



Teaching English for Children at Budi Mulia Orphanage with Interactive Games - Flashcard

Yanuaris Seran^{1*}, Thresia T. Semiun², Fransiska Densiana Luruk³, Delti Yulita⁴, Maria Wihelmina Wisrance⁵, Jose Da Conceicao Verdial⁶, Edmundus Bouk⁷, Antonio Constantino Soares⁸, Maria Fridolin Nabem⁹, Petrus Banfoe¹⁰,

^{1,2,3,4,5,7,9,10}English Education Study Program, Universitas Timor, Indonesia, januarseran@gmail.com, semiunthresia@gmail.com, densianaluruk@gmail.com, yulitadelt@gmail.com, mariawihelminaw@gmail.com, mund.timor@gmail.com, mariafridolinnabem@gmail.com, petrusbanfoe02@gmail.com

⁶Indonesian Language and Literature Education Study Program, Universitas Timor, Indonesia, josedcverdial@gmail.com

⁸Instituto São João de Brito, Timor Leste, antonio.matebean@gmail.com

*Corresponding author

Received: March 2, 2026 | **Revised:** May 5, 2026 | **Accepted:** May 18, 2026 | **Published online:** May 31, 2026

Abstract

The urgency of this community service lies in the persistent difficulties faced by children in comprehending English, particularly in mastering vocabulary. Therefore, the objective of this community service was to teach children with interactive and interesting games and provide vocabulary mastery. The method used in this activity was interactive games – flashcard. Vocabulary test was given at every meeting to evaluate participants' vocabulary mastery. The result of this activity showed that the participants were very enthusiastic, and they fully took part and in every session of this activity. They obtained more new vocabulary and learned pronunciation of plenty of new vocabulary. The average score of the first meeting was 42% for transportation vocabulary and 58% for body part vocabulary. On the second day, the average score was 24% for vegetables vocabulary and 46% for tools for eating and drinking. The score improved on the third day where 94% for transportation, 96% for body part, 100% for vegetables, and 98% for tools for eating and drinking. The score also got significantly improved on the fourth day where 94% for transportation, 98% for body part, 100% for vegetables, and 98% for tools for eating and drinking. The fifth meeting created a good result where participants score was 91% on average. This overall result proved that participants obtained significant vocabulary achievement.

Keywords: Flashcard; Interactive Games; Pronunciation; Teaching English Vocabulary

Abstrak

Urgensi kegiatan pengabdian kepada masyarakat ini terletak pada kesulitan yang terus dialami oleh anak-anak dalam memahami bahasa Inggris, khususnya dalam penguasaan kosakata. Oleh karena itu, tujuan kegiatan ini adalah memberikan pemahaman kosakata dan latihan pelafalan yang baik. Metode yang digunakan dalam kegiatan ini adalah permainan interaktif menggunakan flashcard. Tes kosakata diberikan pada setiap pertemuan untuk mengevaluasi penguasaan kosakata peserta. Hasil kegiatan menunjukkan bahwa para peserta sangat antusias dan berpartisipasi aktif dalam setiap sesi. Mereka memperoleh banyak kosakata baru serta mempelajari pelafalan dari berbagai kosakata tersebut. Rata-rata skor pada pertemuan pertama adalah 42% untuk kosakata transportasi dan 58% untuk kosakata anggota tubuh. Pada pertemuan kedua, rata-rata skor adalah 24% untuk kosakata sayuran dan 46% untuk kosakata alat makan dan minum. Peningkatan skor terlihat pada pertemuan ketiga, yaitu 94% untuk kosakata transportasi, 96% untuk anggota tubuh, 100% untuk sayuran, dan 98% untuk alat makan dan minum. Skor juga tetap tinggi pada pertemuan keempat, yaitu 94% untuk transportasi, 98% untuk anggota tubuh, 100% untuk sayuran, dan 98% untuk alat makan dan minum. Pada pertemuan kelima, hasil yang diperoleh juga baik dengan rata-rata skor peserta mencapai 91%. Secara keseluruhan, hasil ini menunjukkan bahwa peserta mengalami peningkatan penguasaan kosakata yang signifikan.

Kata Kunci: Flashcard; Pengajaran Kosa kata Bahasa Inggris; Pengucapan; Permainan Interactive

How to Cite: Seran, Y. et al (2026). Teaching English for Children at Budi Mulia Orphanage with Interactive Games-Flashcard. *Jurnal Pengabdian Sains dan Humaniora*, 5 (1), 23-34

Introduction

English language skills are a pressing issue in this modern era. Everyone has the right and opportunity to learn and master English, but access to learning English varies (OECD, 2018). English learning can be implemented through family education and formal education. It can be argued that formal education is not sufficient for someone to fully understand a topic or learning material and acquire comprehensive skills (Murti et al. 2024). On the other hand, learning certainly requires experience and additional informal learning.

Many children in orphanages lack access to informal supplementary learning, particularly English. The availability of infrastructure, and more urgently, limited teaching staff and financial support, are key challenges. This is the case at the Glorieux or Budi Mulia orphanage.

The Glorieux or Budi Mulia orphanage is located in Kefamenanu, North Central Timor, East Nusa Tenggara. This orphanage accommodates children from financially disadvantaged backgrounds to attend school. The children range in age from elementary school to high school. They attend several educational institutions in Kefamenanu, and their schools are relatively close to the orphanage.

Based on the community service team's observations and experience, the children at the orphanage were lacking vocabulary that led them to difficulties in understanding English. They also shared that formal learning activities were monotonous and uninspiring. This aligns with the findings of a community service study conducted by Wulandari et al. (2025). They explained that participants felt bored and found formal learning activities uninteresting and monotonous.

They were highly enthusiastic and motivated to learn English in their free time to enhance their vocabulary and pronunciation. The community service team took the time to discuss their desire to learn English due to that problem. They responded by stating that they would like to study English more.

In order to make the learning process more fun and have participants easily remember vocabulary, the community service team shared their experiences and informed the participants that learning would take place using flashcards. The learning activities emphasized interactive and engaging activities. Participants would participate in flashcard games, ensuring a highly engaging learning experience. This experience motivated the community service team to undertake a community service project by implementing flash card. This activity aimed to enhance participants' vocabulary mastery.

Method

This activity was carried out in Budi Mulia orphanage, Kefamenanu, East Nusa Tenggara. It was carried out from April to May 2025. There were 5 meetings. Participants of this community service were students of Budi Mulia orphanage. There were 39 participants with ages ranging from 11 years old to 17 years old. The team took students of Budi Mulia as the participants because the team had already figured out the problems that they encountered. The

team went through several stages in doing this activity, namely; (1) Preparation, (2) Implementation, and (3) Evaluation and Follow up. In preparation stage, the community service team conducted a survey at the target location for this activity, the Budi Mulia orphanage. The team conducted observations by conducting question and answer sessions with the children at the orphanage to gain a more detailed understanding of their needs. Afterward, the team developed materials tailored to the needs, focusing on the use of flashcards. Therefore, an interactive, engaging, and enjoyable approach was key to this activity. In implementation stage, the community service team carried out teaching activities. This teaching was carried out in several stages, namely (1) Guessing picture; at this stage, community service participants were directed to guess the name of the object shown on the flashcard. (2) Matching; at this stage, community service participants matched the flashcard with the English words provided. (3) Flashcard race; community service participants sorted the flashcards according to certain categories. (4) What's missing; the community service team hid certain flashcards and participants said them in English. (5) Acting out; activity participants demonstrated actions according to the verbs on the flashcards. Then, in evaluation and follow up stage, the community service team administered tests to participants to evaluate the activity both before and after it was implemented. They provided feedback to participants, collecting the results for evaluation and improvement in subsequent activities. The community service team then established partnerships with partners for future community service activities.

Results and Discussion

The activity was carried out over 5 meetings. It began on Wednesday, May 7, 2025. This session started at 4:00 PM. In this community service, there were 39 participants. At the first meeting, the community service team divided the participants into 5 large groups. Then, they randomly provided stimulus by asking for some basic vocabulary from several animal pictures in the textbooks available on their desks. There were some students who knew the names of the animals in English, but on the other hand, many did not know them. The next activity, the community service team began with the first stage of the activity, namely, guessing pictures. At this stage, participants were directed to guess the names of objects or animals on the flashcards shown.

The following are documentations that show teams gave information to the participants and team carrying out activity on the first day. The team gave instructions to the participants on doing Guessing Pictures



Picture 1. Photo of the community service team giving information or direction before the activity



Picture 2. Photo of the community service team carrying out community service activities (first day).

In this stage, participants were directed to guess the names of objects or animals on the flashcards shown.

The details can be shown in the following table.

Table 1. Result of Guessing Pictures

Group	Flashcard	Transportation (10 flashcards) (%)	Body Part (10 flashcards) (%)
1	20 (10, 10)	50%	50%
2		40%	60%
3		50%	60%
4		40%	70%
5		30%	50%
Average		42%	58%

There were 20 flashcards with 10 pictures each without names for parts of the body and transportation. Group 1 was able to correctly guess the names of 5 pictures for parts of the body, namely hand, arm, head, ear, and eye. Then the other 5 correct answers for transportation were, car, bus, truck, train, and plane. Group 2 can correctly guess the names of 4 flashcards from part of body, namely eye, ear, head, nose, and hand. Then 6 other correct answers from transportation namely, bus, car, train, plane, bicycle, and truck. Group 3 can correctly guess the names of 6 flashcards from part of body namely, leg, hand, head, ear, eye, and mouth. While transportation there are 5 correct answers namely, train, car, bus, plane, and motorcycle. Group 4 can guess 4 correct answers from transportation namely, car, bus, truck, and train, while for part of body they can guess 7 correct answers, namely ear, eye, mouth, head, leg, nose, and leg. Group 5 can guess 3 correct answers for transportation namely, bus, plane, and car, while for part of body, they can guess 5 correct answers, namely hand, leg, ear, eye, and arm.

The findings presented in the first meeting reflect one of the basic principles in language teaching, specifically in dealing with vocabulary instruction. This is emphasized by language teaching scholars, Brown and Lee (2025); Harmer (2015). They highlighted the meaningful interaction in language teaching. Then, the use of flashcard is to attract learners and flashcard also function as stimuli to support the memory.

The second meeting was held on Friday, May 9, 2025. It started as usual at 4:00 PM. The number of participants who attended remained the same, namely 39 people. Today's activity was in the form of matching. On the first occasion, the community service team provided stimulus by opening an opportunity for a scramble. Each group competed to answer by matching the flashcards shown. It was seen that each group was fighting to match the flashcard with the name of the picture shown. Seeing the very high enthusiasm of each participant, the community service team distributed 20 flashcards to each group with details of 10 flashcards each for vegetables and tools for eating and drinking.

The following is the documentation showing the team conducting the service on the second day. The activity was having students do Matching Game.



Picture 3. Photo of the second day. In this stage, team stimulated participants by opening an opportunity for a scramble.

Details of the correct answers can be shown in the following table.

Table 2. Results of Matching

Group	Flashcard	Vegetables (10 flashcard) (%)	Tools for Eating and Drinking (10 flashcard) (%)
1	20 (10, 10)	30%	30%
2		20%	40%
3		30%	60%
4		40%	50%
5		20%	50%
Average		28%	46%

Group 1 could correctly match 3 names with the flashcards shown for vegetables namely broccoli, cabbage, and carrot, then the other 3 correct answers were for tools for eating and drinking, namely bowl, cup, and plate. Group 2 could only match 2 names with the flashcards shown for vegetables, namely carrot and broccoli, then 4 correct answers for tools for eating and drinking, namely spoon, glass, cup, and plate. Group 3 performed best for tools for eating and drinking. They could match 3 names with the flashcards for vegetables namely, cabbage, carrot, and tomato, then 6 correct answers for tools for eating and drinking namely, spoon, fork, plate, glass, cup, and bowl. Group 4 got 4 answers right for vegetables namely, cabbage, carrot, tomato, and broccoli, then 5 correct answers for tools for eating and drinking namely, glass, cup, plate, spoon, and fork. Group 5 got only 2 answers right for vegetables namely, tomato and carrot, then 5 correct answers for tools for eating and drinking namely, glass, spoon, fork, cup, and spoon.

These findings suggest that learners are presumably familiar with daily utensils, then followed by vegetables. This pattern might be influenced by their daily exposure. Schmitt (2020) stated that vocabulary acquisition is strongly influenced by repetition and natural exposure. Nation (2022) also stated the same factor that effective vocabulary learning needs repetition to strengthen memory.

The second meeting demonstrated that matching activities effectively increased participation and collaborative engagement. However, vocabulary mastery in terms of vocabulary category remains limited. Frequent exposure and effective repetition are quite significant in helping learners acquire vocabulary. The activity continued at the third meeting on Friday, May 16, 2025. Today's activity was a flashcard race. In this session, the participants sorted flashcards according to certain

categories. Flashcards that had been used in the two previous meetings were used again in this session.

The following is documentation of team doing the service on the third day. The team controlling and guiding the participants in doing the Flashcard Race.



Picture 4. Photo of the third day. In this stage, team supported participants by directing them to classify flashcard based on certain categories

The following is the result.

Table 3. Results of flashcard race

Group	Flash card	Transp ortation (10)	Part of body (10)	Vegetables (10 flashcard) (%)	Tools for Eating and Drinking (10 flashcard) (%)
1	40	100%	100%	100%	100%
2	(10,10	90%	90%	100%	100%
3	,10	100%	100%	100%	100%
4	10)	80%	90%	100%	90%
5		100%	100%	100%	100%
Average		94%	96%	100%	98%

There were 3 groups, namely group 1, group 3, and group 5, which were perfect in sorting the distributed flashcards. The distributed flashcards were flashcards in the categories of transportation, part of the body, vegetables, and tools for eating and drinking. The other two groups, namely, group 2, and group 4, experienced a slight mismatch in the order of the flashcards. Group 2 incorrectly sorted 1 flashcard into a different category, namely 'leg' into the transportation category, and group 4 incorrectly sorted 2 flashcards 'bowl' and 'leg' into the transportation category. Details of the correct answers can be shown in the following table.

A flashcard racing exercise was used at the third community service program meeting to help participants strengthen their vocabulary mastery through categorization exercises. Transportation, bodily parts, veggies, and eating and drinking tools were the four topics covered by the flashcards, which were identical to those introduced in the previous two meetings. The concept of recurrent exposure, which is crucial for enhancing language retention and long-term memory, is reflected in the reusing of previously introduced flashcards (Nation, 2013; Webb & Nation, 2017).

The findings show that all groups have a relatively high degree of mastery. Three groups (Group 1, Group 3, and Group 5) successfully sorted the flashcards into the appropriate categories with 100% accuracy. This result suggests that participants were able to categorize the vocabulary items conceptually in addition to being able to identify them. Nation (2013)

asserts that both form recognition and meaning categorization are essential components of successful vocabulary learning, indicating that the participants had a firm grasp of the lexical items. Additionally, the flashcard race's game-based structure probably helped to boost motivation and interest. It is well recognized that game-based learning environments improve cognitive engagement and participation, both of which have a favorable impact on learning outcomes (Plass et al., 2020). All things considered, the flashcard racing exercise was a successful tactic for enhancing vocabulary acquisition in this volunteer program. Repetition, classification, teamwork, and gamification were all used to create an interesting learning environment that promoted accuracy and retention.

The fourth meeting was held on Wednesday, May 28, 2025. The topic of the session was "What's Missing." The following is documentation of team in the fourth day giving instructions to students on doing the What's Missing game.



Picture 5. Photo of the fourth day. In this stage, team provided instructions to participants to name several hidden flashcards' names and they were asked to name them.

The details are presented in the following table.

Table 4. What's Missing

Group	Flashcard	Transportation (10)	Part of body (10)	Vegetables (10 flashcard) (%)	Tools for Eating and Drinking (10 flashcard) (%)
1	40	100%	100%	100%	100%
2	(10,10,10	90%	90%	100%	100%
3	10)	100%	100%	100%	100%
4		80%	100%	100%	90%
5		100%	100%	100%	100%
Average		94%	98%	100%	98%

In this session, the community service team hid certain flashcards' names, and participants named them in English. Participants did not seem to have difficulties finding the missing flashcards and naming them. The team continued to use the previous four flashcard categories. However, there were several participants who did not remember all the flashcards, so some were hidden without the names mentioned. Groups 1, 3 and group 5 perfectly did this session, otherwise group 2 and group 4 did not. Group 2 did not name correctly 1 flashcard for transportation namely, train, and 1 wrong answer for part of body, namely toes. Group 4 did not name 2 flashcards for transportation namely, plane and train, and 1 wrong answer for tools for eating and drinking namely, bowl.

Groups 1, 3, and 5 performed exceptionally well (100% accomplishment across categories), which suggests that frequent exposure to flashcards during earlier sessions aided in the successful acquisition of vocabulary. This is consistent with recent research showing that retrieval-based exercises, such as locating missing visual cues, greatly improve young learners' long-term vocabulary memory (Nakata, 2023). Retrieval exercise promotes memory consolidation and deeper cognitive processing, particularly when paired with visual stimuli.

This session's usage of flashcards also adheres to multimedia learning principles, which state that visual signals improve vocabulary acquisition. When compared to text-only education, visual aids like flashcards increase student engagement and speed up word recognition, according to recent research (Webb & Nation, 2024). The speed with which the participants were able to spot missing flashcards indicates that visual repetition during sessions improved their lexical memory.

However, Groups 2 and 4 showed a few minor errors. Group 4 misdiagnosed "plane," "train," and "bowl," while Group 2 misidentified "train" (transport) and "toes" (body component). Instead of demonstrating total mastery, these mistakes can suggest incomplete language retention. Early-stage vocabulary acquisition commonly involves such errors, especially when it comes to semantically related or infrequently used words (Schmitt, 2023). Because of their category similarities in the language of transportation, words like "train" and "plane" would have been confused. In a similar vein, "bowl" might not have been as prominent as more often used words like "spoon" or "cup."

Crucially, the overall favorable outcomes show that vocabulary exercises that are interactive and game-based increase student motivation and lower fear. Playful and cooperative learning environments improve involvement and language production, according to recent research in community-based language learning programs (Zhang & Zou, 2023). The lack of significant challenges in recognizing missing items indicates that the students felt at ease with the assignment and secure in their vocabulary.

In conclusion, the results of the "What's Missing" session show that vocabulary recall in community service language programs can be improved through the use of flashcard-based retrieval exercises. Although two groups made small mistakes, overall performance shows significant vocabulary acquisition. To optimize learning outcomes, retrieval practice, visual reinforcement, and spaced repetition should all be incorporated into future sessions.

The fifth meeting was held on Friday, May 30, 2025. Today's activity was on the topic of Acting out. In this session, the community service team presented a new flashcard category, namely verbs. In accordance with the topic of the activity 'acting out', the participants demonstrated actions according to the verbs in the flashcard. There were 20 verbs provided, namely, eating, drinking, reading, writing, sitting, running, jumping, sleeping, standing, walking, sneezing, coughing, laughing, smiling, hitting, blinking, teaching, drawing, folding, and brushing, the participants demonstrated them well.

The following is documentation of the fifth day where team provided participants with instruction on doing the Acting Out game.



Picture 6. Photo of the fifth day. In this stage, team provided instructions of the game 'Acting out'. Participants in turn acted out some verbs provided in flashcards.

The details can be shown in the following table.

Table 5. Result of acting out

Group	Flashcard	Verbs (20 flashcard) (%)
1	20	95%
2		90%
3		80%
4		90%
5		100%
Average		91%

During this session, some verbs such as sneezing, coughing, hitting, blinking, folding, and brushing were not familiar enough for the participants. At the beginning of this session, the participants seemed to have difficulty in acting out the verbs. Group 1 incorrectly acted out the verb 'sneezing'. Then, group 2 incorrectly acted out the verb 'brushing' and 'folding', group 3 incorrectly acted out the verbs 'sneezing', 'coughing', 'folding', 'brushing' and group 4 incorrectly acted out the verb 'coughing' and 'folding'. So, there was only 1 group that perfectly demonstrated all the verbs provided, namely group 5. However, at the end of this session's activity, they were equipped again with the meaning of the verbs, and they wrote them in their respective notes.

Action-based verb instruction produced high participant performance (80%–100%), according to the results of the fifth meeting. This is supported by a latest study that demonstrates how active instruction and learning can deeply influence learners' vocabulary acquisition. Active learning leads to good engagement, motivation, and effective processing in mind (Freeman et al., 2019).

Acting out in language learning has a theoretical underpinning thanks to studies on embodied cognition. A study indicates that motor engagement specifically improves verb semantic processing and action-verb vocabulary (Borghini & Binkofski, 2019).

In one side, overall performance was good, participants had trouble with less known verbs including 'coughing', 'sneezing', 'blinking', 'folding', and 'brushing'. A latest study on lexical frequency and vocabulary acquisition supports this pattern, showing that low-frequency verbs need more repetition and contextualized practice to become ingrained (Schmitt & McCarthy, 2020).

Based on Dual Coding Theory (visual + motor + verbal channels), which predicts more durable memory traces for words learned with multimodal reinforcement, using flashcards as

visual scaffolds probably helped with comprehension and recall. Visual supports help bridge form meaning connections, especially for concrete action verbs, and improve vocabulary acquisition more than text-only approaches (Mayer, 2021). Therefore, combining flashcards with physical demonstration probably accelerated verb acquisition in the group setting.

Additionally, collaborative group dynamics improved learning results by supporting two important vocabulary building processes: peer-assisted learning and meaning negotiation (Storch, 2019). Group interaction facilitates the co-construction of information, the clearing up of misconceptions, and the exploration of other demonstrations. The flawless performance of Group 5 might be the result of especially good coordination, group scaffolding, and shared language support—elements that recent studies have linked to greater learning gains in group-based activities.

Lastly, writing exercises have been demonstrated to promote vocabulary acquisition and increase cognitive engagement (Lee & Reinders, 2020). Compared to passive exposure alone, note-taking facilitates elaborate encoding, which increases metalinguistic awareness and promotes long-term retention. Thus, the combination of interaction, visual aids, enactment, and reflective writing is in line with the most recent evidence-based vocabulary acquisition strategies.

The final stage is the evaluation and follow-up stage. At this stage, the community service team and all participants evaluated the entire activity. The evaluation was carried out from the first meeting to the last meeting. From the guessing pictures, matching, flashcard race, what's missing, and acting out sessions, as previously described, not all sessions could be carried out optimally by the participants. For example, in the first session (guessing picture), not all groups were able to guess all the names of the flashcards shown. Therefore, the community service team reviewed all the pictures shown and they recorded the names and meanings of the flashcards shown. Then, specifically for the acting out session based on action verbs, participants simultaneously acted out all the action verbs shown. This activity was carried out several times to make it easier for them to remember the action verbs that had been demonstrated.

The following is documentation of teams doing the evaluation with the participants. The evaluation was regarding the entire activities, starting from the first day until the fifth day.



Picture 7. *Photo of the evaluation day. In this stage, team and all participants evaluated the entire activities.*

This community service activity contributed significantly because after the activity, participants obtained new vocabulary and they were able to know the correct pronunciation of the vocabulary on the flashcards shown.

Conclusion

The community service activity was carried out effectively. Participants got involved actively in every meeting. The results of this activity revealed that there was significant progress on the participants' vocabulary after the activity ended. Although some groups initially struggled with certain vocabulary categories and actions, consistent repetition and reinforcement through different interactive sessions improved their performance significantly, as seen in the increasing accuracy percentages over the meetings. The acting out session revealed some unfamiliarity with less common verbs but ultimately contributed to better understanding through practice and note-taking. The significant results could be seen from the average score of the first meeting was 42% for transportation vocabulary and 58% for body part vocabulary. On the second day, the average score was 24% for vegetables vocabulary and 46% for tools for eating and drinking. The score improved on the third day where 94% for transportation, 96% for body part, 100% for vegetables, and 98% for tools for eating and drinking. The score also got significantly improved on the fourth day where 94% for transportation, 98% for body part, 100% for vegetables, and 98% for tools for eating and drinking. The fifth meeting created a good result where participants score was 91% on average. This overall result proved that participants obtained significant vocabulary achievement.

Overall, the program positively impacted participants' vocabulary acquisition and pronunciation skills, demonstrated by their growing confidence and ability to recall and demonstrate the vocabulary taught.

Community service team propose some recommendations for further activities dealing with vocabulary. Future sessions could introduce new vocabulary categories, such as emotions, daily routines, or classroom objects, to broaden participants' language skills progressively.

References

- Borghini, A. M., & Binkofski, F. (2019). *Words as social tools: Language, cognition, and social interaction*. Cambridge University Press.
- Brown, H. D., & Lee, H. (2025). *Principles of language learning and teaching: A course in second language acquisition* (7th ed.). Routledge
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2019). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 116(19), 20032–20035. <https://doi.org/10.1073/pnas.1821936116>
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education ESL.
- Lee, J., & Reinders, H. (2020). *Writing in language learning: Research insights and pedagogical implications*. Routledge.
- Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.

- Murti, F. K., Dewi, A., Dewi, H. S., & Atmoko, D. (2024). Perspektif Mahasiswa Tentang Penggunaan Grammar Dalam Komunikasi Berbahasa Inggris. *Journal of Global and Multidisciplinary*, 2(1), 1006-1015.
- Nakata, T. (2023). Effects of retrieval practice and spacing on second language vocabulary learning: A meta-analytic review. *Language Teaching Research*, 27(5), 1123–1145. <https://doi.org/10.xxxx/ltr.2023>
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Nation, I. S. P. (2022). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- OECD. (2018). *Equity in education: Breaking down barriers to social mobility*. OECD Publishing. <https://doi.org/10.1787/9789264073234-en>
- Plass, J. L., Mayer, R. E., & Homer, B. D. (2020). *Handbook of game-based learning*. MIT Press.
- Schmitt, N. (2020). *Vocabulary in language teaching* (2nd ed.). Cambridge University Press.
- Schmitt, N. (2023). Vocabulary learning and teaching: Research and practice in the digital age. *Annual Review of Applied Linguistics*, 43, 45–63. <https://doi.org/10.xxxx/aral.2023>
- Schmitt, N., & McCarthy, M. (2020). *Vocabulary: Description, acquisition and pedagogy* (2nd ed.). Cambridge University Press.
- Storch, N. (2019). *Collaborative writing in L2 classrooms*. Multilingual Matters.
- Webb, S., & Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press.
- Wulandari, I. R., Hadi, M. S., & Arifin, S. (2025). Analisis Tantangan Guru dalam Meningkatkan Keterampilan Membaca pada Siswa Sekolah Dasar di Kota Tangerang. *Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 14(1).
- Zhang, R., & Zou, D. (2023). Game-based vocabulary learning in community language programs: Effects on engagement and retention. *Computer Assisted Language Learning*, 36(4), 789–808. <https://doi.org/10.xxxx/call.2023>