



THE EFFECTIVENESS OF MONOPOLY QUEST GAME TO ENHANCE VOCABULARY MASTERY IN JUNIOR HIGH SCHOOL

Emi Shelvianah¹, Aprilia Riyana Putri²
Universitas Islam Nahdlatul Ulama Jepara^{1,2}

shelfianaemi@gmail.com, aprilia@unisnu.ac.id

Received: (14 April 2026)

Accepted: (2 June 2026)

Published : (27 June 2026)

Abstract

This study aimed to examine the effectiveness of the Monopoly Quest Game to enhance students' vocabulary mastery in junior high school. This research employed a quantitative approach using a quasi-experimental design. The study involved 44 seventh-grade students from MTs Matholi'ul Huda Troso. To measure students' vocabulary knowledge before and after the treatment, pre-test and post-test scores were collected and analyzed. Normality and homogeneity tests were applied to analyze the data, and an independent-samples t-test was applied to test the hypothesis. The findings revealed that students in the experimental group achieved better results than those in the control group, as the significance value obtained from the t-test was below 0.05. In addition, the improvement in the experimental group was higher, with a mean score increase of 30.93, compared to 10.91 in the control group. These findings suggest that the Monopoly Quest Game is effective in enhancing students' vocabulary mastery at the junior high school level.

Keywords: Game-based learning, Monopoly Quest game, Quantitative research, Quasi-experimental design, Vocabulary mastery.

To cite this article:

Shelviana, E., & Putri, A.R. (2026). The effectiveness of Monopoly Quest Game to enhance students' vocabulary mastery in junior high school. *Journal of English Language Teaching and Learning*, 7(1), 1-7.

INTRODUCTION

The significance of mastering English has been acknowledged by the Indonesian government. As an international language, English has a crucial position in the Indonesian education curriculum and is expected to be mastered by Indonesian learners (Isadaud et al., 2022). For many years, English has long been taught as a mandatory subject in Indonesian schools, including at the junior high school level (Simpuruh & Syamsinar, 2021). In learning English, learners are expected to acquire various language components and skills, one of which is vocabulary. Elekaei et al. (2020) explained that vocabulary mastery is a key aspect in successful English learning. Vocabulary plays an essential role because it provides the foundation for developing other language skills and helps students use the language more effectively (Rashid et al., 2022). Vocabulary acquisition becomes an initial step when students begin to learn English. If learners lack sufficient vocabulary, learners experience challenges in developing the four main language abilities: reading, listening, speaking, and writing (Jannah et al., 2019). A wide range of vocabulary contributes to higher language proficiency and supports academic achievement as well as the overall development of language skills (Qadri et al., 2025). In addition, limited vocabulary mastery can hinder students' understanding and their ability to express ideas effectively (Agazzi, 2022). Therefore, vocabulary development needs to receive serious attention in the English teaching and learning activities.

However, despite the significance of vocabulary mastery in English learning, the teaching of vocabulary has not yet been implemented effectively. Manap et al. (2025) stated that many vocabulary classes continue to use traditional approaches like translation and rote memorization, which have resulted in passive learning and low student motivation. These challenges are also faced by junior high school students in Indonesia. Vocabulary mastery remains a challenge since they are exposed to English as a formal subject for the first time (Omulu et al., 2022). Furthermore, the Indonesian curriculum does not include vocabulary as a specific subject in junior high schools (Regiana & Rukmini, 2024). According to Panjaitan et al. (2021), several obstacles make it difficult for students to master vocabulary. Many students struggle to express their opinions, ideas, and suggestions because of

limited vocabulary mastery. According to Atia et al. (2022), based on ten years of teaching experience at junior high school in Muaro Jambi, students frequently show low attention to their teachers, largely because vocabulary learning is not interesting. As a result, many students struggle to understand, remember, and use English effectively in classroom activities and communication.

These conditions were also identified at one of the junior high schools in Jepara. To further investigate the vocabulary learning problems faced by students, preliminary observations and an interview were conducted with an English teacher at MTs Matholi'ul Huda Troso. Based on initial observations and an interview with an English teacher at MTs Matholi'ul Huda Troso, the researcher found that seventh-grade students struggle with learning English, particularly vocabulary. Most students perceived English as a difficult subject, which makes them uninterested in learning it. In addition, the learning media used by the teacher were limited and tended to be conventional, making the learning process less engaging. As a result, students often paid little attention during vocabulary learning activities, making the learning process less effective. As a result, this situation emphasizes the necessity for an effective learning method and medium that can increase students' motivation and improve their vocabulary mastery.

From this phenomenon, innovative learning needs to be implemented in schools to overcome this problem. An effective solution is using game-based learning to teach vocabulary. Game-based learning is an engaging learning model that utilizes games to present instructional content while promoting students' active involvement in the learning activities (Atoullouh et al., 2024). Additionally, it has been shown to increase students' motivation, as the interactive and enjoyable nature of games encourages greater engagement in the classroom. Game-based learning can enhance key cognitive functions, including problem-solving, critical thinking, decision-making, and information processing (Alotaibi, 2024). By using game-based learning strategies, students can practice real-life communication in real situations while minimizing affective barriers that are commonly experienced in traditional classrooms (Yulistiyani et al., 2025). Thus, integrating game-based learning into vocabulary teaching is expected to develop a more interactive and productive classroom setting.

One game that can be utilized in game-based learning is the Monopoly Quest Game. By using this game, the learning process becomes more interactive because students must communicate and collaborate with their team throughout the gameplay. This can be proven in research by Faidah et al. (2022) explained that implementing of the Monopoly Game as a teaching medium was efficient in teaching grammar. The result indicated that students were highly engaged and enthusiastic about learning English, particularly the present continuous tense. Additionally, research by Huda et al. (2024) found that using the Monopoly Game significantly contributed to the improvement of senior high school students' speaking skills. Garwan et al. (2023) also stated that implementing the Monopoly Game contributes to enhancing students' vocabulary knowledge in senior high school. Therefore, the Monopoly Game has proven to effectively support students' English language learning.

Earlier studies have confirmed the effectiveness of the Monopoly Game in English learning; nevertheless, some gaps remain. This study addresses a contextual gap because previous studies were conducted in different educational contexts and involved different student characteristics. Garwan et al. (2023) examined the implementation of the Monopoly Game for vocabulary learning among senior high school students, while this study focuses on seventh-grade junior high school students. In addition, this research also addresses a methodological gap because previous studies applied different research designs. Huda et al. (2024) conducted a research and development study to develop Monopoly Game as a learning medium, while Faidah et al. (2022) employed classroom action research to improve students' grammar achievement. In contrast, this study employs a quasi-experimental design to examine the effectiveness of the Monopoly Quest Game on students' vocabulary acquisition. Furthermore, this study introduces a novelty through the integration of quest card features in the Monopoly Quest Game. The application of quest elements, which provide clear objectives and a sense of achievement, can increase learning motivation, encourage students to use the language more actively, and strengthen vocabulary retention (Pedran et al., 2025). Therefore, the integration of quest card features in the Monopoly Quest Game is expected to provide a more engaging and interactive vocabulary learning experience for students.

Based on this issue, the objective of this research is to examine the effectiveness of using the Monopoly Quest Game to enhance students' vocabulary mastery in junior high school. Previous studies have examined various versions of Monopoly Games and reported positive outcomes in different language areas, including grammar, speaking, and vocabulary. This study focuses on examining the effectiveness of using the Monopoly Quest Game with quest card features such as vocabulary challenges to enhance vocabulary knowledge in seventh-grade students. With the quest cards, it is expected to encourage greater student involvement during classroom activities. This study specifically focuses on improving students' vocabulary mastery of verbs, adjectives, and also noun. This issue is both interesting and significant to investigate because vocabulary knowledge strongly supports success in English language learning. The application of innovative strategies such as the "Monopoly Quest Game" offers a new approach to overcoming common obstacles in vocabulary teaching. The results of this research can

be applied in English language instruction because this method not only enriches students' vocabulary but also creates a dynamic and enjoyable learning environment, thereby creating a more interactive and meaningful learning experience.

RESEARCH METHOD

Research Design

A quantitative research approach was applied in this study to determine how effective the Monopoly Quest Game is in improving junior high school students' vocabulary proficiency. Creswell & Creswell, (2018, p.41) explained that quantitative research is used to test objective theories by analyzing the relationships between variables, which are measured using instruments and analyzed through statistical procedures. This approach was selected because the researcher aimed to gather objective data regarding the effectiveness of the Monopoly Quest Game. By applying quantitative research, changes in students' vocabulary mastery can be measured through numerical data and statistical procedures, allowing the researcher to assess the significance of the treatment.

Furthermore, quasi-experimental design was applied in this research, which is appropriate for comparing two groups without random assignment. Based on Sugiyono (2019, p.77), quasi-experimental designs consist of two types, namely the Time-Series Design and Nonequivalent Control Group Design. Because only one class received the treatment while the other class did not, and the participants were not selected at random, a Nonequivalent Control Group Design was used in this research. This design allows for a comparison between two classes to determine the effect of the Monopoly Quest Game on students' vocabulary acquisition.

Research Participants

The participants of this research were 44 seventh-grade students from MTs Mathali'ul Huda Troso. Two classes, namely class VII D and VII E were selected as the sample. Class VII D was assigned as the experimental class, while class VII E as the control class. Purposive sampling was used because the researcher needs participants who fulfilled specific criteria aligned with the research objective. Both classes had comparable academic characteristics and were taught by the same English teacher, which helped reduce potential differences between the classes. In addition, the researcher chose regular classes because the school consisted of regular and tahfidz classes, which had different learning conditions during the lessons. Therefore, class VII D and VII E were considered more appropriate for maintaining consistency in the learning process throughout the study.

Instruments

To assess students' vocabulary knowledge, this research employed a pre-test and post-test as the main research instruments. Students' vocabulary knowledge was assessed through these tests prior to and following the use of the Monopoly Quest Game. The test instruments were prepared by the researchers based on the learning outcomes of the Merdeka Curriculum implemented at the school, and the vocabulary items were adapted from the students' English handbook. Each test consisted of 20 multiple-choice questions with four options, covering various aspects of vocabulary including word meanings, synonyms, and antonyms. To maintain the content validity of the instrument, the test was reviewed and validated by a vocabulary lecturer and an English teacher at the school. The validation process was intended to evaluate the appropriateness of the test items in terms of content, language clarity, and suitability with the learning objectives and students' level. Therefore, the instrument was considered appropriate for measuring students' vocabulary mastery. In addition, the reliability of the instrument was measured using Cronbach's Alpha through SPSS 31. The result showed that the instrument had a reliability coefficient of 0.684, indicating that the test was reliable for measuring students' vocabulary mastery. Since the coefficient value was above 0.60, it met the minimum acceptable level of reliability, meaning the instrument had adequate consistency and was suitable for use in the research.

Data Collection and Procedures

The process of data collection in this study consisted of three stages:

1. Pre-test

A pre-test was first conducted for both classes consisting of the experimental class (class VII D) and the control class (class VII E). Its primary purpose was used to assess students' initial vocabulary mastery and to obtain baseline data before the treatment. This was done to ensure that both groups have comparable abilities at the beginning of the study.

2. Treatment

Following the pre-test, the experimental class (class VII D) was taught vocabulary learning using the Monopoly Quest Game, which guided the students to use the vocabulary correctly during the game. Meanwhile, the control class (class VII E) learned vocabulary using conventional methods, such as teacher explanations and exercises, without the game.

3. Post-test

The final stage involved administering a post-test to both the experimental class and control class. This test aimed to measure the improvement in students' vocabulary mastery and to determine the effectiveness of the Monopoly Quest Game in improving students' vocabulary mastery.

Data Analysis

To determine how effective the Monopoly Quest Game is in enhancing students' vocabulary mastery, statistical procedures were used with the assistance of SPSS 31. Students' scores from the tests administered before and after the implementation were analyzed using descriptive statistical analysis, including mean and standard deviation values. The Shapiro-Wilk test was conducted to evaluate data normality, while Levene's Test was employed to identify variance homogeneity across groups. After the assumptions were fulfilled, hypothesis testing was performed through an independent samples t-test to compare the performance of both groups.

FINDINGS AND DISCUSSION

Findings

This research investigates whether the Monopoly Quest Game is effective in enhancing students' vocabulary mastery at the junior high school level. The analysis involved scores obtained from assessments conducted before and after the learning implementation. Several statistical analyses, such as descriptive statistics, normality testing, and homogeneity analysis, were applied to interpret the collected data.

Descriptive Statistics

The descriptive statistics revealed that both classes improved after receiving the treatment. An improvement in the mean score of the experimental class was observed, rising from 56.82 on the pre-test to 87.73 in the post-test, showing a notable enhancement in students' vocabulary knowledge after applying the Monopoly Quest Game. Meanwhile, the control class also showed an increase, where the mean score went up from 69.77 before the treatment to 80.68 after the treatment. However, this gain was smaller than that observed in the experimental class. Furthermore, the experimental class showed a higher gain in mean scores (30.93) compared to the control class (10.91), suggesting a more substantial improvement in the experimental class.

The consistency of scores in the experimental class improved, as reflected by the decrease in standard deviation from 12.960 in the pre-test to 10.771 in the post-test. A similar pattern was found in the control class, where the standard deviation decreased from 15.722 to 10.943. Overall, the descriptive analysis indicates that both classes improved; the experimental class experienced a higher gain than the control class.

Table 1. Table of descriptive statistics results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	22	35	75	56.82	12.960
Post-test Eksperimen	22	65	100	87.73	10.771
Pre-test Kontrol	22	30	95	69.77	15.772
Post-test Kontrol	22	55	100	80.68	10.943

Test of Normality and Homogeneity

To assess the data distribution, the Shapiro-Wilk test was applied to assess normality. This test was selected for this research due to the limited sample size (N=22). The researchers typically use the Shapiro-Wilk test when sample sizes are limited because it is considered more reliable than other normality tests. As a result of the analysis, all significance values were above 0.05. The value for the pre-test in the experimental class was 0.141, and the value for the post-test was 0.053, while for the control class, the values were 0.103 on the pre-test and 0.320 on the post-test. These results indicate that the data are normally distributed in both classes.

Furthermore, to assess the equality of variances, Levene's test was performed. The analysis produced a p-value of 0.581, which is higher than 0.05, indicating that the data were homogeneous. This means that both classes have comparable levels of variance. Since both the normality and homogeneity assumptions were fulfilled, the data were appropriate for further analysis using parametric statistical tests.

Table 2. Table of Normality Test

		Tests of Normality		
		Shapiro-Wilk		
Kelas				
Hasil Belajar Siswa	Pre-test Eksperimen	.933	22	.141
	Post-test Eksperimen	.912	22	.053
	Pre-test Kontrol	.926	22	.103
	Post-test Kontrol	.950	22	.320

Table 3. Table of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.310	1	42	.581
	Based on Median	.340	1	42	.563
	Based on Median and with adjusted df	.340	1	38.677	.563
	Based on trimmed mean	.293	1	42	.591

Hypothesis Testing

To examine the hypothesis, an independent samples t-test was applied. This method was selected because the study compared two separate classes that were independent of each other. Since the data fulfilled the assumptions of normality and homogeneity, the use of a parametric test was considered appropriate.

The result of this test indicates that the p-value (2-tailed) is lower than 0.05, specifically 0.037, demonstrating a statistically significant difference between the two classes. Furthermore, the calculated t-value (2.152) is higher than the t-table value (2.02), which further confirms that this finding is more significant. This result suggests that the observed difference was influenced by the treatment rather than occurring by chance. Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. These findings suggest that the Monopoly Quest Game has a positive effect on enhancing vocabulary mastery among junior high school students.

Table 4. Table of Independent Sample Test

		Independent Samples Test							
		t-test for Equality of Means							
		t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				One-Sided p	Two-Sided p			Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	2.152	42	.019	.037	7.045	3.274	439	13.652
	Equal variances not assumed	2.152	41.989	.019	.037	7.045	3.274	439	13.652

Discussion

This research aimed to examine the effectiveness of using the Monopoly Quest Game to enhance students' vocabulary mastery in junior high school. The findings indicate that the Monopoly Quest Game positively influences students' performance. This is supported by the results of the independent-samples t-test, which indicate that the experimental class achieved higher results than the control class, with a statistically significant difference indicated by a significance value below 0.05.

Before hypothesis testing, the data were examined to ensure that they met the required assumptions. The results of the Shapiro-Wilk test confirmed that the data were normally distributed, while Levene's test indicated that the variances were homogeneous. Because these assumptions were satisfied, the independent samples t-test was considered appropriate for further analysis. The statistical results indicated a significant difference in performance between the two groups, with a p-value below 0.05. The finding indicates that the observed difference was caused by the treatment administered. Furthermore, the descriptive analysis showed a difference in score improvement between the two classes. The experimental class showed a greater improvement, with a mean score increase of 30.93, compared to 10.91 in the control class. These findings suggest that the students in the experimental class experienced greater improvement compared to those in the control class. This indicates that the

use of the Monopoly Quest Game provided students with a better opportunity to develop their vocabulary mastery compared to conventional methods.

In addition, the Monopoly Quest Game can enhance students' learning motivation. During the learning process, students appeared more engaged and enthusiastic. The students not only played the game but also actively participated in discussions, completed tasks, and used vocabulary in context. The natural repetition of vocabulary during the game also helped students retain words more effectively. Students worked in groups and took turns playing, allowing each member to participate. Throughout the game, the students faced various situations that encouraged them to use the vocabulary they had learned. The use of quest cards and challenge cards made learning activities more varied. To purchase a country in the game, students had to complete vocabulary tasks through the quest cards. Meanwhile, when in another group's country, they faced additional challenges on the challenge cards. Through these activities, students not only played the game but also actively participated in discussions. Game-based learning can also have a positive influence on students' active engagement, while also encouraging motivation, competition, achieving better learning outcomes, and developing language skills in various contexts (Wang, 2025).

Mastering vocabulary is important for learners of English as a foreign language, as it supports their ability to communicate effectively. Game-based learning allows learners to understand and retain vocabulary through contextual and enjoyable experiences (Cheng et al., 2025). However, most studies place greater emphasis on the use of digital media and pay less attention to non-digital games that are culturally relevant and more easily implemented in resource-limited environments (Sofiana et al., 2025). Considering this, non-digital games such as the Monopoly Quest Game can serve as a practical and relevant alternative. Previous studies have also shown that the Monopoly Game can enhance students' English skills. For instance, Lestari and Ningrum (2022) found that the Monopoly Game can be effectively applied as a learning tool for teaching grammar to eighth-grade students. Garwan et al. (2023) also stated that the Monopoly Game was effective in increasing vocabulary among senior high school students. Different from previous studies, this study integrates the Monopoly Game with quest cards to encourage students to be more actively involved in classroom learning.

In conclusion, the findings reveal that the Monopoly Quest Game is effective in enhancing vocabulary mastery in junior high school students. This research gives important contributions to the application of non-digital game-based learning, particularly the Monopoly Quest Game, as an effective and practical medium for vocabulary learning in classroom settings. This research also contributes to addressing the research gap in previous studies regarding the implementation of the Monopoly Game in non-digital game-based language learning.

CONCLUSION

From this research, the findings of this research demonstrate that the Monopoly Quest Game effectively enhances students' vocabulary mastery in junior high school students. A clear difference was observed between the two groups, meaning that the treatment had a beneficial effect on students' academic performance. Furthermore, greater improvement was shown by students in the experimental class compared to those in the control class. This indicates that the use of the Monopoly Quest Game helped students understand and remember vocabulary better.

In addition to expanding students' vocabulary, the Monopoly Quest Game creates a more fun and interesting learning experience. The learners were more participative and showed greater interest during the lesson. This condition helped them learn vocabulary in a more meaningful way, not only by memorizing words but also by using them in context. However, this study also had some challenges. The limited time of the research made it difficult to apply the treatment for a longer period, so the long-term effect could not be clearly observed. In addition, the limited number of participants in this research can reduce the applicability of the results.

Therefore, further research is suggested to conduct studies with a longer duration and a larger sample size to obtain more comprehensive results. They can also apply the Monopoly Quest Game at different educational levels and other grade levels, to see whether the results are consistent. In addition, future studies are recommended to investigate other language competencies to achieve a deeper understanding of the effectiveness of the Monopoly Quest Game.

REFERENCES

- Agazzi, A. (2022). The importance of learning vocabulary for young learners. *International Journal of Multicultural and Multireligious Understanding*, 9(8), 56–60. <https://dx.doi.org/10.18415/ijmmu.v9i8.3897>
- Alotaibi, M. S. (2024). Game-based learning in early childhood education : a systematic review and meta-analysis. *Frontiers in Psychology*, 15(1307881). <https://doi.org/10.3389/fpsyg.2024.1307881>
- Atia, N., Rachmawati, R., & Yanto, Y. (2022). Improving students' vocabulary mastery by using the rumah belajar application at one of junior high schools. *Langue (Journal of Language and Education)*, 1(1), 39–68. <https://doi.org/10.22437/langue.v1i1.22742>

- Atoullloh, Fitriani, A., & Daryono, R. W. (2024). Exploring the influence of game-based learning and school environment on learning achievement: does the mediation of self-intention matter? *IJORER: International Journal of Recent Educational Research*, 5(3), 623–639. <https://doi.org/10.46245/ijorer.v5i3.597>
- Cheng, S. P., Chang, A., & Lin, C.-H. (2025). Can game-based learning enhance students' English learning motivation and outcome in higher education? *Education Sciences*, 16(11), 1–13. <https://doi.org/10.3390/educsci16010011>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th edition). SAGE Publications.
- Elekaei, A., Tabrizi, H. H., & Chalak, A. (2020). Evaluating learners' vocabulary gain and retention in e-learning context using vocabulary podcasting task: a case study. *Turkish Online Journal of Distance Education-TOJDE*, 21(2), 190–203. <https://doi.org/10.17718/tojde.728162>
- Faidah, R. I. A. M., Lessu, D. N., & Nur, R. (2022). The use of monopoly game as a teaching media to enhance students' ability in present continuous tense (a classroom action research at the eighth grade of SMP Katolik Unggulan Santa Maria Timika). *Jurnal Eduscience (JES)*, 9(3), 892–902. <https://doi.org/10.36987/jes.v9i3.3434>
- Garwan, Hellaisna Nur'Aini Saputri, C. L., & Maskuroh, S. (2023). The use of monopoly game as learning media to support students' vocabulary achievement. *Edukatif: Jurnal Ilmu Pendidikan*, 5(2), 912–919. <https://doi.org/10.31004/edukatif.v5i2.4880>
- Huda, M. Nur Shoufil Huda, Makrifah, Istina Atul, W. (2024). Developing monopoly game to teach speaking skill at X grade of MA Sirojut Tholibin. *Jurnal of English Development*, 3(1). <https://doi.org/10.25217/jed.v3i01.3640>
- Isadaud, D., Fikri, M. D., & Bukhari, M. I. (2022). The urgency of English in the curriculum in Indonesia to prepare human resources for global competitiveness. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 1(1), 51–58. <https://doi.org/10.54259/diajar.v1i1.177>
- Jannah, I. M., Kuswari, N., Muna, I., & Nabilla, K. (2020). Exploring the effects of using game on students' vocabulary mastery: a case study in instructional material and media development class. *International Conference on English Language Teaching (ICONELT 2019) Exploring*, 434(Iconelt 2019), 184–190. <https://doi.org/10.2991/assehr.k.200427.037>
- Lestari, A. D., & Ningrum, A. S. B. (2022). Active Learning: Monopoly as a media in teaching grammar for eight grader students. *JOLLT Journal of Languages and Language Teaching*, 10(2), 256–265. <https://doi.org/10.33394/jollt.v%vi%i.4894>
- Manap, M. R., Ramli, N. F., Nur, S., & Mohd, B. (2025). Teacher beliefs and approaches to vocabulary teaching in Malaysian ESL primary classrooms. *International Journal Of Language Education And Applied Linguistics*, 15(1), 141–151. <https://doi.org/10.15282/ijleal.v15i1.12001>
- Omulu, Fikriani Aminun, Marhum, Mochtar, F. (2022). Improving vocabulary mastery of junior high school students through contextual teaching and learning strategy. *Journal of Foreign Language and Educational Research*, 5(2), 22–32. <https://doi.org/10.31934/jofler.v5i2.2939>
- Panjaitan, E. E., Sibarani, E. J., Saragih, E., & Indonesia, U. P. (2021). Vocabulary teaching strategies by EFL teachers of junior high school level. *Journal of Language Teaching and Learning, Linguistics and Literature (IDEAS)*, 4778(2), 529–537. <https://doi.org/10.24256/ideas.v9i2.2335>
- Pedran, P., Fahandezh Saadi, F., & Afraz, S. (2025). The impact of game design elements on EFL vocabulary acquisition and Iranian learners' attitudes: a study of cinematic, narrative, and quest-oriented games. *Assessment and Practice in Educational Sciences*, 3(4), 1–13. <https://doi.org/10.61838/japes.125> Introduction
- Qadri, N., Aeni, N., & Makassar, U. N. (2025). Effective strategies for teaching English vocabulary in junior high school: a mixed-method study at SMP Negeri 1 Galesong Utara, Takalar. *Klasikal: Journal of Education, Language Teaching and Science*, 7(1), 329–346. <https://doi.org/10.52208/klasikal.v7i1.1296>
- Rashid, Harun Md., Lan, Yu, Hui, W. (2022). The importance of vocabulary in teaching and learning in applied linguistics. *Linguistics and Culture Review*, 6(S2), 1548–1557. <https://doi.org/10.21744/lingcure.v6nS2.2177>
- Regiana, A. A., & Rukmini, D. (2024). An Evaluation of the use of the Kahoot application for teaching vocabulary at Hasanuddin 06 Junior High School Semarang. *International Journal of Research and Review*, 11(5), 34–36. <https://doi.org/10.52403/ijrr.20240505>
- Simpuruh, I., & Syamsinar, S. (2021). The use of gesture in improving students' vocabulary mastery in selected Indonesian junior high school. *Journal of Ultimate Research and Trends in Education*, 3(1), 9–13. <https://doi.org/10.31849/utamax.v3i1.5701>
- Sofiana, N., Putri, A. R., Muzakki, M. A., & Mubarak, H. (2025). "Lingo Climb" for Vocabulary learning: developing a game-based learning tool for elementary EFL students. *Journal on English as a Foreign Language*, 15(1), 237–267. <https://doi.org/10.23971/jefl.v15i1.9714>
- Sugiyono, P. D. (2019). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. ALFABETA, CV.
- Wang, C. (2025). Game-Based Learning: Its Impact on Asian Teenagers' Motivation for English Learning. *SHS Web of Conferences*, 04017(220). <https://doi.org/10.1051/shsconf/202522004017>
- Yulistiyani, S. S., Kurniawan, E. A., Zahiroh, V., & Pujiani, T. (2025). Game-based learning as an interactive learning media in English classroom. *Wiralodra English Journal (WEJ)*, 9(2), 152–165. <https://doi.org/10.31943/wej.v9i2.360>