stuckey-Peyrot, H. L. (2025). Qualitative research: A guide to design and implementation. John Wiley & Sons.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.
- Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning: A literature review. *Computers & Education*, 149, 103818. <https://doi.org/10.1016/j.compedu.2020.103818>
- Yin, R. K. (2018). Case study research and applications (6th ed.). SAGE Publications.
- Zhao, F. (2019). Using Quizizz to integrate a fun multiplayer activity in the accounting classroom. *International Journal of Higher Education*, 8(1), 37–43. <https://doi.org/10.5430/ijhe.v8n1p37>
- Wijaya, Feby Rosella, and Jauhar Helmie. 2019. “An Analysis of Directive Speech Acts in the Fault in Our Stars Movie Script.” *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)* 7(1).