



THE EFFECTIVENESS OF MEMRISE APPLICATION AND LEARNING MOTIVATION ON VOCABULARY MASTERY OF EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS IN CIREBON

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Abstract:

This research investigates the effectiveness of the memrise application and learning motivation on vocabulary mastery among eighth-grade students in Cirebon. A quantitative study was conducted with 186 participants from SMPN 10 and SMPN 14, utilizing questionnaires and vocabulary assessments. Descriptive analysis revealed moderate engagement with the memrise application ($m = 18.57$, $sd = 3.081$) and moderate vocabulary achievement ($m = 18.52$, $sd = 3.008$). However, student motivation was notably higher, leaning toward the upper-moderate spectrum ($m = 19.15$, $sd = 3.092$). Inferential analysis confirmed that both memrise usage and learning motivation exert significant positive effects on vocabulary mastery, collectively accounting for 28.3% of the variance (the proportion of results explained by these variables). These findings suggest that digital learning tools, when paired with robust motivational strategies, substantially enhance English language acquisition and foster sustainable learning outcomes.

Keywords: Memrise Application, Learning Motivation, Vocabulary Mastery

INTRODUCTION

Memrise is an online learning platform available as a mobile application for Android and iOS devices, and through the website www.memrise.com and the App Store. Memrise is an online learning platform in the form of a mobile application accessible for Android and iOS devices via the website www.memrise.com, the Google Play Store or similar platforms. This software not only teaches vocabulary but also allows you to choose from a variety of topics, such as art and literature, math and science, nature, history and geography, memory training, work and career, standardized tests, knowledge and entertainment (Ismardianti, 2023).

Memrise created in 2010 by Cooked and Greg Detre, aims to make learning languages easier, more enjoyable, and accessibility to everyone. The app uses proven methods like spaced repetition and visual aids to help users remembers vocabulary and improve their language skills. With a wide range of language courses, native speaker videos, progress tracking, and offline access, it focuses on teaching practical, real world communication. Memrise stands out as a tool that inspires people to keep learning in a fun and engaging way throughout their lives.

It is crucial for teachers to design engaging and stimulating lessons, as this can significantly impact student motivation and outcomes. The incorporation of interactive and multimedia elements into the curriculum is an effective strategy for increasing student engagement. The use of videos, animations, and interactive quizzes can assist students in better understanding and remembering complicated grammatical concepts. Real-world examples and scenarios may also help abstract ideas become more approachable and applicable to students' daily lives, which will increase their interest in and desire for learning. Additionally, giving students the chance to work together and share their educational experiences may promote a feeling of community and social learning, both of which can improve retention and result in a deeper knowledge of the material. By implementing these techniques, teachers may make learning more dynamic and participatory.

One effective way for teaching bilingualism is to give a list of bilingual terms from a book and use several media, such as the internet, to create a more participatory learning experience (Berliani & Katemba 2021). Media education is critical to the teaching and learning process. It contains a variety of materials aimed at stimulating learners' creativity, emotional intelligence, focus, and abilities, with the goal of improving their learning experience. Traditional media, such as books, films, and videos, play an essential role in presenting educational materials. Additionally, media has a profound impact on learning activities, as reflected in the various interpretations of its purpose and significance. Meanwhile, modern educational tools like the Memrise application provide an interactive and appealing online platform, helping both teachers and students create a more enjoyable and effective learning environment.

English has emerged as a language that the current generation uses on a daily basic. However, a lot of EFL students still lack a working grasp of English because they have limited access to English language instruction and lack parental or environmental motivation, which limits their comprehension and knowledge of the language. Many students struggle to acquire English, particularly vocabulary, and to stay motivated to study, making it difficult for them to understand English literature. Some of these issues originate from monotonous classroom instruction that employs traditional teaching practices that do not create a stimulating environment, such as using media and contemporary teaching techniques to improve students' enthusiasm and excitement for learning English.

The majority of students are less motivated to learn because they do not receive enough learning incentives, which affects the learning process and results, which are below par in the classroom, according to a number of real- world data. In today's highly technical age, schools can

use a range of media to create a new experience in the classroom. Students can learn with enjoy and are inspired to study English hard when technology is used in the classroom. It was related to the research by Muhammad, et al., (2021), which proved that the Our Word 1.0 application could increase students' learning motivation.

Motivation is an essential aspect of life, particularly in the context of learning. In language acquisition, the influence of others is a crucial factor, especially in formal learning environments where group motivation plays a central role. Furthermore, it is impossible to properly comprehend the relationship between motivation and learning without taking into account the social context in which people are active. It appears that having a learning method that promotes motivation is essential for language acquisition (Lee, 2020).

Motivation is the primary factor that propels learning (Kassymova et al., 2024; Utaminingsih et al., 2024). One crucial point that should be highlighted to students is the significance of motivation in learning. Motivation acts as a key element in the educational process, influencing how individuals initiate, persist, and achieve their learning objectives. It not only benefits the individual but also has an impact on others, affecting psychological aspects and the expectation of success. Several factors play a significant role, including support from a positive social environment and constructive feedback, which help sustain students' enthusiasm for learning. All things considered, motivation is crucial to succeeding in the learning process.

During the educational process, emotional factors consistently serve as a basic for students' motivation learning to engage. For example, intrinsic motivation, which originates from within the students, can inspire them to pursue learning in a more constructive manner and enhance their self-esteem related to activities they find enjoyable, leading to increased motivation and enthusiasm. Conversely, students also require extrinsic motivation to drive them participate in tasks that may result in receiving recognition from others, thus boosting their overall motivation. Students' learning motivation has been found to be a favorable predictor of emotional engagement. (Ganotice et al., 2022).

Learning motivation plays a vital role in education by encouraging students to stay engaged, persevere, and achieve success. It can be intrinsic, driven by personal interest, or extrinsic, influenced by external rewards and recognition. Strong motivation improves focus, boosts confidence, and enhances critical thinking, whereas low motivation may result in disengagement and poor performance. Educators play a key role in fostering motivation by designing interactive lessons, setting clear objectives, and offering positive reinforcement. Ultimately, motivation greatly influences academic achievement and the development of a lifelong learning mindset.

Vocabulary, one of the fundamental components of the language system, is the foundation upon which language growth is built. The basic blocks of language are known as vocabulary, and learning a language cannot occur without vocabulary development. Learning a foreign language is typically seen to be strongly related to studying vocabulary, and several academics have demonstrated how frequently daily communication is hampered by lexical deficiencies. At the same time, most second language learners think that vocabulary rather than grammar is what keeps them from being able to read, write, talk, listen, and communicate with others in a foreign language. Vocabulary has a vital function since it allows people to communicate and express their perspectives, ideas, sentiments, emotions, and desires (Rahmah et al, 2023).

They contend that language contains the fundamental knowledge required to comprehend and communicate information. Language plays a fundamental role in human life as a means of communication and as a medium for communicating complex thoughts and concepts (Nursyaidah,

et al., 2024). It is worth noting that research on vocabulary learning has just recently begun to get significant attention, even though it has always been crucial for learning a foreign language. Since then, a large number of academics, researchers, and teachers have dedicated their careers to this field, achieving incredible success. Since vocabulary is so important to academic performance, it is a top priority in second language environments.

Nowadays, it is widely believed that vocabulary, grammar, and phonetics are the three primary components of language understanding. According to Subekti (2020), vocabulary is one of the most fundamental and significant aspects of English ability. Of these, vocabulary proves to be the most significant and difficult to learn when learning a language, be it a foreign language or one's native tongue. According to Suharyadi (2021), education functions as a social instrument that reflects collective values and shows people how to understand the world through their mother tongue.

Unquestionable, phonetics and grammar are crucial for learning a second language, but vocabulary is much more crucial. Vocabulary mastery is one of the components of learning English as a foreign language at the primary, medium, and advanced levels (Nursyaidah et al., 2024). It is stated that whereas grammar allows for very little communication, vocabulary enables everything. As a result, increasing research is focusing on how to improve and stimulate vocabulary acquisition through learning approaches.

To speak English as a first language, one must master vocabulary. Indonesian students still struggle with vocabulary expansion, especially when it comes to acquiring new terms, despite this important fact. This emphasizes how important it is to acquire vocabulary using efficient techniques. Effective vocabulary teaching strategies would be more advantageous in helping pupils improve their vocabulary. For example, research indicates that teaching vocabulary to kids through the use of visuals may be a successful strategy. Incorporating technology into vocabulary training can also be advantageous since it gives students access to a variety of vocabulary acquisition resources. Additionally, improving vocabulary application and retention in learners may be achieved through the use of games and interactive activities in vocabulary instruction. By implementing these techniques, teachers may assist Indonesian students in overcoming the difficulties associated with picking up new vocabulary, which will ultimately lead to an improvement in their general English competence.

A list or compilation of defined or explained terms is called a vocabulary. Those who learn English well will benefit from it. It is quite difficult for people to articulate their views when they have a limited vocabulary. Since being able to communicate is the primary objective of learning for most students, Vocabulary is one of the linguistic components that contribute significantly to the development of language skills. This argues that knowing appropriate syntax is irrelevant if a person has a limited vocabulary. According to (Fithriani 2021) mention that vocabulary knowledge is the foundation of listening, reading, speaking and writing so that vocabulary mastery positively correlates with their language learning ability.

Additionally, Penny UR stresses the value of vocabulary in EFL instruction since language acquisition is challenging without a large vocabulary. Learning vocabulary is essential when learning a foreign language. It is far more difficult to teach vocabulary in a language without the proper resources. Both are essential for school-based learning. According to Simanjuntak (2021), word confusion is one of the challenges that students have when learning English. Based on previous findings at a secondary school in Cirebon, researchers discovered that many students showed little engagement in classroom activities and lacked motivation to learn English,

particularly vocabulary. This finding led them to conclude that a motivating and accessible teaching approach is essential for promoting effective vocabulary acquisition.

Vocabulary is a fundamental skill that holds significance in acquiring a foreign language. When learning English, three essential components to focus on are vocabulary, grammar, and pronunciation. Vocabulary is especially important since it serves as the foundation for learning a new language. Vocabulary and learning are inextricably linked. A solid vocabulary base enhances an individual's abilities in listening, speaking, speaking, reading, and writing substantially.

According to Jumariati (2010), as reported by Yudha T.H. and Mandasari B. (2021), vocabulary development is a critical component of foreign language acquisition. Understanding the word stream is necessary for fluent comprehension of a foreign language. A big vocabulary enhances comprehension and communication. It also helps learners express their thoughts clearly and confidently. Moreover, having a strong vocabulary enhances speaking, writing, listening, and reading skills. Therefore, developing vocabulary is key to advancing in language learning.

Nowadays, increasing pupils' vocabulary is essential to improving their English competence. Nonetheless, the methods still employed are primarily teacher-centered and conventional. In today's educational setting, students can use technology to study languages and develop their skills. Effective vocabulary education not only improves comprehension but also allows students to communicate difficult ideas more effectively, both in writing and in voice (Coxhead, 2000; Nation, 2001), as referenced by Ergashev R.S. (2024).

Vocabulary is especially important for enhancing language proficiency. Traditional methods of teaching vocabulary in English classes, on the other hand, frequently face a number of challenges, including insufficient contextual application, low student interest, and a lack of efficient learning techniques that allow students to retain and apply new vocabulary effectively in everyday situations. According to Sagmiller (2002), as referenced by Elmahdi (2020), these criteria included exposing pupils only once to the meanings and usages of the words, and judging simply spelling rather than meanings and usages. Traditional methods of teaching vocabulary are no longer chosen by students, prompting teachers to use available online resources to bridge the educational gap and improve students' vocabulary learning for improved mastery of the English language (Raw, S. D. M., & Ismail, H. H. (2021).

Students can learn vocabulary in an interactive way by using technology with the Memrise app, which offers elements like multimedia content, gamification, and repetition. Additionally, this study investigates how students' use of the app is impacted by learning motivation, both extrinsic (external rewards) and intrinsic (internal drive). This study's main goal is to increase students' vocabulary competence in an efficient and interesting way while motivating them to take a more active role in their education. According to (Bauer & Kenton, 2005; Cartwright & Hammond, 2003), as referenced by Ardic, A. M (2021), technology integration in education is described as the incorporation of technological instruments into the curriculum to meet learning-teaching objectives and improve student learning.

Memrise is a language learning app designed to help users build their vocabulary through spaced repetition, gamification, and multimedia content. Featuring native speaker recordings, audio, and video, the app effectively enhances listening and pronunciation skills. Its user-friendly interface, offline access, and diverse course selection in multiple languages make it accessible to a wide range of learners.

Memrise offers several push factors that make it an effective learning tool. It provides an engaging and interactive experience by incorporating games, videos, and repetition to aid vocabulary retention. The app is easily accessible on smartphones and computers, enabling

students to study anytime and anywhere. In addition to vocabulary, it covers various subjects like science and history, making learning more diverse and engaging. Features such as native speaker videos and progress tracking help maintain student motivation. Furthermore, Memrise promotes independent learning by allowing students to manage their education beyond the classroom.

Despite its benefits, Memrise also has some pull factors. While it effectively teaches vocabulary, it does not always provide enough opportunities for students to apply new words in real-life contexts. Limited access to smartphones or the internet can also prevent some students from using the app. Since learning takes place digitally, students miss out on direct interaction with teachers and peers, which is important for language development. Additionally, the app may lead to distractions, as students might be tempted to use social media or the apps. Some learners may focus more on earning points and rewards rather than truly engaging with the material. Lastly, traditional teaching methods remain preferable for some teachers and students who may not fully embrace technology-based learning.

METHODOLOGY

This study employs quantitative method. Samples are used by researchers to use this quantitative research methodology. This population represents the entire group from which the sample will be drawn. This study was conducted at Cirebon's two public junior high schools, SMPN 10 and SMPN 14, using eighth-grade students as the target population. Given the practical constraints related to time, accessibility, and resource availability, the researcher employed a deliberate delimitation of the study population, selecting only those classes deemed accessible, relevant, and reflective of the broader population rather than encompassing all existing eighth-grade students across both institutions. From this delineated population, the researcher selected 186 students as the research sample using the Slovin's formula technique. This method was applied to ensure an equitable opportunity for each individual to be selected, while simultaneously maintaining proportional representation from both institutions. From SMPN 10, which accounted for 182 students or approximately 52.29% of the total accessible population, 97 students were chosen. Meanwhile, SMPN 14, with a representation of 166 students or 47.71%, contributed 89 students to the sample. In this instance, the sample constituted 53.45% of the accessible population, which notably surpasses the minimum recommendation. As a result, the data acquired from this sample is thought to be highly representative and statistically robust, increasing the reliability and generalizability of the study's conclusions. For this study focuses on the eight-grade students of SMPN 10 Kota Cirebon and SMPN 14 Kota Cirebon as the population. A total of 186 students are selected from this sample is using randomly classes from eighth-grade in SMPN 10 Kota Cirebon and eighth-grade in SMPN 14 Kota Cirebon. The Validity and reliability are using SPSS. For population of 348 individuals with a 5% margin of error, the sample size calculated using Slovin's formula is approximately 186 samples. The data collection technique in this study was a questionnaire. The data analysis techniques used are Pre-requisition test, Normality test, Linearity test, Multicollinearity test, Heteroskedasticity test, Multiple Linear Regression Analysis test, and Statistical Hypothesis.

FINDINGS AND DISCUSSION

Normality Test

Table 1. The total score of Normality test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		186
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	2,54748176
Most Extreme Differences	Absolute	0,053
	Positive	0,040
	Negative	-0,053
Test Statistic		0,053
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality test results yielded a significance level of 0.200, which is greater than the threshold of 0.05. This implies that the distribution of residuals in the regression model corresponds statistically to the normality assumption.

Linearity Test

Table 2. The total score of Linearity test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Y_Vocabulary Mastery * X1_Memrise Application	Between Groups	(Combined)	511,575	16	31,973	4,647	0,000
		Linearity	389,309	1	389,309	56,580	0,000
		Deviation from Linearity	122,266	15	8,151	1,185	0,288
	Within Groups		1162,839	169	6,881		
	Total		1674,414	185			

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Y_Vocabulary Mastery * X2_LearningMotivation	Between Groups	(Combined)	357,727	13	27,517	3,595	0,000
		Linearity	299,515	1	299,515	39,126	0,000
		Deviation from Linearity	58,212	12	4,851	0,634	0,811
	Within Groups		1316,687	172	7,655		
	Total		1674,414	185			

When the Deviation from Linearity test yields a significant value greater than 0.05, the connection between variables is considered linear. Sig.-Wert < 0.05 indicates a nonlinear relationship between independent and dependent variables. According to the results of the

Linearity tests conducted with SPSS, the calculated Sig.-Wert for the difference in linearity from Y to X1 is 0.288, and for Y to X2 is 0.811. Because these numbers exceed the 0.05 criterion, we may conclude that there is a linear relationship between Memrise application use (X), learning motivation (X2), and vocabulary acquisition (Y).

Multicollinearity Test

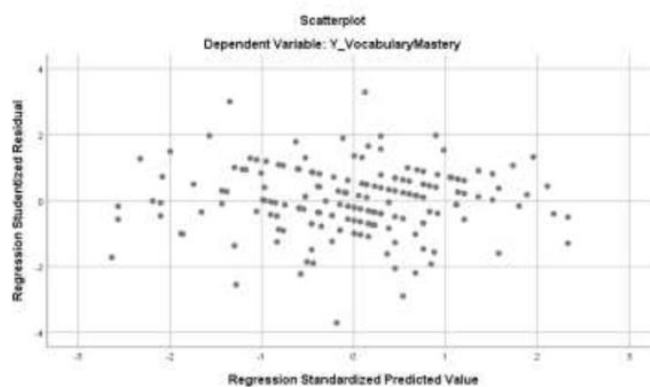
Table 3. The total score of Multicollinearity test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	X1_MemriseApplication	0,784	1,275
	X2_LearningMotivation	0,784	1,275
a. Dependent Variable: Y_VocabularyMastery			

The multicollinearity assessment reveals that both independent variables have Tolerance value of 0784 and VIF 1.275. these figures indicate the absence of multicollinearity, as they remain within the acceptable thresholds, ensuring the stability and reliability of the regression model.

Heteroscedasticity Test

Table 4. The total score of Heteroscedasticity test



Based on the scatterplot output, the distribution pattern of the standardized residuals against the standardized predicted values does not display any clear or systematic shape, such as a funnel, wave, or curve. The residuals are dispersed randomly above and below the zero axis, forming a relatively even spread across the group. This uneven and unsystematic scattering implies that the variance of the residuals is consistent across all levels of projected values. Therefore, it can be inferred that the assumption of homoscedasticity has been fulfilled, suggesting that the regression model does not suffer from heteroscedasticity and is thus appropriate for further statistical interpretation.

Multiple Linear Regression

Table 5. The total score of Multiple Linear Regression test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.532 ^a	0,283	0,275	2,561
a. Predictors: (Constant), X2_LearningMotivation, X1_MemriseApplication				
b. Dependent Variable: Y_VocabularyMastery				

Based on the results of the multiple linear regression analysis, it was determined that both the use of the Memrise application (X1) and the motivation to learn (X2) have a positive and statistically significant influence on vocabulary comprehension (Y), as evidenced by their Sig.-Wert of 0,000, which is less than the threshold of 0.05. The regression coefficients for X1 0.356 and X2 0.247 respectively, suggesting that any increase in these variables contributes to an improvement in students' vocabulary mastery. Meanwhile, the constant value of 7.189 represents the predicted baseline score of vocabulary mastery when both independent variables are held at zero. These findings confirm that the regression model is appropriate and reliable for explaining the relationship between the examined variables.

T-test

The T-test was used to examine the individual significance of each independent variable's impact on vocabulary mastery. The Memrise program (X1) provided a t-value of 5.155 and a p-value of 0.000, whereas learning motivation (X2) produced a t-value of 3.589 and a p-value of 0.00. Both p-values are smaller than the normal significance level of 0.05, indicating that each independent variable has a statistically significant partial effect on vocabulary mastery among eighth-grade students.

F-test

An F-test (ANOVA) was used to evaluate the simultaneous effect of memorization and learning motivation on word formation. The analysis produced an F-Wert of 36,112 with a significance level of 0.000. The fact that the p-value is significantly less than the threshold of 0.05 best confirms the model's statistical significance. This implies that the two independent variables have a significant combined influence on the dependent variable. Thus, the regression model is valid for forecasting purposes.

The Effectiveness of Memrise Application on Vocabulary Mastery at Cirebon Junior High School

The results of the multiple linear regression analysis indicate that the use of the Memrise app (X1) has a positive and significant effect on students' vocabulary mastery. The regression coefficient for SMPN 10 Cirebon is 0.307, while for SMPN 14 Cirebon it is 0.204. In the combined model including both schools, the average Memrise efficiency (β) reaches 0.364. The t-value is 5.155 with a significance level of 0.000, indicating that the effect of the Memrise app is significant at the 5% confidence level.

These findings indicate that the Memrise app plays a significant role in helping students expand their vocabulary. Features such as interactive images, gamified learning, and pronunciation guides contribute to a more dynamic and effective vocabulary learning process. Although the effect is higher at SMPN 14 Cirebon, this is likely due to the students' higher initial level of

vocabulary mastery, as reflected by the larger constant value (12.121), thus mitigating the additional effect of app use.

The Effectiveness of Learning Motivation on Vocabulary Mastery at Cirebon Junior High School

The results of the regression analysis also show that learning motivation (X2) has a significant influence on word comprehension. The regression coefficient for motivation was 0.460 in SMPN 10 and 0.187 in SMPN 14. In the overall regression model, the standardised coefficient for X2 was 0.254, with a t-value of 3,589 and a significance level of 0.000. This demonstrates that students' learning motivation plays an important role in improving their verbal communication skills.

Pupils that are highly driven are typically more willing to practice vocabulary both within and outside of the classroom, as well as more concentrated and determined. The motivation measured in this study includes aspects like interest in learning, persistence, and desire to achieve goals all of which help students absorb new vocabulary more effectively. This finding aligns with theories in second language acquisition that emphasize motivation as a key factor in successful learning. Even without digital tools, students with strong motivation can still achieve good results, demonstrating that internal drive is a powerful force in language learning. Therefore, motivation should not be viewed as a secondary factor it is a central component that can significantly enhance the learning process.

The Effectiveness of Memrise Application and Learning Motivation on Vocabulary Mastery at Cirebon Junior High School

The results of the regression models tested with the F-test demonstrate that the combination of the memorization application and learning motivation has a significant impact on students' word-schatz proficiency. The F-Wert of 36,112 and the significance value of 0.0000 demonstrate that these two variables together significantly improve students' word-schatz proficiency. The resulting regression equation is as follows:

$$Y = 7.189 + 0.356 (X1) + 0.247 (X2)$$

This formula means that both the Memrise application (X1) and learning motivation (X2) serve as important predictors that influence vocabulary mastery. Notably, the coefficient of determination (R²) for SMPN 14 was 0.666, meaning that around 66,6% of the variation in students' vocabulary mastery skills can be explained by the two variables combined.

Moreover, all statistical assumptions for the regression model were fulfilled: the residuals were normally distributed (Sig. for deviation > 0.05), no multicollinearity was found (VIF = 1.275), and there were no signs of heteroscedasticity.

Overall, these findings support the idea that vocabulary mastery is best developed through a dual approach by incorporating effective digital learning tools like Memrise and by fostering strong learning motivation in students. The combination of these two factors offers a balanced and powerful strategy for improving students' vocabulary knowledge in a meaningful and lasting way.

CONCLUSION

Based on the data analysis results presented in Chapter IV, several significant conclusions can be drawn. First, the incorporation of memorization applications into English instruction has a significant and positive impact on students' vocabulary development. The repeating learning activities, the spielerische structure, and the multimedia components all contribute to a more dynamic and efficient vocabulary learning process. These characteristics increase student

engagement and encourage consistent, self-directed learning among eighth-grade students in Cirebon.

Second, there is evidence that vocabulary acquisition is significantly impacted by students' enthusiasm to learn. Learners who exhibit higher levels of motivation tend to participate more actively, maintain consistent study habits, and possess clearly defined academic goals. Such motivational attributes directly enhance their vocabulary learning outcomes.

Third, the combined influence of Memrise application use and learning motivation accounts for 28.3% of the variance in students' vocabulary mastery. This indicates that while both factors are influential, there remain other determinants beyond the scope of this study such as instructional methods, environmental exposure to English, and cognitive learning strategies that also contribute to vocabulary development.

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