



## ENGAGING STUDENTS IN LEARNING VOCABULARY MEDIATED BY PLEMORIZE

**Dawam Baedowi**

Department of English Education, Faculty of Teacher Training and Education, University of Singaperbangsa Karawang  
[Dawambaedowi2712@gmail.com](mailto:Dawambaedowi2712@gmail.com)

**Kusrin**

Department of English Education, Faculty of Teacher Training and Education, University of Singaperbangsa Karawang  
[kusrinchanging@gmail.com](mailto:kusrinchanging@gmail.com)

**Mansyur Srisudarso**

Department of English Education, Faculty of Teacher Training and Education, University of Singaperbangsa Karawang  
[mansyur.srisudarso@staff.unsika.ac.id](mailto:mansyur.srisudarso@staff.unsika.ac.id)

### Abstract

Vocabulary is a foundational component of English language learning; however, conventional teaching approaches frequently lack the interactivity needed to sustain student interest. In response, this study investigates the use of Plemorize, a digital vocabulary notebook application, as a means of increasing student engagement in vocabulary acquisition. Adopting a qualitative case study approach, the research involved nine seventh-grade students from a junior high school in Bekasi. Data were gathered through semi-structured interviews and digital artifacts, then thematically analyzed using the framework of behavioral, emotional, and cognitive engagement. Results revealed that students exhibited notable engagement across all three dimensions while using Plemorize. They reported that the application was not only user-friendly and visually appealing but also supported autonomous learning through features such as vocabulary reminders and customizable study schedules. These findings suggest that digital vocabulary tools like Plemorize can effectively supplement traditional pedagogy by fostering motivation, personalization, and consistent practice. The study thus contributes to the field of technology-enhanced language learning by demonstrating how purposefully designed applications can address engagement gaps in vocabulary instruction, offering practical implications for educators seeking to integrate digital resources into their teaching practices.

**Keywords:** *Engagement, Learning Vocabulary, Plemorize Application*

### INTRODUCTION

In the context of Indonesian school, vocabulary becomes one of the important components of learning English. It can be traced from Cahyono and Widiati (2008) stating that vocabulary is likely an essential way to learn English. Additionally,

vocabulary is the main component of arranging a phrase or sentence. Karagöz et al. (2014) noted that in the language system, vocabulary is the essential aspect to deliberate the idea or feeling to make communication more effective. The first

thing to think about when you are trying to communicate verbally is how you are going to communicate anything. The same thing was said by Allen (1983) without plenty of vocabulary knowledge; there will be a misunderstanding of meaning when trying to communicate. Furthermore, among vocabulary comprehension and language, there is a clear connection because of their completion of each other (Vela and Rushidi 2016).

Comprehension of vocabulary has to be a special thing if the student will start to learn English. Because vocabulary is viewed as a crucial skill when we want to learn about reading, listening, writing, and speaking in second language learning (Mehring, 2005). Therefore, learning vocabulary is needed for second language learners if they want to communicate correctly. Because learning vocabulary can make communication be effective and have absolute academic enforcement.

In this era, technological development is developing rapidly. Therefore we must adapt to it and use it to assist in learning English vocabulary. Information, media and technology skills can support the learner in learning something (Katwibun, 2014). It can make the learner be easier to study vocabulary through technology. As said by Katwibun (2014) Learning vocabulary through technology enables one to make the process of learning vocabulary more quickly and effectually, as well as according to (Cetinkaya & Sütçü, 2018) said teaching vocabulary through technology is more effective. Therefore, technology can be scaffolding to support the learner in engaging in learning vocabulary more effectively and efficiently.

Vocabulary notebook is a list of words that wrote each week and regularly check them (Vela and Rushidi, 2016). Related to the procedure of learning vocabulary through vocabulary notebook is appropriate with the

needed or schedule of the students. List of words that are found out in every source, such as; from teacher's instruction, watching a movie, reading a book and the other sources (Dubiner, 2017; Patahuddin, Syawal, & Bin-Tahir, 2017).

In this research, the researcher used "Plemorize" as a vocabulary notebook application. The researcher chooses this application because this application has complete information that can support vocabulary learning and also the assessment of this application by its users is very good. This application will be help the process of learning vocabulary to make it easier and more efficient.

However, students are less enthusiastic during vocabulary learning, in line with Suardi's (2021) research findings, which show that although YouTube can increase interest in learning, conventional vocabulary learning is often not accompanied by interesting media, so students tend to be less enthusiastic. This can be caused by the learning strategies that are used less attractive, so students become less enthusiastic in following the learning process. Whereas attracting the attention of students is very necessary so that the learning process can run more effectively (Matthew B. Miles, 1994; Rozakis, 2003). There are several components that should be considered when wanting as has been said by Li and Learner (2012) that the combination of cognitive, emotional, and behavior can provide a positive influence in the teaching and learning process. Three components that can help students become more interested in engaging in the learning process. Therefore, Plemorize (vocabulary notebook) in engaging students' learning vocabulary is important to stimulate responses of the students in learning English vocabulary and finally, step by step the student comprehension of vocabulary will increase. Through attractive features, completeness of

information and flexibility in determining learning schedules.

Based on the background presented, this study aims to investigate the role of Plemorize (Vocabulary Notebook) in enhancing student engagement in English vocabulary learning. Specifically, it seeks to analyze student engagement from behavioral, emotional, and cognitive dimensions while using the application, as well as to identify students' responses toward the features offered by Plemorize. Furthermore, the research intends to evaluate the extent to which the use of Plemorize can support the gradual improvement of students' vocabulary comprehension through its comprehensive information, user-friendly design, and scheduling flexibility. Thus, this study is expected to provide both practical and theoretical contributions regarding the use of digital media in vocabulary learning at the junior high school level.

## **1. Engagement**

According to Fredricks et al. (2004) said that Engagement is a multidimensional construction that has great potential by bringing together three important components, namely behavioral, Emotional and Cognitive. The combination of the three important elements in the process of student learning engagement in the classroom is also conveyed by Li and Lerner (2013) which says that school involvement is an integrated multidimensional construction to combine behavior, emotional and cognition in understanding the learning process in school. To be clear, the following will explain three important components that are involved in the Engagement process based on Li and Lerner (2013); Behavioral Engagement is seen from the activity in the classroom, participation in every learning, attendance, and effort made in homework. *Emotional Engagement* is seen from the sincerity of the commitment to obtain broad knowledge, a

sense of belonging, happiness, and enjoyment, while doing learning activities at school. Cognitive Engagement is seen from students' knowledge related to learning and willing to be actively involved in taking the time to learn.

## **2. Vocabulary**

### **2.1 Vocabulary Knowledge**

Vocabulary is one component that must be studied when you want to learn the English language both learning English verbally or in writing. This is in accordance with what was said by Kömür and Ozdemir (2015) that vocabulary is one of the important knowledge in learning English effectively, both written and spoken. Therefore, to start learning English, it is necessary to learn about the existing vocabulary.

According to Schmitt and Schmitt (1995), to learn the vocabulary needed various techniques and strategies so that learners can choose the right technique or strategy for them to facilitate in vocabulary learning. There are several principles that can help learners to learn new vocabulary (Schmitt and Schmitt, 1995):

- The best way to remember new words is to incorporate them into language that is already known.
- Organized material is easier to learn.
- Words that are very similar should not be taught at the same time.
- Word pairs can be used to learn a great number of words in a short time.
- Knowing a word entails more than just knowing its meaning.
- The deeper the mental processing used when learning a word, the more likely that a student will remember it.
- The act of recalling a word makes it more likely that a learner will be able to recall it again later.
- Learners must pay close attention in order to learn most effectively.

- Words need to be recycled to be learned.
- An efficient recycling method: the ‘expanding rehearsal
- Learners are individuals and have different learning styles

## 2.2.Vocabulary Building

### 2.2.1 Morphology

Haspelmath and Sims (2013) define morphology as the study of word structure, specifically examining how words are formed through the combination of morphemes. Morphemes are the smallest units of meaning in a language, including elements such as prefixes, suffixes, and roots.

Understanding morphological principles can support vocabulary learning by enabling learners to recognize patterns in word formation, deduce meanings, and expand their lexical knowledge systematically. This foundational understanding may enhance students' engagement and efficiency when using vocabulary-focused applications such as Plemorize, which facilitates organized and meaningful vocabulary acquisition.

Affixes		
Types of affixes	Definition	Example
Suffix	Follows the base	-Ful in Event-ful
Prefix	Precedes the base	Un- in Un-happy
Infix	Occurs inside the base	-S - in Cup-s-ful
Circumfix	Occurs on both sides of the base	En- and –en in Enlighten

*Base* is a part of a word attached by affix. For example, in activity, -ity is a suffix compiled on an active basis, which itself consists of -ive suffixes and basic act.

*Root* is a basic word that stands alone which cannot be added to the word affix. For example like likes, book, etc.

## 2.3.Vocabulary Notebook

### 2.3.1 Conventional Vocabulary Notebook

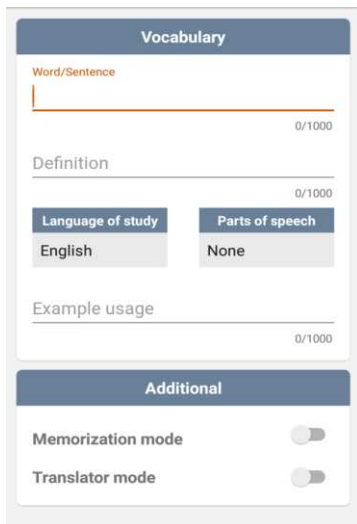
Vocabulary notebook is one of the techniques used to learn English vocabulary. Vocabulary notebooks are one of the techniques used to learn English vocabulary. This technique is usually used by English foreign language because it helps them to remember new vocabulary. This is in accordance with what

was said by Fowle (2002) that this vocabulary notebook is favored by students because it helps in remembering new vocabulary.

### 2.3.1. Vocabulary Notebook Android Application

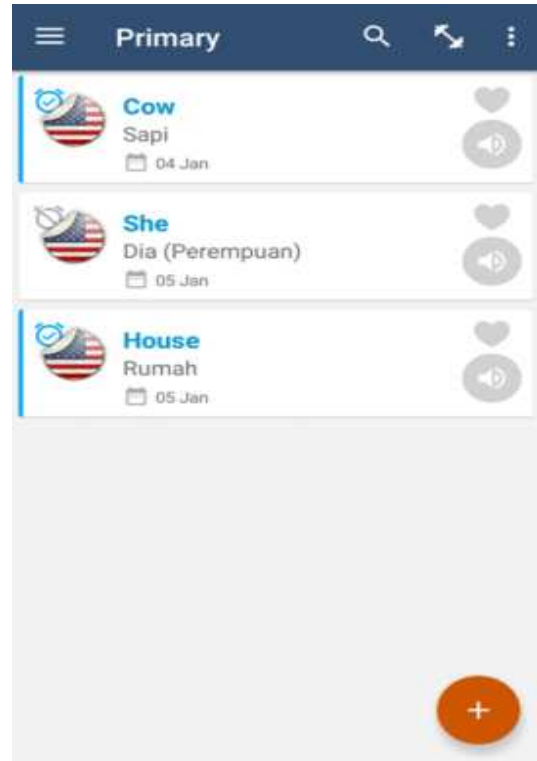
CALL (Computer-assisted language learning) has had a significant influence on language learning (Shahriarpour and Kafi 2014). It means the development of vocabulary learning in this era should be move from the traditional way to the modern or technological way that can make the learner easier to learning vocabulary. Now there are many applications on Android phones that are specifically made to help the learning process of English, one of which is

the “Plemorize” application which is used to store English vocabulary that we have just learned. Because according to Vela and Rushidi (2016) state vocabulary notebook is an activity carried out by students in learning new vocabulary for a week then they write it in their notes and review it. In the Plemorize feature, there are also features that help learners learn vocabulary effectively. In this application, we can enter the new vocabulary that we get along with the definition, part of speech, and example sentences. After that this vocabulary can be stored and then a reminder schedule is made to relearn the vocabulary that we have learned before and it can be arranged according to the time we have. The following is an overview of the features in Plemorize:

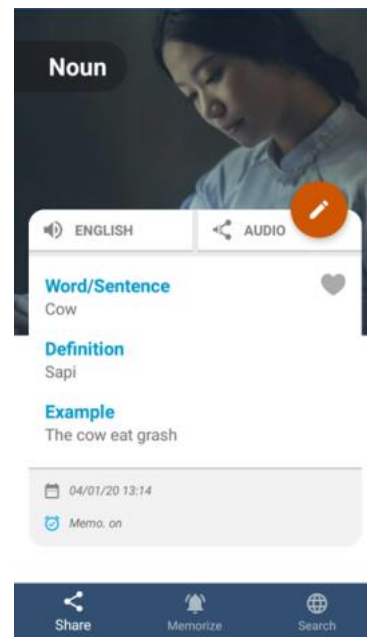


**Figure 1** Page to fill in new vocabulary

The page above is used to enter the new vocabulary we want to learn, along with definitions, translator mode, memorization mode and others



**Figure 2** Ready-made vocabulary page



**Figure 3** Page of words that have been entered

Figure 2 is the page after we fill in the new vocabulary we have learned. And that can be corrected if there are errors when entering new vocabulary. And in the Figure 6 is

Ready-made vocabulary where on that page we can listen to the pronunciation of the words we have learned, share them, and set a schedule of reminders to re-learn the vocabulary and search for complete information related to the vocabulary obtained from Google or Wiktionary because this page will directly connect to the internet (Figure 3). With the aim of increasing the motivation of learners in learning English vocabulary, assisted by using an digital dictionary will facilitate students in increasing their understanding of vocabulary, which will certainly have an impact on overall English mastery

## **METHOD**

### **1. Research Design**

In this study, researchers used qualitative research through a case study design. This approach was chosen because qualitative research is highly useful in exploring the possibilities that occur in a study (Hamilton and Finley 2020). Besides, qualitative research can also help researchers to look deeper into a problem to be studied (Tong, Winkelmayr, & Craig, 2014). With this, researchers can look carefully at the application of learning strategies that we will use. In this case, researchers use the case study research method which will certainly facilitate all the research processes that the researcher will do. According to Yin (1994), a case study is a research design used to examine existing conditions, particularly when the researcher has minimal control over the events being studied. Of course, this aligns with the objectives of this research, which are to investigate how Plemorize and vocabulary notebook keeping can engage students in vocabulary learning, and to understand student responses after using Plemorize and maintaining vocabulary notebooks in learning vocabulary.

### **2. Site and Participants**

The research was carried out in one of the junior high schools in Bekasi. The population of the study consisted of 34 seventh-grade students. From this population, nine students were selected randomly as participants, all of whom had access to and regularly used smartphones for learning purposes.

### **3. Data Collection Technique**

Data collection techniques were carried out by conducting observation, participant diaries and letters, documentation, interviews, artifacts, and photographs (Petty, Thomson, & Stew, 2012). However, in this research only use used Interview and artifacts to collect the data.

#### **3.1. Individual's Interview**

Interviews can assist researchers in getting information about their impressions after conducting learning through applications that are on Android smartphones and the response of students to this learning in the vocabulary learning process that is usually done.

#### **3.2. Artifacts**

To strengthening research evidence, artifacts are also intended to be a continuous learning material for participants because the artifacts will be neatly stored in the application that is already installed on the participants' smartphones (Ronen, 2020). So if at any time the participants want to review the words that have been learned just open the application cause of the continuity of the participants' learning is more important.

### **4. Data Analysis**

In this study, to analyze some data that have been collected, the researcher uses used three steps of analysis that have been developed by Miles and Huberman (1994) namely data reduction, data display, and conclusion drawing/verification.

#### **4.1. Data Reduction**

Based on Miles and Huberman (1994), data reduction is a way to analyze data-oriented to

the processes of selecting, focusing, simplifying, abstracting, and transforming the data. This is one way that the researcher uses to analyze all the things that happen related to this research.

This is done by continuing throughout the research period, the researcher analyzes everything that happens during the research which can then be processed in various ways such as writing conclusions, coding, teasing out themes, making clusters, making partitions, or writing memos (Miles and Huberman, 1994).

#### 4.2.Data Display

Display data is presented to facilitate the reader in processing the results of research that have been done and the presentation is done using matrices, graphs, charts, and networks. (Miles and Huberman, 1994). Of course, the form of presentation in the form of the data display was carried out by the researcher in accordance with the results of research that occurred so that the data presentation of the research results could be understood properly.

#### 4.3.Conclusion Drawing and Verification

Conclusion drawing and verification are used to draw conclusions from the data reduction process that occurs and then verify its validity. In addition, according to Miles and Huberman (1994), that conclusion drawing and verification also help readers or other researchers who want to know the results of this research, because of this it must be packaged properly.

### RESULTS AND DISCUSSION

In this chapter, the researcher explains the findings and discussion about the engagement of students in learning vocabulary mediated Plemorize application. The data collected was taken from participant interviews and with artifacts as evidence of the learning process. Below is an explanation of the student learning process and research results seen from students' ability to learn vocabulary using the Plemorize application.

#### 1. Research Finding

After going through the process of data reduction, data display, and verification stage, the data below is found

No	Classification	Comment Scope	Comment Text	Coding
1	Behavioral	karena bisa belajar dimana dan kapan aja (because you can learn anywhere and anytime)	Advantage 1	A1
		tapi sayang kadang-kadang macet kalo digunain (but unfortunately, it sometimes freezes when used).	Disadvantage 1	D1
		soalnya belajarnya lewat HP jadi ga ribet (because I study using my cell phone, so it's not complicated)	Advantage 2	A2
		tidak usah repot-repot belajar menggunakan buku (no need to bother learning from books)	Advantage 3	A3
		aplikasinya sangat membantu sekarang,dengan aplikasi ini saya lebih mudah menterjemahkan bahasa Inggris ke Indonesia (the app is very helpful now. With this app, it's easier for me to translate English into Indonesian)	Advantage 4	A4
fitur pengingat belajar koakata di plemorize, saya bisa atur jadwal belajar sendiri (the vocabulary learning reminder feature on Plemorize allows me to set my own study schedule)	Advantage 5	A5		

No	Classification	Comment Scope	Comment Text	Coding
2	Emotional	sederhana untuk dipahami (easy to understand)	Advatage 6	A6
		supaya belajarnya ga bosen (so that learning isn't boring)	Advatage 7	A7
		Saya semangat dan senang (I am enthusiastic and happy)	Advatage 8	A8
3	Cognitive	mudah menghafalnya (easy to memorize)	Advatage 9	A9
		karena belajar kata di Plemorize cukup lengkap (because learning words in Plemorize is quite comprehensive)	Advatage 10	A10
		lebih mengerti tentang bahasa Inggris (better understand English)	Advatage 11	A11
		lebih mudah mengetahui artinya (easier to understand the meaning)	Advatage 12	A12
		Karna dalam aplikasi plemorize bukan hanya ada bahasa Inggris tapi banyak bahasa luar lain yang bisa saya pelajari (because in the Plemorize app, there is not only English but also many other languages that I can learn)	Advatage 13	A13

**Table 1** Coding the Result of Research

The coding results reflect students' engagement in learning vocabulary through the Plemorize application, categorized into three dimensions. In the behavioral aspect, codes A1, A2, A3, and A5 indicate that students valued the flexibility (anytime/anywhere access), convenience (mobile-based learning without books), and structured support (reminder feature for self-scheduled learning) offered by the app. However, D1 noted occasional technical issues such as application freezing. In the emotional aspect, codes A6, A7, and A8 revealed that students found the app easy to understand, engaging, and enjoyable, which contributed to a positive and motivated learning experience. In the cognitive aspect, codes A9 through A13 highlighted that students perceived the app as supportive for memorization, comprehensive in content, helpful in improving English understanding, and expansive in offering multiple language options, thus facilitating deeper vocabulary acquisition and linguistic awareness.

The data above is the result of field findings found by researchers to determine student involvement in learning vocabulary using the Plemorize application, these data have been coded to make it easier for researchers to sound the results of research.

### **1.1. Students' Engaging on Learning Vocabulary Mediated by Plemorize**

To find out the involvement of students in learning English vocabulary using the Plemorize application, seen from three main components namely, Behavioral aspect, Emotional aspect, and Cognitive aspect. below are explanations of the findings of the study.

### **1.2. Students' Engaging in Behavioral Aspects**

In Behavioral Aspect, shows the good involvement of students when learning English vocabulary through the Plemorize application. It can be seen in A1, students can

learn English vocabulary anywhere and anytime because the learning process is done simply by using a cellphone (A2).

In addition, students also feel helped in learning English through the Plemorize application especially when they want to translate and search for information from a word (A4). From other findings, students feel very enthusiastic to learn English vocabulary using the Plemorize application because there is no need to bother opening a book (A3), only with a mobile phone can search and learn vocabulary easily. Besides that, the students also commented that “fitur pengingat belajar koakata di plemorize, saya bisa atur jadwal belajar sendiri“ (A5), it means that the students also felt very helped by the reminder of the independent learning schedule in the Plemorize application, because they could arrange the learning schedule according to their wishes.

From some of the benefits of the Plemorize application in helping students to learn English vocabulary which has been explained above, there are also obstacles experienced by students when learning to use this application, such as the response from the following students “but sometimes jammed when used” (D1). Based on student feedback regarding technical issues (D1), it was noted that the application occasionally experienced lags or freezes. Such technical constraints are common in digital applications and may stem from various factors, including limited device specifications, unstable internet connectivity, or potential software glitches within the application itself. This observation highlights the importance of adequate technical support and infrastructure when implementing technology-mediated learning tools in educational settings.

### **1.3.Students’ Engaging in Emotional Aspects**

The findings from the Behavioral aspects are showing that students are so interested in

learning English vocabulary through this Plemorize application, it can be seen in some comments given by students related to learning vocabulary through Plemorize, namely (A6). Students see that how to use the Plemorize application is very simple and also easy to understand.

On the other hand, some students said that the Plemorize application has an influence on the emotional condition of the students, it was shown in some students who said vocabulary learning through the Plemorize application on an android mobile phone made students not get bored while studying (A7). In this regard, students automatically experience happy feelings that make students more enthusiastic about learning English (A8).

### **1.4.Students’ Engaging in Cognitive Aspects**

In the last aspect, namely cognitive aspects, students think about how they feel while doing vocabulary learning through the Plemorize application. Some students said that learning vocabulary through the Plemorize application is easy to find the words you want to find (A12) and also easy to memorize (A9), it is because of the design of the Plemorize application is simple and easily understood by students. It can also occur because the availability of information contained in the Plemorize application is quite comprehensible (A10) and many features that can help students learn vocabulary are their ways of the pronunciation of the word (A13) so as to make students better understand and understand about languages English.

### **1.5.Students’ response toward the use of Plemorize in learning vocabulary**

In the process of learning vocabulary through the Plemorize application that has been done by students, there are some responses expressed by students including students who say that the process of learning vocabulary

through the Plemorize application is very helpful in learning vocabulary because Plemorize has complete information about vocabulary. Such information is in the form of the meaning of a word, part of speech, the use of vocabulary in phrases or sentences. Furthermore, some students also feel more interested in learning vocabulary using the Plemorize application because this application has easy and interesting features. Such as the automatic translator feature, disseminating learning outcomes to social media and reference to several websites related to complete vocabulary information.

## **2. Discussion**

In this section is a discussion of research on student involvement in vocabulary learning using the Plemorize application in Al Maliyah Junior High school.

### **2.1. Students' Engaging on Learning Vocabulary Mediated by Plemorize**

Based on the results of interviews conducted with the nine students, the findings indicate a notably positive level of engagement in learning English vocabulary through the Plemorize application. This engagement aligns with the multidimensional framework of student involvement proposed by Fredricks et al. (2004) and further elaborated by Li and Lerner (2013), which integrates behavioral, emotional, and cognitive dimensions. The following section interprets the students' engagement within this theoretical framework, relating the findings to prior studies on technology-mediated vocabulary learning and learner engagement.

### **2.2. Students' engaging in behavioral aspects**

As was said by Li and Lerner (2013) that behavioral engagement is that we can see from the activities carried out by students in learning, such as participation in learning,

attendance, and effort in doing assignments. where the involvement of students in learning English vocabulary through the Plemorize application is increasing, this can be seen from some of the responses put forward by students who say that learning vocabulary using Plemorize can be done anywhere and anytime (A1), no need to bother opening books (A3) because this learning is done only via mobile phones so the learning process becomes easy. (A2). Besides, it is easy to do assignments through this application because of the easy translation process and the learning reminder feature in the Plemorize application that can be set according to our wishes also helps the students' English learning process. Although there are students who say that this application is sometimes jammed (D1), which is most likely due to the condition of mobile phones that do not support or inadequate capacity. But overall, learning vocabulary using the Plemorize application can help students in their learning process.

### **2.3. Students' engaging in emotional aspects**

In the emotional aspect, according to what was said by Li and Lerner (2013) who said that emotional aspects can be seen from the seriousness of the commitment to learn something, have a sense of belonging, and feel happy and comfortable during the learning process. this is in accordance with what happened during the learning process of vocabulary using the Plemorize application, ie students feel the fun and their enthusiasm increasingly touch (A8) because the learning process that takes place is not boring (A7). This can occur because the process of learning English vocabulary through the Plemorize application is very simple and easy to understand by students (A6). Thus, the situations and conditions experienced by students make them comfortable in the learning process.

#### **2.4. Students' engaging in cognitive aspects**

According to Li and Lerner (2013) cognitive aspects can be seen from the ability of students to learn something and have the desire to spend time learning something. resilience in learning one of which depends on the availability of learning resources that are complete and easy to learn, in this context as in the Plemorize application has the availability of complete information (A10) and also easy to learn (A12). Thus, if the learning process is carried out regularly, the vocabulary learning process will increase and students will understand English vocabulary (A12) plus the many features available, one of which is the English pronunciation feature (A14).

Based on what was said by Fowle (2002) who said that learning vocabulary using the vocabulary notebook method was a favorite of students because it could help memorize new vocabulary words. This is also experienced by students who say that learning to use the Plemorize application is easy to memorize vocabulary (A9). On the other hand, students also mentioned that learning vocabulary using the Plemorize application can increase knowledge about other languages outside English because the translation features of other languages are available in Plemorize (A13). but there are also students who say that sometimes it takes a long time to translate words in Plemorize (D2). That could be a big possibility because of an internet connection that might be less stable. So these constraints come from personal problems outside of the Plemorize application. Even so, thus, it can be concluded that the process of learning vocabulary using the Plemorize application can increase the ability of pre students if they are willing to take the time to learn periodically

#### **2.5. Students' response toward the use of Plemorize in learning vocabulary**

Based on Schmitt and Schmitt (1995) said that to learn the vocabulary needs a variety of techniques used so that students can adjust which techniques are suitable for them. Besides, they also said that several principles need to be considered when wanting to learn vocabulary. Among these principles "knows a word entails more than just knowing its meaning". This is following student responses which reveal that Plemorize has very complete vocabulary information. This allows students not only to learn the meaning of vocabulary but also to know the context of a word in a sentence or sentence.

Another principle conveyed by Schmitt and Schmitt (1995) when wanting to learn vocabulary is "the deeper the mental processing is used when learning a word, the more likely that a student will remember it". The meaning is when students have started to be comfortable and interested in vocabulary learning will make it easier to understand vocabulary. Based on what was conveyed by students that learning vocabulary using the Plemorize application has interesting features and is easy to use. This makes the student comfortable and interested in learning vocabulary.

According to Golladay, Prybutok, and Huff (2000) the level of success in online learning can be measured by looking at motivation, self-discipline, and student commitment to spend time in online learning. inline with that, in learning vocabulary using Plemorize with the ease of using the application there are also some interesting features such as reminder vocabulary learning mode, a website that provides complete information on vocabulary, and can spread learning results to various social media. it all can

stimulate students to continue learning vocabulary using the Plemorize application.

## **CONCLUSION**

In this study, which aims to find out how do students engage Plemorize (vocabulary notebook) in learning vocabulary and to know the students' responses to the use of the Plemorize (Vocabulary Notebook) in learning vocabulary. The researcher found many benefits and uses of learning English vocabulary using the Plemorize application, which of course the benefits and uses can be felt by students. This application is so simple, easy to use, and has complete information and has interesting features, that's what makes students become guided in learning English vocabulary.

The students were actively engaged in learning vocabularies in terms of behavioral, emotional, and cognitive. The students behavioral reference to students say that learning vocabulary using the Plemorize application is helpful in the process of learning English, because this application is on a cellphone making it easier for students to learn, no need to bother opening a book. Besides, there is also a learning time reminder feature that will remind students to continue to practice the vocabulary that has been learned. It increases the willingness to learn from students in learning vocabulary. The second is Emotional aspects, the process of learning vocabulary through the easy and simple Plemorize application makes students more enthusiastic and happy learning English. The third is cognitive aspects, the students said that the process of learning vocabulary using the Plemorize application can improve English language skills if this process is done regularly because this application has interesting features and complete word information making it easier for students to learn it.

This study has several limitations that should be acknowledged. First, the reliance on

individual interviews may have introduced a degree of subjectivity, as participants expressed personal opinions that were not always supported by observable or verifiable evidence. Second, the sample was limited to nine smartphone users (eight female and one male) out of a potential pool of 34 seventh-grade students, which may affect the generalizability of the findings and does not fully represent the diversity of the classroom. Despite these limitations, this study offers meaningful pedagogical implications. The positive engagement observed across behavioral, emotional, and cognitive dimensions suggests that vocabulary notebook applications such as Plemorize can serve as effective digital tools to complement traditional vocabulary instruction. Teachers may consider integrating such applications into blended or self-directed learning scenarios, particularly to support autonomous vocabulary practice and schedule management. Furthermore, the accessibility and user-friendly design of Plemorize highlight the potential of mobile-assisted language learning (MALL) to foster motivation and structured learning habits among secondary school students.

For future research, it is recommended that studies incorporate triangulation methods—such as combining interviews with learning analytics, pre- and post-tests, or classroom observations—to provide more robust evidence of engagement and learning outcomes. Additionally, expanding the sample size and ensuring gender balance could enhance the representativeness of findings. Longitudinal research designs are also encouraged to examine the sustained impact of vocabulary notebook applications on long-term retention and language proficiency development.

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