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# Technology Acceptance of RemNote for Vocabulary Learning in an ESP Classroom: A TAM-Based Study

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## ABSTRAK

Penguasaan kosakata merupakan aspek penting dalam pemerolehan bahasa kedua karena mendukung komunikasi yang efektif dan meningkatkan kemampuan membaca, menulis, menyimak, dan berbicara. Namun, pembelajaran kosakata di kelas-kelas Indonesia masih banyak didominasi oleh pendekatan yang berpusat pada pengajar sehingga partisipasi dan kemandirian mahasiswa masih terbatas. Penelitian ini bertujuan mengeksplorasi penggunaan RemNote, platform pencatatan digital dan kartu belajar (flashcard), untuk mendukung pembelajaran kosakata pada mata kuliah English for Specific Purposes (ESP) bidang Ekonomi Syariah. Dengan menggunakan Technology Acceptance Model (TAM), penelitian ini menerapkan desain penelitian deskriptif melalui survei sebelum dan sesudah perlakuan serta analisis data penggunaan dari 78 mahasiswa semester pertama selama intervensi empat minggu. Hasil penelitian menunjukkan persepsi positif pada seluruh konstruk TAM, yang mengindikasikan bahwa mahasiswa menganggap RemNote bermanfaat, mudah digunakan, dan mendukung pembelajaran kosakata. Fitur flashcard menjadi fitur yang paling diapresiasi untuk meninjau dan mengorganisasi kosakata. Temuan ini menunjukkan potensi RemNote sebagai media pembelajaran kosakata berbasis teknologi dalam konteks ESP.

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## ABSTRACT

Vocabulary mastery is essential in second language acquisition because it supports effective communication and enhances students' performance in reading, writing, listening, and speaking. However, vocabulary instruction in Indonesian classrooms often relies on teacher-centered approaches that may limit student engagement and autonomy. This study explores the use of RemNote, a digital note-taking and flashcard platform, to support vocabulary learning in an English for Specific Purposes (ESP) course for Sharia Economics students. Guided by the Technology Acceptance Model (TAM), the study employed a descriptive research design involving pre- and post-treatment surveys and usage data collected from 78 first-semester university students during a four-week intervention. Findings indicate positive perceptions across TAM constructs, suggesting that students viewed RemNote as useful, easy to use, and beneficial for vocabulary learning. The flashcard feature was valued for reviewing and organizing vocabulary. The study highlights RemNote's potential as a technology-enhanced tool for vocabulary learning in ESP contexts.

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## 1. INTRODUCTION

Mastering vocabulary is crucial to learning a language since it enables students to communicate with others. When language students have a large vocabulary, they are better equipped to select the right words for the situation. Simultaneously, they can prevent problems such as word retrieval. Vocabulary knowledge is also recognized as a foundational component that supports the development of other language skills (Dakhi & Fitria, 2019).

Students with a larger and more diverse vocabulary typically exhibit better reading comprehension abilities. Inadequate vocabulary mastery has been proven to impede one's ability to comprehend written texts (Apriliansi, 2021; Wicaksono et al., 2015), and vocabulary knowledge has been found to be a strong predictor of reading ability (Mustafa et al., 2019). Vocabulary has an equally important function in written output since it is an essential part of the writing process. According to (AlBzour & AlBzour, 2015), a number of factors, such as meaning, grammatical structure, word choice, lexical diversity, language usage, and

mechanical standards, affect the quality of writing. Further, (Ohta et al., 2018; Valdez, 2016), who both view vocabulary as one of the main criteria for assessing written performance, provide more evidence of the substantial relationship between vocabulary and writing quality. A well-developed vocabulary can significantly increase language students' fluency across various writing dimensions, even while vocabulary alone may not indicate total writing quality (Zahiroh, 2021).

Additionally, vocabulary is important for understanding spoken English. A well-developed vocabulary is highly linked to improved listening comprehension, according to (Asrida et al., 2024). This result is consistent with previous research by (Saadilah, 2017), who found that students who have a strong vocabulary likely to have better listening abilities. Vocabulary is crucial when it comes to speaking because having a wide enough vocabulary is necessary to improve speaking skills (Suryanto et al., 2021). Similarly, (Akbarian, 2018) argues that correctness and fluency in oral communication are directly impacted by language proficiency. In this context, language is thought to be an essential instrument for clear spoken communication. Students who have access to a larger and more varied vocabulary are better able to express their ideas clearly and concisely.

When considered collectively, these results show that vocabulary serves as the cornerstone of overall language development in addition to being essential to the four major language skills. Vocabulary mastering has been referred to as the core of language acquisition due to the widespread recognition of its importance (DeCarrico, 2001; Nation, 2001).

However, despite its recognized importance, language mastery is not always prioritized by educators (Dakhi & Fitria, 2019). This error may make it more difficult to teach and learn words. Teachers must be creative in how they present the material, and students must maintain their motivation in order for vocabulary instruction to produce significant results. Vocabulary instruction in the Indonesian setting has typically depended on traditional techniques, such giving students word lists or telling them to search up definitions in a dictionary (Baskarani, 2016). Conventional classroom instruction frequently relies on outdated, one-way methods in which students are passive and only copy pre-selected vocabulary words into their notebooks as instructed by the teacher, who has complete control over instructional decisions. Because students are not actively involved in the process and hence find it difficult to relate new terms to real-life circumstances, such traditional methods are often seen as unsuccessful in increasing students' vocabulary (Fahrudin et al., 2021; Nurhasanah, 2023).

Many educators are looking at different approaches that promote more active participation and deeper, more meaningful learning experiences in response to these flaws (Hattie, 2020; Knight, 2021). The quick development of technology has made digital learning a feasible and promising solution to these problems (Qurrata'ain et al., 2025). More dynamic and interactive methods of interacting with vocabulary are provided by digital tools and applications for both educators and students (Haque et al., 2024).

**Table 1. Overview of Prior Studies on AR, AI, and Gamified Vocabulary Learning Tools**

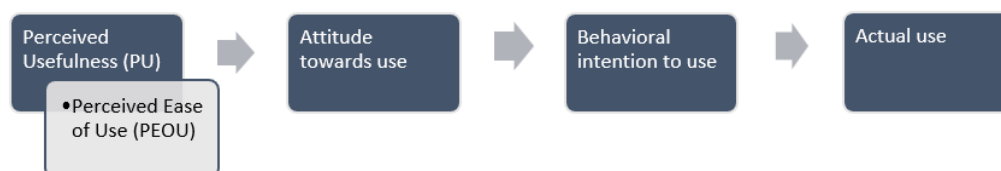
Study	Tool	Context	Focus	Main Findings
(Hung & Yeh, 2023)	Augmented Reality (AR) Game-Based Learning	Flipped English classrooms with EFL students	The effect of AR-enhanced game-based learning on vocabulary acquisition and creative thinking.	In terms of vocabulary growth and creative thinking, students who participated in AR-integrated game-based learning outperformed their counterparts. They also reacted well to the flipped classroom setting.
(Korosidou, 2024)	Augmented Reality (AR)	First-grade primary school EFL students in Greece	Impact of AR on alphabet and vocabulary learning, retention, and motivation among young EFL students.	AR users showed stronger long-term vocabulary and alphabet retention than the control group, and perceived the technology as engaging and motivating.
(Salehi, 2025)	Augmented Reality (AR) Applications	Junior high school EFL teachers	Teachers' perspectives on AR tool selection, readiness, and benefits and challenges for	Teachers favored AR for its accessibility and engagement potential, identified multiple benefits including improved students' outcomes and interaction, but also noted

			vocabulary instruction.	technical and logistical implementation challenges.
(Abril et al., 2025)	ChatGPT	First-year high school students in Ecuador (mixed-method, experimental and control group)	Effectiveness of ChatGPT for vocabulary acquisition.	The experimental group showed significant vocabulary score improvements compared to the control group, and students generally perceived ChatGPT as beneficial and motivating for language learning.
(Luu & Bui, 2025)	ChatGPT 3.5	University EFL students	Students' perceptions of ChatGPT 3.5 for self-directed vocabulary learning beyond the classroom.	Students showed positive perceptions toward using ChatGPT 3.5 for vocabulary learning, particularly for meaning and contextual usage, though adequate teacher guidance and scaffolding were identified as essential.
(Pham & Duong, 2022)	Kahoot!	First-year English major undergraduates at a Vietnamese university	Students' perceptions of Kahoot! in vocabulary learning.	Students found Kahoot! enjoyable and reported that interaction, competition, and motivation contributed to positive learning experiences and improved vocabulary retention, though engagement was inconsistent throughout the study.
(Abdel-Rahman, 2021)	Quizizz and Kahoot!	Freshman EFL students at Faculty of Education	Effects of Quizizz and Kahoot! On EFL vocabulary development.	Both applications effectively improved students' EFL vocabulary learning based on pre- and post-test comparisons.
(Rojabi, 2022)	Kahoot!	First-year English department students in Indonesia	The impact of Kahoot! on students' motivation, engagement, and vocabulary test performance.	Kahoot! was successful in raising vocabulary exam scores and positively influencing student engagement and motivation although the authors acknowledged that further research is necessary to fully determine its overall efficacy.

As shown in the table 1, previous studies on technology-assisted vocabulary learning have primarily examined three categories of digital tools. The first category involves augmented reality applications that create immersive vocabulary-learning experiences (Hung & Yeh, 2023; Korosidou, 2024; Salehi, 2025). The second category focuses on artificial intelligence-based tools such as ChatGPT that provide instant feedback, explanations, and language support (Abril et al., 2025; Luu & Bui, 2025). The third category consists of gamified platforms such as Kahoot! and Quizizz that promote engagement and motivation through game-like activities (Pham & Duong, 2022; Rahman, 2021; Rojabi, 2022). While these studies demonstrate the potential of digital technologies for vocabulary learning, they largely focus on tools designed for practice, interaction, or gamification. Comparatively little attention has been given to digital platforms that combine vocabulary learning with note-taking, knowledge organization, and spaced-review functions. RemNote represents such a platform by enabling students to actively record, organize, and review vocabulary items within a single learning environment. Furthermore, limited research has examined students' acceptance of this type of vocabulary-learning tool in discipline-specific ESP contexts through the Technology Acceptance Model (TAM). Therefore, this study investigates students' perceptions and acceptance of RemNote for vocabulary learning in a Sharia Economics ESP classroom.

This gap in the existing literature calls for a strong theoretical foundation that can thoroughly account for the factors influencing students' readiness to use and embrace digital tools for vocabulary learning. Such a framework should illuminate both the perceived benefits of the technology and how seamlessly it can be incorporated into students' everyday study routines, ultimately offering a comprehensive understanding of its role in supporting vocabulary development.

Originally presented by (Davis, 1989), the Technology Acceptance Model (TAM) is a well-known paradigm for analyzing how people accept and use new technology. It demonstrates how a user's opinion of a system's usability (Perceived Ease of Use) can affect their belief in its utility (Perceived Usefulness). Together, these two factors influence consumers' general perceptions of a particular technology, whether positive or negative, which in turn influences their intention to use it and, eventually, results in its actual adoption. Although TAM has been widely used in educational settings to comprehend how students accept digital materials, its application in discipline-specific EFL vocabulary learning; particularly in Sharia Economics programs remains restricted. Students' experiences with RemNote are analyzed in the current study using TAM as the theoretical framework, which illuminates the underlying attitudes, perceptions, and behavioral intents that control their use of the program.



**Figure 1.** The original technology acceptance model TAM (Davis, 1989)

Therefore, this study examines how university students enrolled in a Sharia Economics program can improve their acquisition of English vocabulary by using RemNote, a digital tool that helps students actively record and arrange language. The study aims to fill in gaps in the existing body of literature by investigating how students interact with such tools in discipline-specific EFL contexts.

The main question to be investigated is: "In what ways do Sharia Economics students' experiences of vocabulary learning through RemNote reflect the core constructs of the Technology Acceptance Model; namely perceived usefulness, perceived ease of use, attitude toward using, and intention to use, within a content-specific EFL classroom?" By using TAM as a guiding theoretical framework, these experiences may be thoroughly and systematically explored, revealing how students use RemNote and what they think of its usefulness for vocabulary development. The results are expected to provide insights that are pertinent to both the theoretical aspects and real-world applications of technology-assisted language learning, deepening our understanding of how students accept and interact with digital learning resources.

## 2. METHODS

### Research Design

The current study used a descriptive survey design to investigate how students view the use of RemNote as a vocabulary-learning tool within the framework of the Technology Acceptance Model (TAM). The study focused on four TAM constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Attitude Toward Using (ATU), and Intention to Use (ITU). Rather than measuring the effectiveness of RemNote in improving vocabulary achievement, the study aimed to describe students' experiences, perceptions, and acceptance of the application after a period of classroom use.

Data were collected through questionnaires and records of actual application usage. In order to assess students' readiness and willingness to use a digital tool for vocabulary learning, a questionnaire was issued before to the intervention. A follow-up questionnaire was given to students to record their opinions and experiences over the four weeks of vocabulary study using RemNote's help.

### Participants

78 first-semester students from Classes A and B of the Sharia Economics program at a public university in Indonesia participated in the study. They were between the ages of 18 and 20 and included an equal number of male and female participants (39 each). Based on self-reported proficiency levels, the majority identified as Basic (73.1%), followed by Intermediate (19.2%) and Pre Basic (7.7%), suggesting an overall beginner-to-intermediate English proficiency profile across the sample.

The participants were chosen on the basis that they were taking a mandatory English course which included vocabulary learning activities as part of its curriculum. Their shared academic background and learning context provided a consistent basis for examining their perceptions of RemNote. None of the participants had previously used RemNote, ensuring a uniform starting point with the platform itself.

Prior to participation, students were informed of the study's purpose through a description accompanying the pre-treatment questionnaire, which clarified that participation was voluntary and that

all data would be treated as confidential. Student identities were anonymised using codes throughout the data reporting process to ensure confidentiality.

### Instruments

Two questionnaires were employed in this study. The first was a pre-treatment questionnaire designed to gather information regarding students' readiness and willingness to use a digital application for vocabulary learning. The second, which served as the primary research instrument, was a post-treatment questionnaire developed based on the Technology Acceptance Model (Davis, 1989). The questionnaire consisted of eight items representing four TAM constructs, with two items assigned to each construct. A four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree), was used to record participant responses. In order to obtain qualitative information on students' experiences using RemNote, some open-ended questions were also included. The following table presents the TAM constructs and questionnaire items used in the study.

**Table 2. TAM Constructs and Questionnaire Items**

Construct	Code	Item
Perceived Usefulness	PU1	The flashcard feature helped me practice vocabulary effectively.
Perceived Usefulness	PU2	RemNote helped me monitor my vocabulary-learning progress.
Perceived Ease of Use	PEOU1	RemNote was easy to learn and use.
Perceived Ease of Use	PEOU2	RemNote's features were clear and understandable.
Attitude Toward Using	ATU1	I was motivated to explore the features provided by RemNote.
Attitude Toward Using	ATU2	I had a positive attitude toward using RemNote for vocabulary learning.
Intention to Use	ITU1	I intend to continue using RemNote in the future.
Intention to Use	ITU2	I would recommend RemNote to other students.

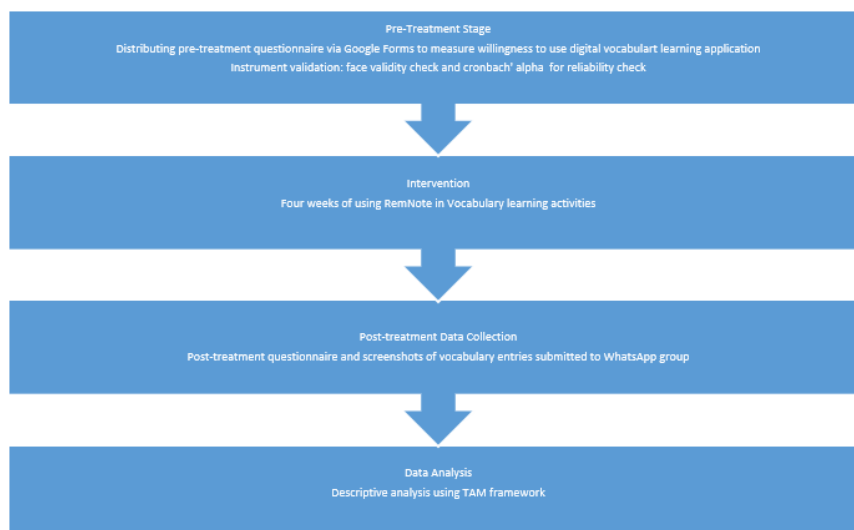
Screenshots that students submitted in the class WhatsApp group provided proof of actual application usage to support the survey results. These screenshots documented students' vocabulary entries and learning activities and served as behavioural evidence of engagement with the application.

### Validity and Reliability

To establish content validity, the questionnaire items were grounded in (Davis's, 1989) original TAM framework, with each item theoretically mapped onto one of the four TAM constructs. Face validity was subsequently evaluated through a pilot administration with an English class prior to the main data collection. No comprehension difficulties were reported by participants, and therefore no revisions to the items were deemed necessary. The reliability of the questionnaire was assessed using Cronbach's alpha, which yielded a coefficient of 0.851, indicating high internal consistency and confirming that the instrument was reliable for measuring students' perceptions of RemNote (Sekaran & Bougie, 2016).

### Procedure

The intervention was conducted over four weeks and integrated into the students' regular compulsory English course. Each week, the instructor prepared reading materials relevant to the Sharia Economics program, from which students independently identified vocabulary items they found difficult or wished to practise further. Students were encouraged to record these self-selected vocabulary items in RemNote and use the Flashcard feature to review and reinforce their learning. There was no fixed vocabulary target per week; instead, students determined the quantity based on their own learning needs, which resulted in a gradual increase in entries over the intervention period. At the end of each week, students submitted screenshots of their RemNote vocabulary lists via the class WhatsApp group as evidence of participation and engagement.



**Figure 2.** Procedural Steps of the Study

**Data Analysis**

Data from the post-treatment questionnaire and actual usage records were analysed using SPSS version 22. All 78 questionnaire responses were complete, and no missing data were identified. Questionnaire responses were converted into numerical values ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Frequencies, percentages, mean scores, and standard deviations were calculated for each questionnaire item and TAM construct.

To examine the relationships among TAM constructs and provide evidence of construct validity, Pearson correlation analysis was conducted across all eight items. The results revealed statistically significant positive correlations among the majority of item pairs ( $p < 0.01$  or  $p < 0.05$ ), indicating that items within and across constructs were meaningfully related. Notably, Perceived Ease of Use items demonstrated the strongest inter-construct correlations, particularly with Perceived Usefulness ( $r = .536$  to  $.680$ ), suggesting that ease of use perceptions were closely tied to students' assessment of RemNote's utility. Intention to Use showed relatively weaker but still significant correlations with Perceived Usefulness items, which is consistent with TAM theory suggesting that ease of use and attitude serve as more proximal predictors of intention.

Descriptive comparisons based on gender were also conducted to explore potential differences in students' perceptions. Data obtained from the submitted screenshots were analysed descriptively to verify participation and quantify students' vocabulary entries, thereby providing supplementary evidence of behavioural engagement with RemNote. Open-ended responses were analysed qualitatively through a manual thematic analysis process, in which the researcher read all responses iteratively to identify recurring patterns and grouped them into themes aligned with the four TAM constructs. Representative quotations were selected to illustrate each theme and support the quantitative findings. Given the descriptive nature of this study, regression and structural equation modelling were beyond the scope of the current analysis but are recommended for future research with larger samples.

**3. RESULT AND DISCUSSION**

**Results**

**Table 3.** Students' Responses Across TAM Constructs (N = 78)

Construct/ Item	Disagree (2) n (%)	Agree (3) n (%)	Strongly agree (4) n (%)	Mean
Perceived Usefulness (PU)				
PU 1: Flashcard Practice	-	54 (69.2%)	24 (30.8%)	3.31
PU 2: Progress Tracking	2 (2.6%)	53 (67.9%)	23 (29.5%)	3.27
Perceived Ease of Use (PEOU)				

PEOU 1: Navigation Simplicity	1 (1.3%)	49 (62.8%)	28 (35.9%)	3.35
PEOU 2: Flashcard Management	1 (1.3%)	55 (70.5%)	22 (28.2%)	3.27
Attitude (ATU)				
ATU 1: Positive Disposition	6 (7.7%)	63 (80.8%)	9 (11.5%)	3.04
ATU 2: Overall Attitude	5 (6.4%)	59 (75.6%)	14 (17.9%)	3.10
Intention to Use (ITU)				
ITU 1: Regular Use Intention	2 (2.6%)	61 (78.2%)	15 (19.2%)	3.17
ITU 2: Recommendation to Peers	2 (2.6%)	62 (79.5%)	14 (17.9%)	3.15

With mean scores ranging from 3.04 to 3.35 on a four-point scale, the results indicated that students were generally satisfied with RemNote as a vocabulary learning aid. Regarding the first construct, Perceived Usefulness, 31% of students strongly agreed and 69% of students thought that RemNote's flashcard feature was a very useful interactive vocabulary practice tool. Students emphasized the value of this flashcard function in the following ways when answering the questionnaire's open-ended question.

"The flashcard feature was the main benefit because after we submitted the vocabulary we could practice." (Student AK)

"The flashcard really helped me to remember easily." (Student SN)

"With Remnote, I could note down vocabulary that I didn't understand, after that I could enter other words from that vocabulary and did exercises with flashcard." (Student WA)

Additionally, 69% of students agreed and 28% strongly agreed that RemNote was a useful tool for tracking their progress in learning vocabulary and evaluating their own ability. As one student's comment below shows, only 3% of students disagreed, demonstrating that the great majority found the tool useful for tracking their vocabulary development while also allowing them to assess their own competency.

"They had flashcard on one of their features that allowed students to test their new knowledge on English vocabulary." (Student ME)

According to the post-treatment questionnaire, 63% of students agreed and 36% strongly agreed that RemNote was simple to use for vocabulary learning, which was a very favorable response to the second construct, Perceived Ease of Use. Only 1% of students disagreed, indicating that RemNote was generally seen as a user-friendly program. Almost all students (99%) reported that its features were easy to use and accessible, enabling them to tailor their vocabulary learning experience to their own requirements and preferences. Students needed little time to become used to the application due to its simplicity. During the first week of implementation, there were no major issues.

The post-treatment questionnaire indicated that the second construct, Perceived Ease of Use (PEOU), regarding Remnote usage was highly favourable, with 63% of students agreeing and 36% strongly agreeing on the ease of using Remnote for vocabulary learning, which was uncomplicated. The fact that only 1% of students expressed disagreement indicates that, overall, the students regarded RemNote as a user-friendly tool. Ninety-nine percent of the students said that RemNote possessed straightforward and accessible features, enabling them to tailor their vocabulary learning experience to suit their specific requirements and preferences. Due to RemNote's user-friendliness, students required minimal time to acclimate to its use. During the initial week of its implementation, the students had no substantial challenges in utilizing it.

The installation process on their mobile devices was the main difficulty some students encountered because they had to remove previous files before downloading the program due to storage space constraints. Beyond this, students had no trouble using the flashcard tool, adding definitions, or entering vocabulary words. The following excerpt also reflected these same reasons.

"It was actually so simple yet effective because it had the flashcard game to make sure that we have remembered the vocabulary." (Student KH)

"Remnote has various features to make it easier for its users to record vocabulary." (Student FQ)

The positive results from the questionnaire were equally evident in the third construct, attitude toward usage. According to the results, 81% of students agreed and 11% strongly agreed that they were inspired to investigate and make the most of RemNote's flashcard feature for vocabulary development. Meanwhile, 76% of respondents agreed and 18% strongly agreed that they had a positive attitude toward

using RemNote’s flashcard feature for learning language. These results suggest that students were highly motivated and had a favorable attitude toward using RemNote to learn vocabulary. Students’ actual usage of the app, as recorded and shared in the class WhatsApp group, further demonstrated this.

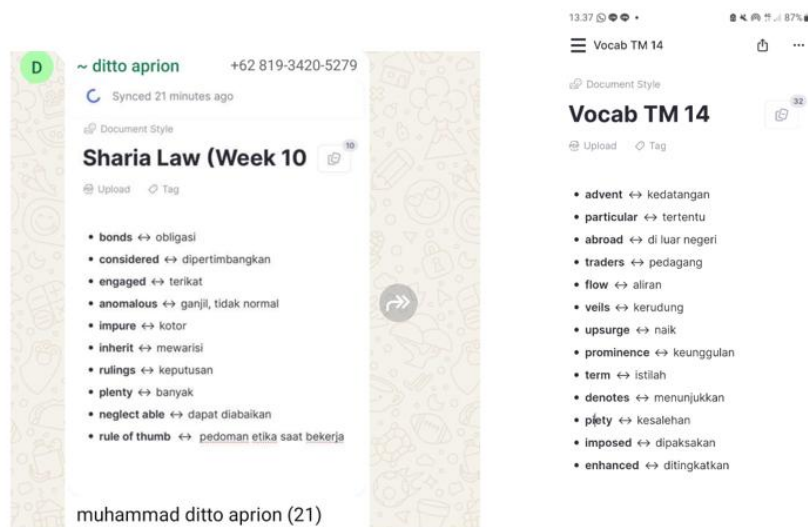


Figure 3. Vocabulary entries created by students using RemNote

### Discussion

The following chart illustrates the average vocabulary entries submitted by students across the four-week intervention

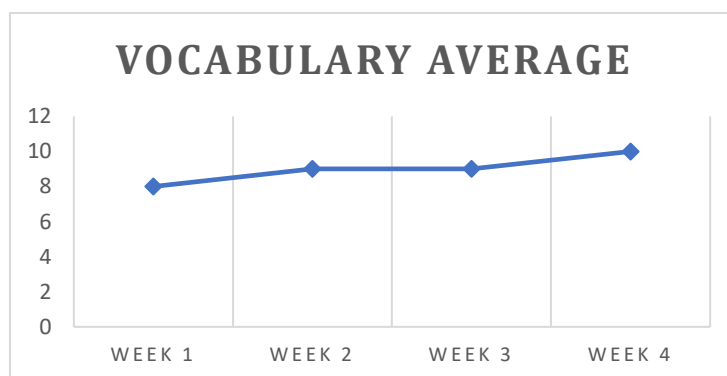


Figure 4. Mean Vocabulary Scores Derived from RemNote Usage

Figure 4 illustrates a modest upward trend in the number of vocabulary entries submitted by students across the four weeks. This trend suggests a gradual increase in engagement with the platform over time, as students consistently added more vocabulary items to their RemNote documents. It should be noted, however, that these figures reflect the quantity of entries submitted rather than evidence of vocabulary acquisition, as no formal pre- and post-vocabulary tests were administered in this study.

The majority of students indicated a good disposition to routinely engage with the flashcard feature, with 78% agreeing and 19% strongly agreeing, according to the survey results regarding their desire to continue using RemNote. RemNote’s potential as a “second brain” for learning new terminology was even mentioned by one student, demonstrating a profound respect for the platform’s possibilities. Similarly, 79% of respondents agreed and 18% strongly agreed that they would suggest RemNote as a vocabulary-learning tool to their classmates.

Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) both significantly influenced students’ attitudes toward using RemNote and their behavioural intentions to keep doing so when viewed through the lens of the Technology Acceptance Model (TAM) (Davis, 1989). Students’ positive attitudes toward the technology were reflected in the remarkably high levels of agreement across both dimensions, with PU receiving 69% agreement and 31% strong agreement and PEOU yielding 63% agreement and 36% strong agreement. This is consistent with TAM’s central tenet that perceived utility and ease of use are important factors that determine an individual’s likelihood to adopt and embrace a particular tool.

First, the results showed that most students thought RemNote's flashcard feature was useful for practicing and remembering words. The flashcards helped students remember, find, and practice new words, according to both quantitative statistics (69% agreeing and 31% strongly agreeing) and qualitative student input. This implied that students appreciated RemNote as an interesting study aid in addition to a vocabulary database. Such utility ratings are crucial from a TAM perspective (Davis, 1989) since they have a big impact on how customers accept technology. Studies on digital flashcard programs like Quizlet and Anki have shown comparable results, including improved retention and increased student satisfaction (Ho & Kawaguchi, 2021; Nikoopour & Kazemi, 2014).

Second, regarding PEOU, the results showed that students thought RemNote was an easy-to-use program. The platform's user-friendliness is demonstrated by the fact that 99% of students thought it was simple to use, which encouraged them to embrace the technology. Although a tiny percentage of students experienced setup issues, these were typically caused by outside variables rather than the platform itself, such as mobile storage constraints, and therefore had little to no impact on the user experience as a whole. According to TAM, students' perceptions of utility are influenced by ease of use, which in turn influences their intention to continue using the program, which is why this enhanced PEOU is crucial. These results are consistent with other studies showing that digital technologies that are easy to use and intuitive tend to be adopted more quickly in educational settings (Aulia & Marsasi, 2024; Padmawidjaja, 2023).

Additionally, students showed a good attitude and a great deal of enthusiasm for utilizing RemNote. According to the research, over 75% of students actively used the flashcard tool to aid in their vocabulary learning and were eager to learn more about it. Throughout the four-week intervention, students often shared images of their vocabulary lists in the class WhatsApp group, demonstrating both task compliance and sincere interest for the platform. This was supported by observable behavioural evidence. Students' self-reported motivation and their outward behaviours aligned, providing strong proof that RemNote was successful in maintaining long-term student engagement.

Even though it was small, the steady rise in vocabulary items shared over the course of the four weeks supported the idea that students were motivated and involved throughout the intervention. Even while the rise was gradual, the steady rising trend indicated that the tool's novelty did not quickly fade; a pattern frequently seen with digital tools in educational contexts. This was especially significant because language learning requires constant, repetitive practice, which makes maintaining motivation difficult.

Students' high eagerness to keep using RemNote and willingness to suggest it to peers (79% agreed, 18% strongly agreed) was another noteworthy finding. This peer endorsement demonstrated confidence in the tool's dependability and usefulness in actual learning situations in addition to personal happiness. RemNote was described by one student (NA) as a "second brain" for vocabulary development, highlighting a strong sense of ownership over their learning process and a close personal connection to the tool.

It is important to note that these results were obtained in a context-specific EFL setting, specifically in courses on Sharia Economics. Vocabulary development in these settings goes beyond normal English proficiency to include particular terms associated with Islamic banking and economics. Positive feedback from students indicates that RemNote's note-taking and flashcard features were appropriate for this domain-specific vocabulary, allowing students to effectively integrate discipline-related phrases into their study regimens. This emphasizes the importance of digital technologies that let students customize and modify content to meet their unique learning requirements. RemNote successfully promoted engagement with both general English and Sharia Economics-specific vocabulary, according to the flashcard feature that allows for self-testing and vocabulary tracking.

The results provide strong evidence that TAM can be used to predict students' acceptance of digital vocabulary tools. Students' intentions to keep using RemNote were clearly influenced by how they felt about the platform and how helpful and simple they thought it was. Furthermore, the findings align with current research on digital flashcards, which often emphasizes improved student autonomy, enhanced vocabulary memory, and increased motivation (Ashcroft et al., 2018; Hong & Du, 2021).

These findings have significant consequences for pedagogy. RemNote integration has the potential to increase student autonomy by enabling them to track their own development and assess their own vocabulary growth, according to several participants. Because of its simplicity, it doesn't require a lot of training, which makes it a useful and easily implementable tool in educational environments. RemNote may have an influence outside of formal education if involvement is sustained, as evidenced by the favorable attitudes and plans for continued use. This offers a significant chance to improve students' discipline-specific vocabulary in specialist programs like Sharia Economics while also fostering independent study habits that can aid in their wider academic and professional development.

#### 4. CONCLUSION

According to the study's findings, RemNote has the potential to increase students' engagement and perceived vocabulary learning gains. Even though teaching vocabulary is essential to language development, traditional teaching methods that are frequently employed in Indonesia often place students in the role of passive recipients, which restricts their ability to actively participate in the learning process. In response to these difficulties, this study examined how well RemNote, a digital platform that combines note-taking and flashcard features, supported vocabulary learning in an English for Specific Purposes (ESP) context, particularly in the field of Sharia Economics. The goal was to ascertain whether this tool could address the drawbacks of conventional vocabulary teaching techniques.

The findings showed that students thought RemNote was useful and simple to use, which strongly influenced their favourable views and intentions to keep using the program in line with the Technology Acceptance Model (TAM). Particular praise was given to the flashcard feature as a useful tool for reviewing, rehearsing, and remembering vocabulary terms. The assumption that RemNote promoted prolonged engagement with the learning content was further confirmed by behavioural evidence, such as students' regular sharing of vocabulary entries through their class WhatsApp groups. Although vocabulary improved gradually over the course of the four-week intervention period, students' interest in the tool did not quickly wane, indicating that its novelty value persisted throughout the trial.

The incorporation of RemNote has a number of significant pedagogical ramifications for classroom instruction. Its user-friendly interface makes it easy to use in educational contexts without requiring a lot of onboarding. By individually recording, organizing, and reviewing vocabulary, the platform's capabilities enable students to participate more actively in their own education. Additionally, RemNote exhibits flexibility in a variety of academic areas, allowing students to develop both domain-specific vocabulary within Sharia Economics and general English ability. This dual advantage demonstrates how digital technologies such as RemNote may bridge the gap between language acquisition and content knowledge, thereby improving the efficacy and delivery of English for Specific Purposes (ESP) training.

By demonstrating how students' opinions of digital vocabulary tools' utility and usability influence their propensity to adopt them in discipline-specific EFL learning contexts, this study expands the applicability of the Technology Acceptance Model (TAM). By emphasizing the relevance of vocabulary-centered input strategies in boosting student motivation, autonomy, and sustained vocabulary growth, it makes theoretical and practical contributions. Future research could build on these findings by comparing RemNote to other digital platforms, doing longer-term trials, or adding control groups to better understand its relative efficacy and wider application.

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