


## Students' Perceptions of Effective Techniques for Vocabulary Learning in Senior High School

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### A B S T R A C T

Learning vocabulary is crucial to being fluent in English, but students frequently struggle to select efficient teaching techniques. Many vocabulary acquisition techniques have been covered in earlier research, but little focus has been placed on how students perceive which techniques work best in their real-world learning environment. The purpose of this study was to investigate students perceived efficient techniques for learning vocabulary. The participants consisted of 29 eleventh-grade students of SMK Negeri 1 Taopa who completed a questionnaire and 5 students who participated in semi-structured interviews. The collected data were analysed using descriptive qualitative analysis. The results showed that students employed a variety of techniques for learning vocabulary, such as memory, cognitive, social and communication, game-based, and technology-based techniques. The most successful of these were found to be social and communication technique and game-based learning. These techniques were favoured because they were engaging, participatory, and improved students' comprehension.

**Keywords:** *Students' Perception, Vocabulary Learning, Learning Techniques, English Education, Qualitative Research*

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### INTRODUCTION

One of the most important components of language learning is vocabulary. This ability is necessary for both written and verbal communication, students who lack a sufficient vocabulary struggle greatly in listening, speaking, reading, and writing. While reading and writing aid students in comprehending and producing written materials, speaking and listening aid them in understanding and expressing ideas in spoken communication. (Nation, I. S. P., & Hunston, 2013), vocabulary knowledge is fundamental to language proficiency because learners need adequate vocabulary to understand and express meaning successfully. Therefore, developing vocabulary is an essential aspect of language learning.

Technology has made it possible to enhance vocabulary acquisition both within and outside of the classroom in recent years. (Klimova & Polakova, 2020) show that students who use vocabulary-learning Apps on their mobile phones tend to be more motivated and engaged, such as Duolingo, Quizlet, and Memrise, which provide interactive activities, repetition, and quizzes to help students remember new words. (Alahmadi et al., 2023) adds that technology-based learning in vocabulary teaching helps extend learning beyond the classroom and encourages continuous exposure to new words. This finding indicates that integrating digital tools into vocabulary instruction can make learning more flexible, engaging, and suitable for students.

Mobile-Assisted Language Learning (MALL) is the notion that learning can occur anywhere, at any time, using portable digital devices. Students may practice vocabulary in relevant contexts, get instant feedback, and review new terms on a regular basis with mobile applications. These aids in vocabulary acquisition since kids retain words better when they are exposed to them frequently and actively utilize them. Contextual reading exercise, games, and flashcards are just a few examples of mobile-assisted language learning.

*Students' Perceptions of Effective Techniques for Vocabulary Learning in Senior High School*

(Chowdhury et al., 2024) show that digital game-based learning improves vocabulary retention by creating a more engaging learning environment. Recent studies further demonstrate that the implementation of MALL significantly contributes to the improvement of students' vocabulary skills through frequent exposure and personalized learning opportunities. For example, (Caroline V. Katemba, 2025) reports that the use of mobile applications such as Quizlet and Duolingo leads to significant improvement in students' vocabulary scores because learners receive interactive practice and repeated exposure to target words. Similarly, (Dwita Laksmi Rachmawati & Dian Fadhilawati, 2025) emphasize that students experience higher motivation and greater learner autonomy when using MALL, particularly through gamification features and flexible access to learning materials.

Vocabulary learning has been widely discussed through various learning strategies and techniques. (Oxford & Crookall, 1990) argue that vocabulary learning techniques can be categorized into memory, cognitive, and social strategies, which help learners store, process, and use new words effectively. These techniques provide different ways for learners to develop vocabulary knowledge according to their learning preferences and needs.

Furthermore, (Schmitt, 1997) classifies vocabulary learning strategies into discovery strategies and consolidation strategies. Discovery strategies help learners determine the meaning of unfamiliar words, while consolidation strategies assist them in remembering and using newly learned vocabulary. This classification highlights the importance of selecting appropriate learning techniques that support both vocabulary acquisition and retention.

Although numerous studies have investigated vocabulary learning strategies and technology-assisted vocabulary learning, limited research has focused on students' perceptions of which techniques are considered most effective in their actual learning experiences, particularly in Indonesian vocational high schools. Understanding students' perceptions is important for improving instructional practice because students are the primary participants in the learning process and can provide valuable insights into the effectiveness of teaching techniques. When students perceive a learning technique as meaningful, engaging, and useful, they are more likely to participate actively and maintain motivation during learning activities. Conversely, techniques that are perceived as ineffective or uninteresting may reduce students' engagement and learning outcomes. By examining students' perceptions, teachers can identify which vocabulary learning techniques are most suitable for their learners' needs, preferences, and learning styles. This information enables teachers to make informed instructional decisions, adapt classroom activities, and create a more supportive learning environment. Furthermore, understanding students' perceptions can help teachers minimize learning difficulties and enhance vocabulary acquisition by implementing techniques that students find effective and enjoyable.

The efficacy of teaching vocabulary may be hampered by this discrepancy between classroom techniques and student views. Students may become less motivated and make slower progress if they find learning language to be challenging, tedious, or unrelated to their everyday requirements. Understanding students' perspectives can help teachers avoid learning challenges and modify classroom instruction to make vocabulary learning more interesting.

### Techniques in Vocabulary Learning

Numerous academics have examined various vocabulary-learning techniques and how students view them. In this regard, (Alqahtani, 2015) explained that vocabulary is essential to language acquisition and that mastering it gives learners greater self-assurance while speaking the target language. Teachers employ a variety of techniques, including memorizing, note-taking, role-playing, and online tests, to assist students in developing their abilities.

(Oxford & Crookall, 1990) divided vocabulary acquisition techniques into three primary groups: social, cognitive, and memory techniques. Because they explain how learners process, store, and use new words in various ways, these categories continue to be frequently employed. (Lai et al., 2021) emphasize that by boosting student engagement and

offering interactive practice, the integration of digital tools and game-based components can successfully assist can supplement conventional techniques and give students a more engaging and inspiring vocabulary learning experience.

### **Memory Technique**

Memory are activities that help learners connect new vocabulary with images, sounds, or personal experiences. These associations make new words easier to remember and recall. For example, learners can use images or visual aids to form a mental picture of a word. (Klimova & Polakova, 2020) found that visual images significantly support long-term memory for vocabulary. Another common memory technique is grouping words by meaning, such as learning words related to “weather” or “education” together. This helps students recognize relationships between words and remember them more quickly. Repetition is also one of the most effective ways to strengthen memory. (Nation, I. S. P., & Hunston, 2013) emphasized that repeated exposure to words through reading, listening, and practice is essential for vocabulary retention. In addition, word association, such as connecting new words with familiar concepts or situations, can help learners remember them more easily.

### **Cognitive Technique**

These techniques require learners to actively analyse, organize, and practice new vocabulary. One common cognitive is guessing the meaning of unfamiliar words from context, which develops reading comprehension skills while reducing overreliance on translation. Another widely used techniques is the use of dictionaries, both printed and digital. (Gu & Johnson, 1996) found that effective learners use dictionaries selectively to confirm meanings and check example sentences, not just to translate words. Learners can also keep vocabulary notebooks or journals, where they record new words, meanings, and example sentences. This note-taking process supports active learning and allows for later review. Additionally, constructing original sentences using new words encourages learners to apply vocabulary in real communication, helping them move from memorization to meaningful use. (Izmalkova & Blinnikova, 2024) further explain that cognitive techniques such as inferring word meaning from context play an essential role in vocabulary learning, as students actively use morphological and contextual clues to understand and retain new words.

### **Social and Communication Technique**

Language is inherently social, and communication gives learners the change to use words in authentic situations. Asking teachers or peers about the meaning or pronunciation of new words helps learners acquire vocabulary naturally and builds confidence. Collaborative activities such as group discussions, pair work, and role-plays are also effective because they provide repeated opportunities to use words in context. (Oxford & Crookall, 1990) explained that social learning techniques increase students’ motivation, as they combine social engagement with language practice.

### **Game-Based Learning**

In recent years, game-based learning, also known as gamification, has gained popularity as an engaging way to study vocabulary. Zou and Xie (2021) found that digital game-based vocabulary learning enhances students’ motivation and provides repeated exposure to new words in enjoyable context. Supporting this finding, (Lai et al., 2021) reported that digital game-based learning significantly improves EFL students’ vocabulary retention and engagement because interactive game elements increase repeated practice and learner involvement. Similarly, (Thomson et al., 2023) found that gamified vocabulary instruction positively affects students’ motivation and vocabulary achievement, particularly when competitive and collaborative features are integrated into classroom activities.

Activities such as crossword puzzles, vocabulary bingo, and matching games make vocabulary practice more entertaining while still educational.

### Technology-Based Learning

Technology-based learning is another important modern technique. Mobile-Assisted Language Learning (MALL) allows students to study vocabulary anytime and anywhere through mobile Apps, online flashcards, and multimedia tools (Klimova & Polakova, 2020) discovered that students appreciate the flexibility and convenience of mobile learning. Applications like Quizlet or Duolingo promote spaced repetition, immediate feedback, and personalized practice, which help reinforce vocabulary memory. (Lu et al., 2023) found that the use of theory-based mobile Apps significantly improved vocabulary achievement and retention in Chinese EFL learners. A systematic review by (Okumuş Dağdeler, 2023) show that research on mobile-assisted vocabulary learning continues to grow, highlighting the effectiveness of mobile Apps in various learning contexts. Furthermore, (Fadlah Putri Sabila & Salmiah, 2025) reported that EFL learners perceive interactive mobile Apps like DuoCards as tools that enhance vocabulary learning through engaging and accessible features.

### METHOD

Without changing any factors, this study used a descriptive qualitative method to explain the students' opinions and experiences on vocabulary learning techniques. To comprehend the participants' viewpoints, the researcher merely asked them questions and paid close attention to what they had to say. This kind of study made it possible to learn more about how students acquire language and which techniques work best for them. It revealed how students felt and thought about various techniques in addition to what they did to acquire language.

#### Participants

The participants of this study were 29 eleventh-grade students of SMK Negeri 1 Taopa. These students were selected by the researcher because they had studied English for a number of years and had some prior vocabulary acquisition knowledge and expertise. Five students participated in the interview to offer more in-depth views and explanations about their experiences and preferences in learning English vocabulary, while a total of 29 students completed the questionnaire to obtain general perceptions regarding vocabulary learning techniques.

#### Sampling Technique

This study employed purposive sampling to select the participants. Purposive sampling is a non-probability sampling technique in which participants are chosen based on specific characteristics relevant to the objectives of the study. There were two phases to the data collection process. Initially, 29 students in the eleventh grade were given the questionnaire in a classroom. To make sure that every item was comprehended, the researcher led the students through the process and described the goal of the study.

Second, five chosen students who had finished the questionnaire were interviewed. The individuals were selected to reflect a range of reactions and learning styles. Each interview took place in a friendly and laid-back setting and lasted between 25-30 minutes. With the participants' consent, all were taped and then transcribed for analysis.

#### Data Collection Instruments

This research included two primary instruments a questionnaire and semi-structured interviews to answer the research questions. 20 closed-ended questions made up the questionnaire, which was intended to find out how students felt about memory, cognitive, social and communication, game-based, technology-based, and psychology factors of vocabulary acquisition techniques. In order to guarantee that students could accurately respond and comprehend each statement, the questionnaire was created in Bahasa

Indonesia. To make data interpretation easier, the answers were divided into "Agree (A)" and "Disagree (DA)".

A semi-structured interview with six guiding questions served as the second tool. The purpose of the interview was to learn more about students' preferences, experiences, and motivations for selecting particular vocabulary-learning techniques. Bahasa Indonesia was used for the interviews so that students could more easily and clearly communicate their thoughts.

### Data Analysis Procedure

Descriptive qualitative analysis based on the interaction model put forth (Miles, M. B., Huberman, A. M., & Saldaña, 2014) was used to analyse the data. Raw data was collected from all questionnaire and interview replies. In the data reduction stage, the researcher selected, simplified, and categorized the data into relevant themes based on vocabulary learning techniques. During the data reduction phase, the researcher used vocabulary learning techniques to choose, simplify, and group the data into pertinent topics. To find patterns and links, the data were arranged into tables and narrative descriptions during the data display stage. Lastly, the researcher analysed the results and confirmed their validity by double-checking the consistency of data from both instruments during the conclusion drawing and verification stage.

### Trustworthiness

To ensure the trustworthiness of the findings, several strategies were employed. First, triangulation was conducted by comparing and integrating data obtained from questionnaire and interviews, the use of multiple data sources helped strengthen the credibility of the findings and provided a more comprehensive understanding of students' perceptions. Second, member checking was applied by asking interview participants to review summaries of their responses to ensure that the interpretations accurately reflected their intended meanings experiences. Third, peer debriefing was conducted through discussions with academic supervisors and colleagues. They reviewed the research process, data interpretation, and findings, providing constructive feedback to enhance the credibility and accuracy of the analysis. Through these procedures, the researcher sought to ensure the credibility, dependability, and trustworthiness of the research findings.

## FINDINGS AND DISCUSSION

### Findings

According to the questionnaire results, students' opinions of different vocabulary acquisition techniques were favourable. The summary of students' responses was followed:

#### Memory Techniques

The data obtain form 29 respondents about memory techniques consisting of four statements can be seen in the following table:

Table 1. Memory Techniques

Questionnaire items	Responses	
	A	DA
I often repeat words to make them easier to remember.	28	1
Word lists help me memorize vocabulary more easily.	29	-
I often review vocabulary I have already learned to make sure I didn't forget it.	28	1

In the first statement, almost all students agreed that they often repeat words to make them easier to remember. This indicates that repetition is technique students frequently use to help them remember new vocabulary. Second statement, all students agreed that word lists help them memorize vocabulary more easily. No students disagreed, so it can be said that this technique is very helpful for students in learning. Word lists make it easier for students to understand and remember vocabulary because they are clearly organized. Third

statement, most of students also agreed that they often review lessons they have learned to ensure they don't forget

### Cognitive Techniques

The data obtained from 29 respondents about cognitive technique consisting of three statements can be seen in the following table:

Table 2. Cognitive Techniques

Questionnaire items	Responses	
	A	DA
I can guess the meaning of new words from the context of the sentence.	12	17
Reading or listening to English texts helps me expand my vocabulary.	27	2
I often use a dictionary or translation tool to look up the meaning of words.	29	-

For the first statement, more students disagreed that agreed that they could guess the meaning of a word from the context of a sentence. This indicates that the most students still struggle to understand the meaning of words from context alone, and this ability is not yet well developed. Second statement, almost all students agreed that reading or listening to English texts can help expand vocabulary. This indicates that students recognize that exposure to the language, whether through reading or listening, is very helpful in learning new vocabulary. Third statement, all students agreed that they often use dictionaries or translation tools to look up words

### Social and Communicative Techniques

The data obtained from 29 respondents about social and communication technique consisting of four statements can be seen in the following table:

Table 3. Social and Communication Techniques

Questionnaire items	Responses	
	A	DA
I like learning vocabulary through conversations with friends or groups.	27	2
Studying in a group helps me remember new vocabulary more easily.	22	7
I often ask teachers or friends about the meaning of new words.	29	-
I feel more confident when I learn vocabulary by talking or interacting with others.	24	5

In the first statement, almost all students agreed that they enjoyed learning vocabulary through conversations with friends or teachers. This indicates that direct communication is a fun and helpful way students to learn. Second statement, most students also agreed that studying in groups helped the, remember new vocabulary, although some students disagreed. This suggests that groups work is quite effective, but not all students feel comfortable with it. Third statement, all students agreed that they often ask teachers or friends about the meaning of new words. This indicates that students actively seek helps when they don't understand vocabulary, and interaction with other is an important learning resource. Fourth statement, most of students felt more confident when learning vocabulary through speaking or interacting with others, although some students still felt less confident.

### Game-based learning

The data obtained from 29 respondents about game-based learning consisting of three statements can be seen in the following table:

Table 4. GAME-BASED LEARNING

Questionnaire items	Responses	
	A	DA
Learning vocabulary through games is more fun.	29	-
Playing games helps me remember new words longer.	21	8
Vocabulary games make me more enthusiastic about learning English.	25	4

*Students' Perceptions of Effective Techniques for Vocabulary Learning in Senior High School*

In the first statement, all students agreed that learning vocabulary through games was more enjoyable. This indicates that games make the learning environment more engaging and less boring. Second statement, most students agreed that playing games helped them retain new words longer. However, some students disagreed with this statement. This suggest that games do helps memory, but not at all students experience the same benefits. Third statement, most students agreed that vocabulary games make them more enthusiastic about learning English.

### Technology-Based Learning

The data obtained from 29 respondents about technology-based learning consisting of four statements can be seen in the following table:

Table 5. Technology-Based Learning

Questionnaire item	Responses	
	A	DA
Apps like Duolingo helps me learn vocabulary well.	23	6
Watching videos or listening to online content helps me learn new words naturally.	28	1
I often use online dictionaries of Google Translate to look up the meaning of words.	29	-
I think technology makes learning vocabulary easier and more enjoyable.	29	-

In the first statement, most of students agreed that Duolingo helped them learn vocabulary effectively, although some disagreed. This indicates that learning apps are quite helpful, but not all students find them suitable for use. Second statement, almost all students agreed that watching videos or listening to online content helped them learn new words naturally. This indicates that language exposure through digital media is very effective in increasing vocabulary. Students felt learning become easier because they could learn while enjoying the content. Third statement, all students agreed that they often used online dictionaries or Google Translate to find out the meaning of words. This indicates that students rely heavily on technology to understand new vocabulary. Using these tools provides a fast and practical way to learn. Fourth statement, all students also agreed that technology makes learning easier and more enjoyable.

### Psychological Factors

The data obtained from 29 respondents about psychological factor consisting of three statements can be seen in the following table:

Table 6. Psychological Factors

Questionnaire items	Responses	
	A	DA
I feel anxious or afraid of making mistakes when learning vocabulary using techniques that don't suit my learning style.	26	3
I feel bored when the vocabulary learning techniques used don't suit my learning style.	25	4
I feel more interested in learning vocabulary if the techniques used are fun.	29	-

In the first statement, most of students agreed that they felt anxious or afraid of making mistakes when the technique used did not suit their learning style. This suggests that inappropriate techniques can lead to a lack of student confidence. Second statement, most students also agreed that they felt bored if the learning technique did not suit their style. This suggests that inappropriate technique can reduce students' interest in learning. Students need appropriate techniques to stay focused and engaged in learning. Third statement, all students agreed that they were more interested in learning vocabulary if the technique used was enjoyable.

**Result of Interview**

Table 7. Result of Interview

Questions	Answers
Do you thing memorizing vocabulary by repeating or writing it down can help you remember new words? Why?	<p>Student 1: <i>Yes, because repetition makes it easier to remember.</i></p> <p>Student 2: <i>I memorize vocabulary by repeating it, because it helps me become familiar with new words and strengthens my memory, making it easier to remember.</i></p> <p>Students 3: <i>Yes, because it improves short-term memory and long-term memory.</i></p> <p>Student 4: <i>Yes, because memorizing vocabulary by repeating or rewriting it can help me remember it longer.</i></p> <p>Student 5: <i>Yes, it can. I find repetition very helpful... Repeating and rewriting words helps transfer information from short-term memory to long-term memory.</i></p>
What do you think about learning vocabulary by guessing the meaning of words from sentences or readings?	<p>Student 1: <i>can understand the context in which the word is used. You understand it better that way.</i></p> <p>Student 2: <i>It makes the meaning of words or sentences more understandable, because by looking at the context, I can understand the meaning better.</i></p> <p>Students 3: <i>It encourages critical thinking.</i></p> <p>Student 4: <i>This technique is very effective because we learn through context and guessing from sentences. We not only learn the meaning of the word, but also understand how the word is used.</i></p> <p>Student 5: <i>Very effective. The technique of guessing from context encourages the brain to think critically to find meaning through the relationships between surrounding words.</i></p>
Do you prefer learning vocabulary through interaction, such as discussing with friends or talking with a teacher? Why?	<p>Student 1: <i>Yes, because you can practice directly. Either with friends.</i></p> <p>Student 2: <i>I prefer learning through interaction with friends because it makes the learning process more fun and interactive.</i></p> <p>Students 3: <i>Yes, you can practice directly.</i></p> <p>Student 4: <i>Because discussion learning feels more exciting and less boring, because we are forced to pay attention to the vocabulary directly.</i></p> <p>Student 5: <i>Yes, because interaction makes learning more meaningful.</i></p>
Does learning through games make you more enthusiastic and easier to remember new word? Why?	<p>Student 1: <i>Yes, because It's just more fun.</i></p> <p>Student 2: <i>Yes, because learning through games can make the learning process more fun and more enthusiastic.</i></p> <p>Students 3: <i>Yes, because you read them often and repeatedly.</i></p> <p>Student 4: <i>Yes, because games provide entertainment and challenges. The joy of playing can relieve stress in studying.</i></p> <p>Student 5: <i>Yes. Games increase motivation. They create an interactive learning environment.</i></p>
Do you often learn vocabulary through apps or online videos? Do you find this technique effective? Why?	<p>Student 1: <i>Apps, Effective because We can tell right away.</i></p> <p>Student 2: <i>It's effective because it's easily accessible and more flexible.</i></p> <p>Students 3: <i>Apps, usually, like standing straight.</i></p> <p>Student 4: <i>Apps, because the app provides audio and video, making the learning process more comprehensive.</i></p> <p>Student 5: <i>Yes, it's effective. Apps are very effective at transferring new words into long-term memory.</i></p>
Off all the learning techniques such as memorizing, playing games, using apps, studying with friends, which do you like the most? Why?	<p>Student 1: <i>I like studying with friends because it's more fun to discuss things like that.</i></p> <p>Student 2: <i>I prefer playing games, because it's more fun and exciting.</i></p> <p>Students 3: <i>Interaction learning with friends. It's just easier and more practical.</i></p> <p>Student 4: <i>Games, because it's the least boring method. Besides expanding my vocabulary, I also get entertainment.</i></p> <p>Student 5: <i>Learning through games and interacting with</i></p>

## Discussion

In memory techniques, students showed positive perceptions toward repetition, reviewing vocabulary, and using word lists. They could practice the terms until they were familiar, they felt that this technique made it easier for them to remember vocabulary. Students frequently adopted this technique because they were thought to be straightforward, useful, and simple to implement both within and outside of the classroom. Recent research has demonstrated that repetition is crucial for vocabulary retention since it enhances word recall and strengthens memory. Previous study have shown that that repetition is crucial to vocabulary learning since it enhances vocabulary acquisition, retention, and familiarity with new terms (Pérez-Serrano et al., 2022; Zhang & Pei, 2022). Thus, it makes sense that students favoured technique that directly improved their memory without necessitating sophisticated thought processes.

In cognitive techniques, students show mixed responses, especially in guessing the meaning of words from context. This technique was challenging for many students because it called both advanced cognitive abilities and a solid grasp of sentence structure. Students nevertheless acknowledged that reading and listening exercises, which exposed them to terms in authentic contexts, aided in their acquisition of new vocabulary. Additionally, students regularly employed translation software and dictionaries to swiftly grasp meanings, demonstrating their preference for quick and straightforward comprehension. Previous study have shown that contextual learning can enhance vocabulary knowledge through reading and inference and that contextual clues are crucial in vocabulary learning, even though learners may struggle when the context is unclear or their prior knowledge is limited (van den Broek et al., 2022; Zhou & Wu, 2024). This suggested that students still needed guidance and practice to develop their cognitive techniques, especially in interpreting meaning context.

In social and communication techniques, students, showed that strong positive responses toward learning through interaction. These activities made the learning process more dynamic and interesting, they loved learning terminology through talk, group debates, and questioning teachers or friends. Students were able to ask questions, discuss ideas, and get quick answer through engagement, which improved their language comprehension. Recent research demonstrating that peer contact plays a major role in language acquisition supports this conclusion. Previous study have shown that peer contact in collaborative learning can enhance vocabulary acquisition through both explicit and implicit processes and encourage natural vocabulary use in authentic communication scenarios (Asari, 2023; Iglesias-Diéguez et al., 2025). As a result, social and communication technique were crucial in boosting students' self-esteem and involvement in the educational process.

In game-based learning, students showed very positive perceptions and high levels of interest. They saw gaming as an entertaining technique of learning language, which boosted their drive and decreased boredom. Some students thought that playing games encouraged them to participate more actively in class, even though they were unsure about the game's long-term effects on memory. Recent research demonstrating that game-based learning greatly increases students' motivation and vocabulary retention corroborated this conclusion. Previous study have shown that interactive exercises, quick feedback, and pleasurable learning experiences can enhance students' motivation, self-assurance, and vocabulary retention through game-based learning (R. Li, 2021; Zhong, 2024). As a result, game-based learning improved the classroom environment and boosted students' enthusiasm for studying English.

In technology-based learning, students showed highly positive responses toward the use of digital tools. This research made learning more flexible and accessible, they employed and accessible, they employed apps, videos, and internet content to aid in their vocabulary acquisition. Additionally, students regularly used online dictionaries and translation services, which made it easier and faster for them to learn words. Recent research

demonstrating how technology improves vocabulary development by offering adaptable and stimulating learning environments corroborated this conclusion. Previous study have shown that mobile and digital tools help students acquire vocabulary by boosting their motivation, facilitating ongoing education, and making learning more engaging and accessible (Ahmad & AlShumrani, 2023; Klimova & Polakova, 2020). As a result, technology-based learning was crucial in promoting efficient and pleasurable language.

Psychological factors also influenced students' learning experiences. When the technique employed did not fit their learning style, students reported feeling nervous and bored, which could lower their willingness to study. However, when the learning activities were enjoyable and appropriate for them, they felt more self-assured and engaged. Recent research demonstrating the significance of emotional elements like motivation and anxiety in language acquisition corroborated this conclusion. Previous study have shown that while anxiety may impede learning, pleasant emotions like enjoyment can boost students' motivation and participation (Ahmad & AlShumrani, 2023; Sun & Wang, 2020). As a result, it was critical to provide a welcoming and encouraging learning atmosphere.

### **The Most Effective Vocabulary Learning Techniques**

By offering more in-depth explanations of students' preferences, the interview results reinforced the findings from the questionnaire. Because these techniques were more fun and less stressful, the majority of students said they favoured game-based learning as well as social and communication technique, especially learning with friends. They clarified that while games made learning more engaging, learning with friends allowed them to converse, ask questions, and practice vocabulary in a laid-back setting. Recent research demonstrating that interactive and corroborated this conclusion. Previous study have shown that collaborative and game-based learning can enhance students' vocabulary knowledge, confidence, motivation, and involvement (Abulhassan & Hamid, 2021; Ahmad & AlShumrani, 2023). This suggest that rather than selecting individual instruction, students opted to select technique that combined enjoyment and engagement.

## **CONCLUSIONS**

The findings of this study indicate that students perceive social and communication techniques as well as game-based learning as the most effective techniques for learning vocabulary. These techniques promote active participation, interaction, motivation, and enjoyment, which contribute positively to vocabulary acquisition. In contrast, techniques that require higher levels of independent cognitive processing, such as inferring word meanings from context, were perceived as more challenging by many students. The findings suggest several practical implications for English teachers. Teachers are encouraged to incorporate more collaborative activities, discussions, role-plays, and educational games into vocabulary instruction to create a more engaging learning environment. Since students responded positively to technology-based learning, teachers may also integrate digital applications and online resources to support vocabulary development both inside and outside the classroom. Furthermore, curriculum designers should consider incorporating interactive, communicative, and technology-enhanced learning activities into English language curricula. Providing opportunities for collaborative learning and meaningful language use may help improve students' vocabulary mastery and increase their motivation to learn English.

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