

REFERENCES

- Afzal, N. (2019). A study on vocabulary-learning problems encountered by BA English majors at the university level of education. *Arab World English Journal (AWEJ)*, 10(1), 81-97.
- Aini, R. M., Syahputra, M., & Maulizan, M. (2025). Pembelajaran berdiferensiasi (differentiated instruction) melalui pendekatan gamifikasi untuk meningkatkan kemampuan *critical reading* SMA di Aceh. *Jurnal Metamorfosa*, 13(1), 60–71.
- Akyol, H., & Kayabasi, Z. (2018). Improving the reading skills of a student with reading difficulties: An action research. *Egitim Ve Bilim-Education And Science*, 43(193), 1-15.
- Alizadeh, I. (2016). Vocabulary teaching techniques: A review of common practices. *International Journal of English Linguistics*, 6(1), 1-6.
- Alsawaier, R. S. (2018). The effect of gamification on motivation and engagement. *The International Journal of Information and Learning Technology*, 35(1), 56-79.
- Anwar, Y. T., & Efransyah, E. (2018). Teaching English vocabulary using crossword puzzle game at the seventh grade students. *PROJECT (Professional Journal of English Education)*, 1(3), 235-243.
- Argit, G., Demirel, E. E., & Köksal, O. (2020). Teaching vocabulary through games: A comparative study of 4th and 7th grades. *Research on Education and Psychology*, 4(1), 41-53.
- Ariani, F., & Afnita, N. (2024). The influence of digital-based gamification on student engagement and language literacy skills: A study at Madrasah Tsanawiyah. *Jurnal Komunikasi Pendidikan*, 8(2), 141–156.
- Bakhsh, S. A. (2016). Using games as a tool in teaching vocabulary to young learners. *English Language Teaching*, 9(7), 120-128.
- Barcroft, J. (2004). Second language vocabulary acquisition: A lexical input processing approach. *Foreign Language Annals*, 37(2), 200-208.
- Barnhart, C. A. (2008). *The facts on file student's dictionary of American English*. Facts on File.
- Batu, D. K. A., & Hashim, H. A Systematic Review on the Use of Gamification in Enhancing Vocabulary Mastery.
- Brooks, G., Clenton, J., & Fraser, S. (2023). Exploring the importance of vocabulary for English as an additional language learners' reading comprehension. *EAL Research for the Classroom: Practical and Pedagogical Implications*, 35–58.

- Brown, D., Stoeckel, T., Mclean, S., & Stewart, J. (2022). The most appropriate lexical unit for L2 vocabulary research and pedagogy: A brief review of the evidence. *Applied Linguistics*, 43(3), 596-602.
- Bungin, B. (2005). Metodologi penelitian kuantitatif: Komunikasi, ekonomi, dan kebijakan publik serta ilmu-ilmu sosial lainnya.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge university press.
- Cheng, K., & Su, S. (2012). Game-based learning: Effectiveness, applications, and future directions. *Educational Technology & Society*, 15(3), 77-91.
- Clouston, M. L. (2013). *Teaching vocabulary*. TESOL International Association.
- Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: A review. *Journal of English Teaching*, 5(1), 15-25.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining "gamification". *Proceedings of the 15th International Academic MindTrek Conference*, 9-15.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011, September). From game design elements to gamefulness: defining" gamification". In *Proceedings of the 15th international academic MindTrek conference: Envisioning future media environments* (pp. 9-15).
- Dicheva, D., Dichev, C., Agre, G., & Angelova, G. (2015). Gamification in education: A systematic mapping study. *Journal of Educational Technology & Society*, 18(3), 75-88.
- Dindar, M., Ren, L., & Järvenoja, H. (2021). An experimental study on the effects of gamified cooperation and competition on English vocabulary learning. *British Journal of Educational Technology*, 52(1), 142-159.
- Dörnyei, Z., & Ushioda, E. (2020). *Motivation and second language acquisition: A contemporary perspective*. Cambridge University Press.
- Draxler, F. (2023). *Designing intelligent support for learning from and in everyday contexts* (Doctoral dissertation, lmu).
- Edwards, L. (2023, September 15). Gimkit: How to use it for teaching. *Tech Learning*.
- Erya, W. I., & Pustika, R. (2021). Students' perception towards the use of Webtoon to improve reading comprehension skill. *Journal of English Language Teaching and Learning*, 2(1), 51-56.
- Feldee, M., & Faresi, I. (2022). Unlocking Gimkit's capabilities for language classroom. *Jurnal Pendidikan Bahasa Inggris*, 8(2), 45-58.

- Floris, F. D., & Divina, M. (2009). A study on the reading skills of EFL university students. *TEFLIN Journal*, 20(1), 38-52.
- García-Castro, V. (2020). The effects of vocabulary knowledge in L2 semantic lexical engagement: The case of adult learners of English as a second language. *Indonesian Journal of Applied Linguistics*, 10(1), 261-270.
- Hadfield, J. (1999). *Intermediate vocabulary games: a collection of vocabulary games and activities for intermediate students of English.[Contains photocopiable material]*. Pearson Longman.
- Hamari, J., Koivisto, J., & Sarsa, H. (2014, January). Does gamification work?--a literature review of empirical studies on gamification. In *2014 47th Hawaii international conference on system sciences* (pp. 3025-3034). Ieee.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Education.
- Haryadi, R. N., Endah, J., & Dalimunthe, L. (2021). The effects of vocabulary and grammar mastery on students' writing skill in descriptive text. *Journal of Literate of English Education Study Program*, 2(2), 46-54.
- Hashemian, M. (2020). L2 learners' vocabulary development in incidental/intentional learning conditions: Role of personality types. *Indonesian Journal of Learning and Instruction*, 3(1), 27-36. doi: 10.25134/ijliv3i1.3005.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford University Press.
- Huddleston, R. (1984). *Introduction to the Grammar of English*. Cambridge University Press.
- Ibanez, M. B., Di-Serio, A., & Delgado-Kloos, C. (2014). Gamification for engaging computer science students in learning activities: A case study. *IEEE Transactions on learning technologies*, 7(3), 291-301.
- Jaikrishnan, S., & Ismail, H. H. (2021). A review on vocabulary learning strategies used in learning English as a second language. *International Journal of Academic Research in Business and Social Sciences*, 11(9), 297–309. <http://dx.doi.org/10.6007/IJARBS/v11-i9/10512>
- Kapp, K. M. (2012). *The gamification of learning and instruction: Game-based methods and strategies for training and education*. Pfeiffer.
- Keller, J. M. (2021). *Motivational design for learning and performance: The ARCS model approach*. Springer.

- Koivisto, J., & Hamari, J. (2019). The rise of motivational information systems: A review of gamification research. *International journal of information management*, 45, 191-210.
- Landers, R. N., & Landers, A. K. (2014). An empirical test of the theory of gamified learning: The effect of leaderboards on time-on-task and academic performance. *Simulation & Gaming*, 45(6), 769-785.
- Lehr, F., Osborn, J., & Hiebert, E. H. (2004). *A focus on vocabulary*. Pacific Resources for Education and Learning.
- Machfudi, M. (2017). *The longterm impact of an english language teacher training program on teachers' practices in Madrasah Tsanawiyah in Indonesia* (Doctoral dissertation, University of Southern Queensland).
- Majdoub, M. (2021). Motivating and engaging ESL students using gamified learning. *International Journal for Infonomics*, 14(1), 2053-2058.
- Meganathan, P., THAI, Y. N., Paramasivam, S., & Jalaluddin, I. (2019). Incidental and Intentional Learning of Vocabulary among Young ESL Learners. *3L: Southeast Asian Journal of English Language Studies*, 25(4).
- Mora, A., Riera, D., González, C., & Arnedo-Moreno, J. (2017). Gamification: a systematic review of design frameworks. *Journal of Computing in Higher Education*, 29(3), 516-548.
- Nation, I. S., & Nation, I. S. P. (2001). *Learning vocabulary in another language* (Vol. 10, pp. 126-132). Cambridge: Cambridge university press.
- Nguyen, V., & Tran, D. (2022). Duolingo vs. traditional learning: Comparative effects on English proficiency. *Journal of Language & Education*, 50(3), 78-99.
- Noviyanti, R., Bahri, S., & Nasir, C. (2019). The use of think bingo game to improve students' vocabulary mastery. *Research in English and Education Journal*, 4(1), 1-8.
- Osadhi, S. Y. (2024). The Effects of Vocabulary Learning Gamification on Students' Vocabulary Development. *RETAIN: Journal of Research in English Language Teaching*, 12(03), 21-29.
- Panmei, B., & Waluyo, B. (2022). The pedagogical use of gamification in English vocabulary training and learning in higher education. *Education Sciences*, 13(1), 24.
- Panmei, B., & Waluyo, B. (2023). The pedagogical use of gamification in English vocabulary training and learning in higher education. *Educ. Sci.*, 13(24), 1-22. <https://doi.org/10.3390/educsci13010024>

- Prameswari, N., & Yusuf, M. (2024). Semantic awareness and vocabulary retention among high school learners. *Asian Journal of English Education*, 3(1), 66–74.
- Purnawan, N. A., Padmadewi, N. N., & Budiarta, L. G. R. (2022). The effect of online gamification quiz application on vocabulary mastery for young English learners. *Jurnal Inovasi dan Teknologi Pembelajaran*, 9(1), 33-43.
- Putz, L. M., Hofbauer, F., & Treiblmaier, H. (2020). Can gamification help to improve education? Findings from a longitudinal study. *Computers in Human Behavior*, 110, 106392.
- Rassaei, E. (2020). Effects of involvement load on vocabulary acquisition through listening to songs and reading texts. *System*, 93, 102288.
- Redjeki, I. S., & Muhajir, R. (2020). Duolingo for grammar learning. *Prosiding LPPM UIKA Bogor*.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Rodjanagosol, K. (2024). Gamification's Role in Enhancing Vocabulary Acquisition for Adult English Learners. *Journal of Asian Language Teaching and Learning (Online)*, 5(2), 58-68.
- Ruzmetova, M., Orazova, F., & Kayumova, G. (2020). The role of teaching vocabulary competence in English. *Academic Research in Educational Sciences*, (3), 509-513.
- Salam, U., & Nurnisa, N. (2021). STUDENTS'DIFFICULTIES IN LEARNING VOCABULARIES. *English Community Journal*, 5(1), 46-53.
- Sariakin, S., & Aini, R. M. (2024). Increasing students' vocabulary mastery by using *Scattergories* game at tenth grade students of SMAN 1 Blangpegayon Kabupaten Gayo Lues. *Jurnal Ilmiah Mahasiswa Pendidikan*, 5(1).
- Sariakin, S., & Faizah, C. (2023). Strategi Pelaksanaan Pembelajaran Kosakata Bahasa Inggris Pada Peserta Didik Usia Dini Di Tk Alifba Lampaseh Kota Banda Aceh. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 4(2), 314-326.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.
- Seaborn, K., & Fels, D. I. (2015). Gamification in theory and action: A survey. *International Journal of human-computer studies*, 74, 14-31.
- Srimuliyani, S. (2023). Menggunakan teknik gamifikasi untuk meningkatkan pembelajaran dan keterlibatan siswa di kelas. *Educare: Jurnal Pendidikan Dan Kesehatan*, 1(1), 29-35.

- Su, C. H., & Cheng, C. H. (2015). A mobile gamification learning system for improving the learning motivation and achievements. *Journal of Computer Assisted Learning*, 31(3), 268-286.
- Sujarwati, I., Sofyan, D., Efendi, M., & Annury, M. N. (2025). Exploring Vocabulary Retention and Student Engagement: A Dive into Gamified vs. Traditional Flipped Classroom. *JEELS (Journal of English Education and Linguistics Studies)*, 12(1), 427-452
- Telaumbanua, Y. A., Mendrofa, D. R. C., Hura, M. R. N., Waruwu, A., & Tafona'o, P. D. (2024). Second-Semester Students' Challenges towards Vocabulary Mastery in English Language Learning. *English Teaching and Linguistics Journal (ETLIJ)*, 5(2), 120-129.
- Thornbury, Scott. (2002). *How to Teach Vocabulary*, Essex: Longman, Pearson Education,
- Ur, P. (2012). *A course in English teaching*. Cambridge University Press.
- Wu, W. C. V., & Marek, M. W. (2021). Developing low-anxiety EFL classrooms using mobile-assisted gamification. *Journal of Educational Computing Research*, 59(1), 41-62
- Wulandari, D. A., & Mustofa, M. (2022). Gamification in vocabulary learning: Students' perceptions and vocabulary achievement. *Jurnal Bahasa dan Sastra*, 13(1), 55-66.
- Yawiloeng, R. (2020). Second language vocabulary learning from viewing video in an IEFL classroom. *English Language Teaching*, 13(7), 50-67.
- Zahara, R., Prasetyo, G. E., & Yanti, D. M. (2021). Kajian literatur: gamifikasi di pendidikan dasar. *Soko Guru: Jurnal Ilmu Pendidikan*, 1(1), 76-87.
- Zhang, D. (2012). Vocabulary and grammar knowledge in second language reading comprehension: A structural equation modeling study. *The Modern Language Journal*, 96(4), 558-575.
- Zhang, W., & Yang, J. (2021). Gamification in second language acquisition: A systematic review. *Educational Technology Research and Development*, 69(4), 1023-1045.