

Students' Experiences of the Interactive Lecture Method in Learning English Vocabulary: A Case Study at SMPIT Insan Madani Aceh Barat Daya

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Abstract

This study aims to explore students' experiences of the Interactive Lecture Method in learning English vocabulary at SMPIT Insan Madani, Southwest Aceh. This study employed a qualitative case study design involving 11 eighth-grade students selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using Braun and Clarke's (2006) thematic analysis framework. The findings revealed three main themes. First, students experienced clearer explanations through interaction, faster understanding through question-and-answer activities, and reported feeling happy, enthusiastic, more confident, and less bored during learning. Second, students memorized vocabulary through repeated practice and by linking new words to the teacher's explanations. Third, the challenges of the Interactive Lecture Method included forgetting words easily, difficulties with vocabulary, speaking, verbs, tenses, and listening, as well as low self-confidence and limited attention. This study highlights that the Interactive Lecture Method provides interactive learning experiences that support vocabulary learning while also revealing the challenges students encounter during the learning process.

Keyword: Interactive Lecture Method, Vocabulary Learning , Students' Experiences

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pengalaman siswa mengenai Metode Ceramah Interaktif dalam pembelajaran kosakata bahasa Inggris di SMPIT Insan Madani, Aceh Barat Daya. Penelitian ini menggunakan desain studi kasus kualitatif yang melibatkan 11 siswa kelas delapan yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan kerangka analisis tematik Braun dan Clarke (2006). Hasil penelitian mengungkapkan tiga tema utama. Pertama, siswa mendapatkan penjelasan yang lebih jelas melalui interaksi dan pemahaman yang lebih cepat melalui kegiatan tanya-jawab, serta melaporkan perasaan senang, antusias, lebih percaya diri, dan tidak cepat bosan selama pembelajaran. Kedua, siswa menghafal kosakata melalui latihan berulang dan dengan mengaitkan kata-kata baru dengan penjelasan guru. Ketiga, tantangan dalam Metode Ceramah Interaktif meliputi kecenderungan mudah lupa kata, kesulitan terkait kosakata, kemampuan berbicara, kata kerja, tenses dan kemampuan menyimak, serta rendahnya kepercayaan diri dan keterbatasan daya fokus. Penelitian ini menyoroti bahwa Metode Ceramah Interaktif memberikan pengalaman belajar interaktif yang mendukung pembelajaran kosakata, sekaligus mengungkap tantangan yang dihadapi siswa selama proses pembelajaran.

Kata kunci: Metode Ceramah Interaktif, Pembelajaran Kosakata, Pengalaman Siswa

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INTRODUCTION

Speaking is considered one of the most important skills in English language learning because it enables students to communicate their thoughts, opinions, and feelings effectively in both academic and daily-life contexts. In addition, vocabulary mastery is a fundamental component that supports speaking development, as students with a wider range of vocabulary can express ideas more accurately, construct meaningful sentences, and participate in conversations with greater confidence (Khan, 2024). This view is supported by (Harahap, 2023), who reported a positive relationship between vocabulary mastery and speaking performance, indicating that students with better vocabulary knowledge tend to demonstrate higher levels of fluency and accuracy in oral communication. Therefore, strengthening students' vocabulary is essential for improving their speaking competence and enabling them to communicate more effectively in English.

The 2024 National Curriculum positions English learning at the junior high school level (Phase D) as a means of progressively developing students' communicative competence. Within this curriculum, vocabulary acquisition is emphasized as an essential aspect of language learning because adequate vocabulary knowledge enables learners to understand language more effectively and communicate their ideas more accurately (Ayana et al., 2024). To facilitate this process, the curriculum advocates contextual and thematic instruction, in which vocabulary is introduced through meaningful topics that reflect students' daily experiences, including environmental issues and real-life situations. Moreover, a well-developed vocabulary provides the linguistic foundation necessary for students to comprehend information, communicate ideas, and use English confidently in both educational settings and everyday communication (Xodabande et al., 2022).

Preliminary observations conducted by the researcher at SMP IT Insan Madani, Southwest Aceh, revealed that the English teacher employed the Interactive Lecture Method to teach English vocabulary. During the lessons, teacher explanations were integrated with question-and-answer activities, creating opportunities for students to participate actively throughout the learning process. In addition, previous studies have shown that interactive learning activities facilitate vocabulary acquisition by enabling students to understand, practice, and apply newly learned words more effectively (Utamy et al., 2024). Similarly, (Anane, 2024) reported that question-and-answer activities not only improve students' vocabulary mastery but also increase their engagement during English learning. Nevertheless, retaining newly acquired vocabulary continues to be a major challenge for learners of English as a Foreign Language (EFL). As highlighted by (Çelik & Baturay, 2024), this issue underscores the importance of creating innovative and interactive learning environments that support vocabulary acquisition and promote long-term retention. Therefore, investigating students' experiences with the Interactive Lecture Method in vocabulary instruction remains relevant and worthy of further exploration.

Previous research has explored different approaches to support English vocabulary learning. Mohammadi et al. (2024) examined mobile-assisted learning, while Syamsidar et al. (2023), Mallisa and Mbato (2023), and Labibah et al. (2026) investigated interactive learning media, such as Wordwall,

in supporting students' vocabulary development. These studies indicate that interactive elements in learning activities can support students' engagement and vocabulary learning. However, previous studies have mainly focused on technology-based media rather than classroom-based interactive teaching approaches. Limited research has examined students' experiences of learning vocabulary through the Interactive Lecture Method, which combines teacher explanations, question-and-answer (Q&A) activities, and classroom interactions. Therefore, this study aims to explore students' experiences of the Interactive Lecture Method in learning English vocabulary.

Therefore, this research is important for exploring the experiences of Phase D students, specifically eighth-grade students at SMPIT Insan Madani, in learning English by using the interactive lecture method. In particular, this study aims to explore students' experiences in learning English by using the interactive lecture method, examine how the interactive lecture method helped students memorize new vocabulary, and identify the challenges students faced when participating in the interactive lecture method. To achieve these objectives, the research questions for this study are:

1. What were students' experiences in learning English by using the interactive lecture method?
2. How did the interactive lecture method help students memorize new Vocabulary?
3. What challenges did students face when participating in the interactive lecture method?

METHOD

This study employs a qualitative research design with a case study approach to explore students' experiences in learning English through the Interactive Lecture Method at SMPIT Insan Madani. The Interactive Lecture Method in this study refers to an instructional approach that combines teacher explanations with interactive activities, particularly question-and-answer (Q&A) sessions, class discussions, and student responses. A qualitative design was chosen to gain an in-depth understanding of students' learning experiences, including their vocabulary memorization process and the challenges encountered during the learning process. The case study approach was appropriate because it allowed the researcher to examine the phenomenon within the actual classroom context.

A semi-structured interview guide served as the primary instrument for collecting in-depth data on students' experiences of learning English through the Interactive Lecture Method. The interview questions were adapted from (Yang, 2023), who investigated an interactive learning model for improving EFL students' vocabulary mastery and reading comprehension, and were subsequently revised to suit the objectives of the present study and the learning context of Grade VIII students at SMPIT Insan Madani. The interview guide was developed based on the research questions, focusing on students' learning experiences and the role of the Interactive Lecture Method in supporting vocabulary memorization and the challenges encountered during the learning process. Accordingly, the guide consisted of three main sections addressing these aspects. A semi-structured interview format was selected because it enabled the researcher to ask follow-up questions, obtain more detailed responses, and ensure that the discussion remained aligned with the objectives of the study.

The participants in this study were drawn from a population of 61 eighth-grade students enrolled in three classes at SMPIT Insan Madani. Using purposive sampling, the researcher selected 11 students who met the requirements of the study. This sampling technique was considered appropriate because the research focused on students who had direct experience of learning English through the Interactive Lecture Method. Participants were selected based on three inclusion criteria: (1) regularly attending English classes, (2) actively participating in English learning through the Interactive Lecture Method, and (3) being willing to take part in the interview. After identifying students who met these criteria, the researcher referred to the class attendance lists to facilitate the selection process across the three classes. Nevertheless, participant selection was determined primarily by the established inclusion criteria rather than by the attendance records themselves. This procedure ensured that all participants were relevant to the purpose of the study.

Data were collected through semi-structured interviews with participants selected based on the predetermined criteria. The interviews were conducted at SMPIT Insan Madani in two locations, namely the school library on May 21, 2026, and the UKS room on June 2, 2026. Each interview lasted approximately 3 to 7 minutes. The interviews aimed to explore students' experiences in learning English through the Interactive Lecture Method, particularly how the method supported them in understanding and memorizing new English vocabulary, as well as the challenges they encountered during the learning process. This method was selected because it enabled the researcher to obtain deeper information about students' actual learning experiences. During the interviews, the researcher used a prepared interview guide while allowing participants to describe their experiences freely. Follow-up questions were asked when necessary to clarify responses and gather more detailed information. This process encouraged students to share their experiences openly, resulting in richer and more meaningful data. Before the interviews were conducted, consent was obtained from all participants, and the interview sessions were recorded with their permission to ensure accuracy during the transcription and analysis processes.

The data analysis in this study followed Braun and Clarke's (2006) thematic analysis framework. The interview data were transcribed verbatim, read repeatedly and manually coded using Microsoft Word. The researcher identified important statements, developed codes, and grouped related codes into themes. The identified themes were reviewed and refined to generate three main themes related to students' experiences, vocabulary memorization and learning challenges in the Interactive Lecture Method. The researcher also reviewed the data continuously to ensure that the findings accurately reflected the participants' experiences.

RESULT AND DISCUSSION

Profile of the Participants

Research data were obtained through semi-structured interviews with 11 eighth-grade students from three classes at SMPIT Insan Madani. To ensure confidentiality, each participant was assigned a code ranging from P1 to P11. The participants consisted of six female and five male students. Interview

durations ranged from 3 to 7 minutes. All interview transcripts were analyzed manually using thematic analysis, with the coding and organization of data assisted by Microsoft Word.

Tabel 1 Research Findings

Research Focus	Specific Findings	Frequency
1. Students' Experiences in Interactive Lecture Method	Obtaining clearer explanations through interaction; understand the material faster Q&A; Feeling happy, Not bored during Learning, Feeling enthusiastic and Feeling more confident	47
2. Vocabulary Memorization through Interactive Lecture	Learning words through practice and Linking words to explanation	26
3. Challenges in Interactive Lecture Method	Students forget words easily; Vocabulary, Speaking, Verb, Tenses and Listening; Low self-confidence and Low attention	32

Students' Experiences in Interactive Lecture Method

Based on Table 1, the findings for the first research question revealed that students experienced various learning experiences through the Interactive Lecture Method. These experiences were reflected in several aspects, including obtaining clearer explanations through interaction, understanding the materials faster through question-and-answer activities, feeling happy, not feeling bored during learning, feeling enthusiastic, and feeling more confident.

Students explained that interaction with the teacher helped them obtain clearer explanations because the teacher provided explanations, answered questions, and corrected their mistakes. One participant stated, *"After the teacher gives a long explanation, we are given questions, then we answer them. If there are mistakes, they are corrected, and we are also given the spelling and pronunciation"* (P1, personal communication, 00:00:15).

Students also mentioned that question-and-answer activities helped them understand the materials faster. One participant explained, *"We like the question-and-answer session because it helps us understand the lesson better. The materials are easier to understand, faster, and more memorable in our minds"* (P2, personal communication, 00:00:27).

Furthermore, students described that the Interactive Lecture Method created enjoyable learning experiences. They felt happy, were not bored during learning, and became more enthusiastic *because they were involved in classroom discussions. One participant stated, "Our experience learning English using this method is quite enjoyable because the teacher explains the materials while inviting students to discuss"* (P3, personal communication, 00:00:22). Another participant added, *"I feel more confident because I can answer questions"* (P4, personal communication, 00:00:46).

Overall, the findings show that the Interactive Lecture Method supported students' learning experiences by providing clearer explanations, faster understanding through Q&A activities, and encouraging students to feel happy, not bored during learning, enthusiastic, and more confident.

Vocabulary Memorization through the Interactive Lecture Method

Based on Table 1, the findings for the second research question showed that students' vocabulary memorization through the Interactive Lecture Method was reflected in two main aspects: learning words through practice and linking words to explanation.

Students reported that practicing vocabulary through repetition, question-and-answer activities, exercises, and speaking activities helped them remember new words more easily. Through these activities, students had opportunities to use vocabulary repeatedly, which supported their ability to recall new words. As one student stated, *"Yes, we could remember vocabulary more easily because it was often repeated and practiced"* (P3, personal communication, 00:03:02). Another student also explained, *"Yes, it was easier to remember because the vocabulary was often used during question-and-answer activities with the teacher in class"* (P8, personal communication, 00:02:26).

Furthermore, students explained that linking new vocabulary with teacher explanations helped them understand and memorize unfamiliar words. The explanations provided by the teacher included word meanings, examples, usage in sentences, and pronunciation. One participant mentioned, *"This method helped me understand new vocabulary because the teacher directly explained the meaning of words and how to use them in sentences"* (P5, personal communication, 00:03:15). Similarly, another student stated, *"When there was new vocabulary, the teacher usually explained the meaning and how to pronounce it"* (P8, personal communication, 00:02:04). These findings indicate that students memorized new vocabulary more easily when vocabulary learning involved both active practice and clear explanations during the Interactive Lecture Method.

Challenges In Interactive Lecture Method

Based on Table 1, the findings for the third research question revealed that students encountered several challenges during the Interactive Lecture Method. These challenges included excessive memorization demands and students forgetting words easily, difficulties related Vocabulary, speaking, verbs, tenses, and listening, as well as low self-confidence and low attention.

Students reported that memorizing a large number of vocabulary items was one of the challenges they faced during learning. Some students explained that they found it difficult to remember vocabulary, especially when they had to memorize many words and different verb forms. One student stated, *"The memorization part of vocabulary is difficult because we have to remember V1, V2, and V3 in English"* (P1, personal communication, 00:04:41). Another student explained, *"The challenge in remembering new vocabulary is that it is easy to forget if it is rarely used and practiced"* (P3, personal communication, 00:04:25).

Students also mentioned difficulties related to vocabulary, speaking, verbs, tenses and listening. Some students experienced problems understanding the meanings of unfamiliar words and pronouncing

certain vocabulary. One participant stated, *“The difficult part is pronouncing some words because there are some words with difficult pronunciation”* (P4, personal communication, 00:03:07). In addition, students found verb forms and tenses challenging. A student explained, *“The most difficult part to understand was V1, V2, and V3 because they are different, so it was difficult to understand”* (P2, personal communication, 00:04:44). Another student also reported difficulty in listening activities when the teacher explained the material in English, *“Listening is difficult because when the teacher explains using this method, there are questions, so listening is a little difficult”* (P5, personal communication, 00:03:48).

Furthermore, students experienced challenges related to low self-confidence and low attention during the learning process. Some students felt hesitant to speak or answer questions because they were afraid of making mistakes. One student stated, *“My difficulty is that sometimes I am still shy to speak English in front of the class”* (P6, personal communication, 00:02:45). Another student explained, *“Sometimes I feel shy to answer questions because I am afraid of pronouncing English incorrectly”* (P8, personal communication, 00:02:47). Students also mentioned the need to maintain focus during learning activities. One participant explained, *“The challenge is that we have to focus more on what the teacher explains so that the material can be understood better”* (P11, personal communication, 00:04:04).

These findings show that students’ challenges in the Interactive Lecture Method were related to vocabulary memorization, understanding English language components, confidence in participating, and maintaining attention during learning activities.

Discussion

Students' Experiences in Interactive Lecture Method

The students’ clearer understanding through interaction can be explained by the opportunities provided for students to communicate directly with the teacher, ask questions, receive feedback, and clarify their understanding during the learning process. Through these interactions, students were not only receiving explanations from the teacher but also actively involved in developing their understanding of English vocabulary. This finding is consistent with Ismalinda et al. (2023), who found that teacher questioning strategies and classroom interaction supported students’ understanding during English learning. Similarly, Utamy et al. (2024) reported that interactive teacher explanations encouraged meaningful learning through active classroom interaction.

The faster understanding of the materials through question-and-answer activities was related to their active involvement during the learning process. The Q&A activities encouraged students to think, respond, and review the materials directly, which helped them understand the lesson more quickly. This finding supports Hamri et al. (2024), who stated that classroom interaction through asking and answering questions encouraged students to participate actively and increased their engagement in learning activities.

The feelings happy, not bored during Learning and feeling enthusiastic influenced by the interactive classroom atmosphere created through discussions and student participation. The Interactive Lecture Method provided opportunities for students to be involved in learning activities, respond to questions, and interact with the teacher and classmates. These activities made the learning process more engaging and encouraged students to participate during English vocabulary learning. This finding is in line with Sandy and Bram (2024), who found that interactive teaching methods increased students' engagement and classroom participation.

Students' increased confidence was related to the opportunities provided for students to participate during the learning process. When students were encouraged to answer questions, share their understanding, and take part in classroom interaction, they became more willing to participate in English learning activities. This shows that active involvement in the Interactive Lecture Method supported students in developing confidence when learning English vocabulary.

A notable finding of this study is that students' learning experiences were shaped by the combination of teacher explanations, question-and-answer activities, and classroom interaction. The integration of these components helped students understand vocabulary more clearly, comprehend materials faster, experience less boredom, feel more enthusiastic, and become more confident during English vocabulary learning.

Vocabulary Memorization through the Interactive Lecture Method

Learning words through practice occurred because the Interactive Lecture Method provided learners with opportunities to repeatedly encounter, use, and review new vocabulary during the learning process. Through repetition, question-and-answer activities, exercises, and speaking practices, learners could practice new words in various activities, which helped them remember and recall vocabulary more easily. This finding is supported by Alshabeb (2024), who reported that repeated exposure to vocabulary through learning activities supported students' vocabulary development. Similarly, Belvin et al. (2024) found that active participation in interactive learning activities contributed to vocabulary acquisition and retention.

Linking words to explanation occurred because teacher explanations helped learners understand unfamiliar vocabulary through word meanings, examples, sentence usage, and pronunciation. By connecting new words with clear explanations and contextual examples, learners were able to understand the use of vocabulary rather than only memorizing individual words. This finding is in line with Antia et al. (2021), who emphasized that meaningful interaction and contextual learning support vocabulary learning by helping learners connect new words with their meanings and uses.

The current study revealed that vocabulary memorization through the Interactive Lecture Method was not only supported by repeated practice but also by the connection between new vocabulary and teacher explanations. The combination of practice activities and clear explanations provided learners with opportunities to review, understand, and use new words during English vocabulary learning.

Challenges In Interactive Lecture Method

The difficulties related to students forgetting words easily occurred because students were required to remember a large number of vocabulary items within the learning process. Memorizing vocabulary was challenging for students because they needed to recognize different word forms, meanings, and uses. When students encountered many new words at the same time, they sometimes experienced difficulty retaining and distinguishing vocabulary accurately. This finding is consistent with Muryani and Yunus (2024), who reported that students continue to experience challenges in vocabulary learning despite the implementation of interactive teaching approaches. Similarly, Heidari (2024) emphasized that vocabulary knowledge involves different aspects, including word forms, meanings, and uses, which require continuous practice and exposure.

Difficulties in vocabulary, speaking, verbs, tenses, and listening occurred because these English components require different types of understanding and practice. Students experienced problems when dealing with unfamiliar vocabulary, pronunciation, verb forms, grammatical structures, and listening activities because they needed to process various language elements during learning. These difficulties show that students need sufficient opportunities to practice and receive clear explanations to develop their understanding of English. This finding supports Heidari (2024), who explained that vocabulary learning is a complex process because learners need to develop knowledge of words in different contexts and uses.

Challenges associated with low self-confidence and low attention occurred because some students were still hesitant to participate actively in interactive activities. Although the Interactive Lecture Method encouraged students to answer questions and engage in discussions, some students were afraid of making mistakes when speaking English. In addition, maintaining attention became challenging when students faced complex materials or distractions during learning activities. This finding is in line with Diana et al. (2024), who reported that EFL students' speaking anxiety is influenced by fear of making mistakes, lack of confidence, limited English proficiency, and concerns about others' reactions, which can reduce their willingness to participate.

An important finding of this study is that students' challenges during the Interactive Lecture Method were influenced by a combination of cognitive, linguistic, environmental, and psychological factors rather than being caused by the method itself. The difficulties experienced by students were related to the amount of vocabulary they needed to remember, the complexity of English materials, classroom conditions, and their confidence in participating during interactive activities. This finding highlights that implementing the Interactive Lecture Method requires balanced explanations, sufficient practice opportunities, and a supportive classroom environment to help students overcome challenges and participate more actively in English vocabulary learning.

CONCLUSION

This study explored students' experiences of learning English vocabulary through the Interactive Lecture Method at SMPIT Insan Madani. The findings revealed three main findings related to students' experiences in the Interactive Lecture Method, vocabulary memorization through the Interactive Lecture Method, and challenges in the Interactive Lecture Method.

The first finding showed that students experienced various learning experiences through the Interactive Lecture Method. Students described obtaining clearer explanations through interaction, understanding the material faster through Q&A, feeling happy, not bored during learning, feeling enthusiastic, and feeling more confident. These experiences reflected students' involvement in classroom interactions, question-and-answer activities, and discussions during English vocabulary learning.

The second finding showed that students' vocabulary memorization through the Interactive Lecture Method was reflected in learning words through practice and linking words to explanation. Students described that practicing vocabulary through repetition, question-and-answer activities, exercises, and speaking activities became part of their experiences in remembering new words. In addition, teacher explanations about word meanings, examples, usage, and pronunciation helped students understand unfamiliar vocabulary.

The third finding showed that students encountered several challenges during the Interactive Lecture Method. These challenges included Students forgetting words easily, difficulties related to vocabulary, speaking, verbs, tenses, and listening, as well as low self-confidence and low attention. These experiences reflected the difficulties students faced while understanding English materials, remembering vocabulary, and participating in interactive classroom activities.

Overall, this study describes students' experiences of the Interactive Lecture Method in learning English vocabulary, including their classroom experiences, vocabulary memorization processes, and challenges during learning activities. The findings provide an understanding of how students experienced the Interactive Lecture Method in the context of English vocabulary learning at SMPIT Insan Madani.

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