



Enhancing English Learning through Lingodeer: Insights from Indonesian EFL Literature

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Abstract

The rapid development of digital technology has significantly transformed foreign language teaching and learning practices, including vocabulary instruction at the junior high school level. This study aims to critically examine the effectiveness of the Lingodeer application in improving English vocabulary achievement among Indonesian junior high school students through a systematic literature review. Data were collected from national and international peer-reviewed journal articles published between 2015 and 2025 focusing on mobile-assisted language learning (MALL), vocabulary acquisition, and the use of Lingodeer or comparable mobile language learning applications. The selected studies were analyzed using a descriptive-analytical approach to identify patterns of findings, theoretical foundations, and methodological trends. The results indicate that Lingodeer consistently contributes to significant improvements in students' vocabulary mastery, learning motivation, and engagement. These outcomes are supported by theoretical perspectives from MALL, the Technology Acceptance Model (TAM), and Deep Learning principles, which emphasize meaningful, mindful, and joyful learning. The findings suggest that Lingodeer can be an effective pedagogical tool when systematically integrated into English instruction at the junior high school level. Implications for teaching practice and future research are discussed.

Keywords: Lingodeer, vocabulary learning, junior high school students, mobile-assisted language learning, literature review

INTRODUCTION

Vocabulary knowledge is widely acknowledged as a foundational component of second and foreign language proficiency. Learners with limited vocabulary face substantial challenges in developing receptive and productive language skills, including reading, writing, listening, and speaking. In the Indonesian EFL context, vocabulary instruction at the junior high school level often relies on textbook-based and teacher-centered approaches, which may not sufficiently address learners' needs or learning preferences.

In recent years, the integration of digital technology into education has gained increasing attention as a means of enhancing learning effectiveness and learner engagement. Mobile-assisted language learning (MALL), in particular, offers opportunities for flexible, personalized, and interactive learning experiences. Language learning applications such as Lingodeer have been designed to support vocabulary acquisition through structured lessons, multimedia input, immediate feedback, and spaced repetition.

Despite the growing popularity of Lingodeer among learners and teachers, a comprehensive synthesis of empirical evidence regarding its effectiveness for vocabulary learning in Indonesian junior high schools remains limited. Therefore, this study seeks to address the following research question: *To what extent is the Lingodeer application effective in improving vocabulary achievement among Indonesian junior high school students based on existing empirical studies?*



LITERATURE REVIEW

Vocabulary Learning in EFL Contexts

Vocabulary learning involves not only memorizing word forms and meanings but also understanding their use in context, collocations, and grammatical patterns. According to Nation (2015), effective vocabulary instruction requires repeated exposure, meaningful use, and learner engagement. For EFL learners, especially at the junior high school level, instructional approaches that promote contextualized and interactive learning are essential for long-term retention.

Mobile-Assisted Language Learning (MALL)

MALL refers to the use of mobile devices to support language learning anytime and anywhere. Research over the past decade has demonstrated that MALL can enhance vocabulary acquisition by providing multimodal input, adaptive practice, and learner autonomy (Burston, 2015; Viberg & Grönlund, 2017). In the Indonesian context, the widespread use of smartphones among adolescents makes MALL a particularly relevant approach.

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) posits that users' acceptance of technology is primarily influenced by perceived usefulness and perceived ease of use (Davis, 1989). Several studies on mobile language learning applications have shown that students' positive perceptions of usefulness and usability significantly predict their motivation and learning outcomes. Lingodeer's intuitive interface and game-like features may therefore facilitate higher acceptance and sustained use among junior high school students.

Deep Learning Principles in Language Learning

Deep Learning in education emphasizes meaningful, mindful, and joyful learning experiences. When applied to language learning, these principles encourage learners to actively construct knowledge, connect new vocabulary with prior knowledge, and engage emotionally with learning tasks. Lingodeer incorporates these principles through contextualized exercises, progressive difficulty levels, and gamified elements that foster enjoyment and sustained engagement.

Empirical Studies on Lingodeer and Vocabulary Learning

A growing body of research has examined the impact of Lingodeer on students' vocabulary achievement. Most studies employ quasi-experimental or pre-experimental designs and report significant improvements in post-test scores compared to pre-test results. In addition, qualitative findings consistently highlight increased learner motivation and positive attitudes toward vocabulary learning.

METHOD

Literature Selection Procedure

This study employed a structured literature selection process adapted from the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework, simplified to suit a narrative literature review design. The procedure consisted of four main stages: identification, screening, eligibility, and inclusion.



At the identification stage, relevant studies were searched using keywords such as *Lingodeer*, *vocabulary learning*, *mobile-assisted language learning*, *EFL*, and *junior high school students*. Searches were conducted across open-access journal platforms and academic databases commonly used in language education research. This stage yielded an initial pool of studies.

During the screening stage, duplicate records and studies not related to English vocabulary learning or mobile learning applications were excluded based on titles and abstracts. At the eligibility stage, full texts were examined to ensure that the studies met the predefined inclusion criteria: (1) publication between 2015 and 2025; (2) empirical research design; (3) focus on vocabulary learning through *Lingodeer* or comparable mobile applications; and (4) relevance to secondary school or equivalent EFL contexts.

Finally, at the inclusion stage, studies that satisfied all criteria were selected for qualitative synthesis. This systematic procedure enhanced the transparency, rigor, and replicability of the review process.

RESULTS

Summary of Reviewed Studies

Table 1 presents a summary of selected empirical studies examining the use of *Lingodeer* or similar applications for vocabulary learning.

Table 1. Summary of Empirical Studies on *Lingodeer* and Vocabulary Learning

Researcher(s)	Year	Research Design	Participants	Key Findings
Hasanah & Ulfa	2024	Quasi-experimental	Junior high school students	Significant improvement in vocabulary post-test scores and increased learner motivation
Rahmawati	2025	Pre-experimental	Grade 7 students	Vocabulary mastery
Researcher(s)	Year	Research Design	Participants	Key Findings
& Astutik				improved after <i>Lingodeer</i> intervention
Triwiyanti & Dalimunte	2025	Case study	Junior high school students	Positive learner attitudes and enhanced vocabulary recall



Sitepu Putri	&	2022	Quasi-experimental	Grade 7 students	Lingodeer- assisted instruction outperform ed convention al methods
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The synthesis of the reviewed studies reveals a consistent pattern indicating that the use of the Lingodeer application has a substantial positive impact on junior high school students' English vocabulary learning. Across quasi-experimental, pre-experimental, and qualitative studies, learners who engaged with Lingodeer demonstrated measurable improvements in vocabulary size, accuracy of word usage, and retention compared to their performance prior to the intervention or compared to control groups receiving conventional instruction.

Quantitatively, most studies reported statistically significant gains in post-test vocabulary scores following Lingodeer-based instruction. These gains suggest that the application effectively supports both receptive and productive vocabulary knowledge. This finding aligns with earlier MALL research conducted within the last decade, which indicates that mobile applications offering repeated exposure, immediate feedback, and multimodal input significantly enhance vocabulary acquisition (Burston, 2015; Viberg & Grönlund, 2017). Lingodeer's structured lesson design and spaced repetition system appear to operationalize these principles in a way that is accessible to junior high school learners.

From a qualitative perspective, the reviewed studies consistently highlight increased learner motivation, engagement, and confidence in using English vocabulary. Students reported that learning through Lingodeer was more enjoyable and less anxiety-inducing than traditional memorization-based approaches. This finding resonates with research on digital and gamified vocabulary learning conducted between 2015 and 2020, which emphasizes that affective factors—such as enjoyment and perceived autonomy—play a crucial role in sustaining learners' engagement and improving learning outcomes (Nation, 2015; Viberg & Grönlund, 2017).

Furthermore, several studies indicate that Lingodeer supports vocabulary retention over time rather than short-term memorization alone. The application encourages learners to revisit previously learned items through review sessions and cumulative exercises, which is consistent with established theories of vocabulary learning that stress the importance of spaced and repeated encounters with lexical items (Nation, 2015). This feature distinguishes Lingodeer-assisted learning from traditional classroom practices that often lack systematic review mechanisms.

Another important finding concerns learners' positive perceptions of the application's usability and instructional value. Drawing on the Technology Acceptance Model (TAM), previous studies on educational technology have demonstrated that perceived usefulness and ease of use strongly influence learners' willingness to engage with digital tools and persist in learning activities (Davis, 1989). The reviewed Lingodeer studies similarly report that students found the application easy to navigate and helpful for understanding new vocabulary, suggesting that high technology acceptance mediates the relationship between application use and vocabulary learning outcomes.

Overall, the findings from studies published within the last five to ten years suggest that Lingodeer is not merely an engaging supplementary tool but a pedagogically sound medium for vocabulary instruction. Its effectiveness lies in the combination of cognitive support (through structured input and repetition), affective engagement (through gamification and interactivity), and technological accessibility (through mobile devices). These converging findings provide strong empirical support for the integration of Lingodeer into junior high



school English vocabulary instruction.

DISCUSSION

Interpretation of Findings through Theoretical Lenses

The findings of this literature review are strongly supported by theoretical perspectives from Mobile-Assisted Language Learning (MALL), the Technology Acceptance Model (TAM), and Deep Learning principles. From a MALL perspective, Lingodeer facilitates vocabulary acquisition by enabling flexible, anytime–anywhere learning and providing multimodal input, which increases exposure and reinforces retention. These characteristics align with previous research emphasizing the effectiveness of mobile technologies in supporting vocabulary development.

From the perspective of TAM, students' positive learning outcomes can be attributed to their high perceived usefulness and perceived ease of use of the Lingodeer application. Studies reviewed in this article consistently report positive learner attitudes and sustained engagement, suggesting that technology acceptance plays a crucial mediating role between the use of Lingodeer and vocabulary achievement.

Furthermore, Lingodeer embodies the principles of Deep Learning by promoting meaningful learning through contextualized vocabulary use, mindful learning through progressive scaffolding and feedback, and joyful learning through gamified features. These elements contribute not only to short-term vocabulary gains but also to deeper cognitive engagement and longer-term retention.

Novelty and Contribution of the Study

This study offers several novel contributions to the field of English language teaching and learning, particularly within the Indonesian EFL context. First, unlike previous studies that primarily focus on experimental outcomes of Lingodeer in isolated classroom settings, this research provides a comprehensive synthesis of empirical evidence through a PRISMA-inspired literature review framework. This approach enhances methodological transparency and strengthens the credibility of the conclusions drawn.

Second, this study explicitly integrates empirical findings with three complementary theoretical frameworks—MALL, TAM, and Deep Learning—thereby offering a more holistic explanation of *why* and *how* Lingodeer supports vocabulary learning. Such theoretical triangulation is rarely emphasized in prior Lingodeer-related studies, which often remain largely descriptive.

Third, by focusing specifically on junior high school learners in Indonesia, this review addresses a contextual gap in the literature and provides pedagogically relevant insights for teachers, curriculum designers, and policymakers. The findings contribute to the growing body of evidence supporting technology-enhanced vocabulary instruction in secondary education and offer practical guidance for integrating mobile applications into formal EFL curricula.

CONCLUSION

Based on the reviewed literature, it can be concluded that the Lingodeer application is effective in improving English vocabulary achievement among Indonesian junior high school students. The application enhances both cognitive and affective aspects of learning, making it a promising tool for vocabulary instruction. Future research is recommended to employ longitudinal designs and investigate the integration of Lingodeer within blended learning models.



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