

## REFERENCES

- Abdu, A. K. (2018). A review of technology integration in ELT: From CALL to MALL. *Language Teaching and Educational Research*, 1(1), 1-12. <https://dergipark.org.tr/en/download/article-file/481310>
- Ahmad, S. F., Alam, M. M., Rahmat, M. K., Mubarik, M. S., & Hyder, S. I. (2022). Academic and administrative role of artificial intelligence in education. *Sustainability*, 14(3), 1101. <https://doi.org/10.3390/su14031101>
- Ahmed, M. F. (2013). Difficulties and challenges in teaching English as the second and foreign language. In *The Asian Conference on Language Learning 2013 Official Conference Proceedings* (pp. 273-281). [https://papers.iafor.org/wp-content/uploads/papers/acll2013/ACLL2013\\_0140.pdf](https://papers.iafor.org/wp-content/uploads/papers/acll2013/ACLL2013_0140.pdf)
- Ali, Z. (2020, February). Artificial intelligence (AI): A review of its uses in language teaching and learning. In *IOP Conference Series: Materials Science and Engineering* (Vol. 769, No. 1, p. 012043). IOP Publishing. <https://iopscience.iop.org/article/10.1088/1757-899X/769/1/012043/pdf>
- Alotaibi, S. S., & Kumar, T. (2019). Promoting teaching and learning performance in mathematics classroom through e-learning. *Opción, Año 35, Especial No.19*: 2363-2378. <https://dialnet.unirioja.es/descarga/articulo/8363924.pdf>
- Alsadoon, R. (2021). Chatting with AI Bot: Vocabulary Learning Assistant for Saudi EFL Learners. *English Language Teaching*, 14(6), 135-157. <https://doi.org/10.5539/elt.v14n6p135>
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3), 21-34. <https://doi.org/10.52950/TE.2015.3.3.002>
- Alzamil, J. (2021). Listening skills: Important but difficult to learn. *Arab World English Journal (AWEJ) Volume*, 12(3), 366-374. <https://dx.doi.org/10.24093/awej/vol12no3.25>
- Aminatun, D., & Oktaviani, L. (2019). Using “Memrise” to boost English for business vocabulary mastery: Students’ viewpoint. *Proceedings Universitas Pamulang*, 1(1).
- Aminatun, D., & Oktaviani, L. (2019). Memrise: Promoting students’ autonomous learning skill through language learning application. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 214-223.

- Andersen, R., Gjølstad, E., & Mørch, A.I. (2022). Integrating human-centered artificial intelligence in programming practices to reduce teachers' workload. *CoPDA@AVI*. <http://urn.nb.no/URN:NBN:no-97268>
- Arora, S., Joshi, K.A., Koshy, S., & Tewari, D. (2017). Application of Effective Techniques in Teaching/Learning English. *English Language Teaching*, 10, 193-203. <http://doi.org/10.5539/elt.v10n5p193>
- Bozorgian, H., Muhammadpour, M., & Mahmoudi, E. (2022). Embedding L2 Listening Homework in Metacognitive Intervention: Listening Comprehension Development. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.819308>
- Bryman, A. (2016). *Social research methods*. Oxford university press.
- Chiang, H.-H. (2020). Kahoot! in an EFL reading class. *Journal of Language Teaching and Research*, 11(1), 33-44. <https://doi.org/10.17507/jltr.1101.05>
- Colchester, K., Hagra, H., Alghazzawi, D.M., & Aldabbagh, G. (2017). A Survey of Artificial Intelligence Techniques Employed for Adaptive Educational Systems within E-Learning Platforms. *Journal of Artificial Intelligence and Soft Computing Research*, 7, 47 - 64. <https://doi.org/10.1515/jaiscr-2017-0004>
- Collie, R. J., & Martin, A. J. (2019). Motivation and engagement in learning. In *Oxford Research Encyclopedia of Education*. <http://dx.doi.org/10.1093/acrefore/9780190264093.013.891>
- Creswell, J. W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (4th ed). Pearson Education.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed). Sage publications.
- Dabingaya, M. (2022). Analyzing the Effectiveness of AI-Powered Adaptive Learning Platforms in Mathematics Education. *Interdisciplinary Journal Papier Human Review*, 3(1), 1-7. <https://doi.org/10.47667/ijphr.v3i1.226>
- Esmaeili, Z., & Shahrokhi, M. (2020). The Impact of Memrise Application on Iranian EFL Learners' Collocation Learning and Retention. *International Journal of Language Education*, 4(2), 221-233. <https://ojs.unm.ac.id/ijole/index>
- Fageeh, A. I. (2015). EFL student and faculty perceptions of and attitudes towards online testing in the medium of Blackboard: Promises and challenges. *JALT CALL Journal*, 11(1), 41-62. <https://doi.org/10.29140/jaltcall.v11n1.183>

- Fisher, D., & Frey, N. (2010). *Guided instruction: How to develop confident and successful learners*. ASCD.
- Gunuc, S. (2016). *Student Engagement at Universities*. Ankara: Nobel
- Hutchins, S., McDermott, P., Carolan, T., Gronowski, M., Fisher, A., & DeMay, M. (2013). *Interpersonal Skills Summary Report. United States Army Research Institute for the Behavioral and Social Sciences, August, 1–148.*
- Hockly, N., & Dudeney, G. (2018). Current and future digital trends in ELT. *Relc Journal*, 49(2), 164-178. <https://doi.org/10.1177/0033688218777318>
- Jarrah, Adeeb M., Almassri, Haneen, Johnson, Jason D., & Wardat, Yousef. (2022). Assessing the impact of digital games-based learning on students' performance in learning fractions using (ABACUS) software application. *EURASIA Journal of Mathematics, Science and Technology Education*, 18(10), em2159. <https://doi.org/10.29333/ejmste/12421>
- Johnson, M., Riel, R., & Germain-Froese, B. (2016). *Connected to learn: Teachers' experiences with networked technologies in the classroom*. Canadian Teachers' Federation.
- Karjo, C. H., & Andreani, W. (2018). Learning foreign languages with Duolingo and Memrise. *ICDEL*, 109-112. <https://doi.org/10.1145/3231848.3231871>
- Kim, H. S., Cha, Y., & Kim, N. Y. (2021). Effects of AI chatbots on EFL students' communication skills. *영어학*, 21, 712-734. <http://journal.kasell.or.kr/xml/30253/30253.pdf>
- Kim, N., & Kim, M. (2022). Teacher's perceptions of using an artificial intelligence-based educational tool for scientific writing. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.755914>
- Kumar, R. (2011). *Research Methodology: A step-by-step guide for beginners*. Sage Publications: 3rd Ed. Pp-334
- Lelawati, S., Dhiya, S., & Mailani, P. N. (2018). The Teaching of English Vocabulary to Young Learners. *Project (Professional Journal of English Education)*, 1(2), 95–100. <https://doi.org/10.22460/project.v1i2.p95-100>
- Łuczak, A. (2017). Using *Memrise* in Legal English Teaching. *Studies in Logic, Grammar and Rhetoric*, 49(1), pp.141-152. <https://intapi.sciendo.com/pdf/10.1515/slgr-2017-0009>
- Nadya, L. N., & Aswir, A. (2023). Language Learning Media Through Mobile APP: The Effects of Busuu on Vocabulary Learning and Listening Skills. *Indo Green Journal*, 1(3), 84-89. <https://doi.org/10.31004/green.v1i3.14>

- Nuralisah, A. S., & Kareviati, E. (2020). The effectiveness of using Memrise application in teaching vocabulary. *Professional Journal of English Education*, 3(4), 494-500. <https://doi.org/10.22460/project.v3i4.p494-500>
- Nurani, S. D. (2023). English students' perceptions of the use of Memrise application in learning english vocabulary independently. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 18(25). <http://jim.unisma.ac.id/index.php/jp3/article/view/21509>
- O'Keefe, P. A., Horberg, E. J., & Plante, I. (2017). The multifaceted role of interest in motivation and engagement. *The science of interest*, 49-67. [http://dx.doi.org/10.1007/978-3-319-55509-6\\_3](http://dx.doi.org/10.1007/978-3-319-55509-6_3)
- Palma, C. J. B., & Garzón, M. O. (2023). The use of a virtual environment to improve students' Listening skills: a learning analytics approach. *Ciencia Latina Revista Científica Multidisciplinar*, 7(2), 2937-2953. [https://doi.org/10.37811/cl\\_rcm.v7i2.5537](https://doi.org/10.37811/cl_rcm.v7i2.5537)
- Pedro, F., Subosa, M., Rivas, A., & Valverde, P. (2019). Artificial intelligence in education: Challenges and opportunities for sustainable development.
- Pokrivcakova, S. (2019). Preparing teachers for the application of AI-powered technologies in foreign language education. *Journal of Language and Cultural Education*, 7(3), 135-153. <https://doi.org/10.2478/jolace-2019-0025>
- Powers, C. (2019). The use of apps in foreign language education: A survey-driven study. *North Texas Journal of Undergraduate Research*, 1(1). <https://doi.org/10.12794/journals.ntjur.v1i1.78>
- Pratama, M. P., Sampelolo, R., & Lura, H. (2023). Revolutionizing education: harnessing the power of artificial intelligence for personalized learning. *Klasikal: Journal of Education, Language Teaching and Science*, 5(2), 350-357. <https://doi.org/10.52208/klasikal.v5i2.877>
- Rahmanita, M., & Mukminatien, N. (2019). Teaching English as A Foreign Language: Making Use of Spontaneous Language. *Jurnal Pendidikan Humaniora*, 7(1), 26-29. <http://journal.um.ac.id/index.php/jphISSN:2338-8110>
- Renau Renau, M. L. (2016). A review of the traditional and current language teaching methods. *International Journal of Innovation and Research in Educational Sciences*, 3 (2), 82-88. <https://repositori.uji.es/xmlui/bitstream/handle/10234/162491/71818.pdf?iSAllowed=y&sequence=1>

- Saha, M. (2009). Teaching 'listening' as an 'English Language Skill'. *Crossings: A Journal of English Studies*, 2(1), 193–205. <http://dx.doi.org/10.59817/cjes.v2i1.408>
- Suwartono. (2014). *Dasar-Dasar Metodologi Penelitian*. Yogyakarta: Andi Offset.
- Suwartono. (2024). *Academic Writing: Buku Ikhwal Penulisan Naskah Ilmiah*. Purwokerto: Amerta Media.
- Tahir, M. H. M. (2017). Research and trends in the studies of explicit vocabulary instructions and vocabulary acquisition. *Research and Reviews: Journal of Educational Studies*, 3(2), 1-7.
- Teng, F. (2016). An In-depth Investigation into the Relationship between Vocabulary Knowledge and Academic Listening Comprehension. *The Electronic Journal for English as a Second Language*, 2(2). <https://files.eric.ed.gov/fulltext/EJ1113907.pdf>
- Tiwari, R. (2023). The integration of AI and machine learning in education and its potential to personalize and improve student learning experiences. *International Journal of Scientific Research in Engineering and Management*, 7(2), 1. <https://doi.org/10.55041/IJSREM17645>
- Tulasi, L. (2023). Integration of AI-Technologies into ELT: A Brief Study. *Journal for Research Scholars and Professionals of English Language Teaching*, 7(38). <https://doi.org/10.54850/jrspelt.7.38.003>
- Tuchina, N., Borysov, V., Podhurska, I., Kupina, I., & Borysenko, N.V. (2020). Developing Learner Autonomy via Choosing a Person's Educational Pathway. *Revista Romaneasca pentru Educatie Multidimensionala*. <https://doi.org/10.18662/rrem/210>
- Weger, H., Castle Bell, G., Minei, E. M., & Robinson, M. C. (2014). The Relative Effectiveness of Active Listening in Initial Interactions. *International Journal of Listening*, 28(1), 13–31. <https://doi.org/10.1080/10904018.2013.813234>
- Walker, L. (2015). The impact of using Memrise on student perceptions of learning Latin vocabulary and on long-term memory of words. *Journal of Classics Teaching*, 16(32), 14–20. <https://doi.org/10.1017/S2058631015000148>
- Wang, B., Liu, H., An, P., Li, Q., Li, K., Chen, L., ... & Gu, S. (2018). *Artificial intelligence and education* (pp. 129-161). Springer Singapore.
- Woo, J. H., & Choi, H. (2021). Systematic review for AI-based language learning tools. *arXiv preprint arXiv:2111.04455*. <https://doi.org/10.48550/arXiv.2111.04455>

- Yugafiati, R., & Priscila, T. (2019). The use of mind map to improve students' vocabulary at SMP Waringin Bandung. *Eltin Journal: Journal of English Language Teaching in Indonesia*, 7(2), 98-105. <https://doi.org/10.22460/eltin.v7i2.p98-105>
- Zhao, L., Chen, L., Liu, Q., Zhang, M., & Copland, H. (2019). Artificial intelligence-based platform for online teaching management systems. *Journal of Intelligent and Fuzzy Systems*, 37(1), 45–51. <https://doi.org/10.3233/JIFS-179062>

