

**MAPPING FRAMEWORKS FOR WEB-BASED VOCABULARY
INSTRUCTION: A SCOPING REVIEW OF PEDAGOGICAL
DESIGNS AND THEORETICAL MODELS**

A THESIS

Submitted to English Language Teaching Department of Tarbiyah and Teacher Training
Faculty of Cyber Islamic University *Syekh Nurjati Cirebon* Partial Fulfilment of the
Requirement of Undergraduate Degree in English Education



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ABSTRACT

Ubaidillah Kamal Faseh. 1908103127. Mapping Frameworks for Web-based Vocabulary Instruction: A Scoping Review of Pedagogical Designs and Theoretical Models

Many researchers in education recognize that vocabulary is essential in foreign language learning. However, students often encounter vocabulary that is difficult to remember. This scoping review aimed to map the pedagogical design principles and theoretical models that underpin web-based vocabulary instruction. Drawing on an analysis of relevant literature, the study identified key pedagogical features such as gamification, mobile-assisted learning, collaborative approaches, contextual and culturally relevant design, multimedia integration, personalization, repetition, and critical thinking tasks. These elements were shown to enhance learner engagement, motivation, and vocabulary retention by leveraging the affordances of digital technologies. The review also revealed several theoretical frameworks supporting these practices, including Gamification Theory, Multimedia Learning Theory, Sociocultural Theory, Situated Learning Theory, Cognitive Load Theory, Self-Determination Theory, Dual Coding Theory, and Connectivism. These theories explain how web-based instruction can address cognitive, affective, and social dimensions of vocabulary learning. Overall, the findings suggest that thoughtfully designed web-based vocabulary instruction, grounded in robust theoretical frameworks, can transform traditional vocabulary learning into a more engaging, meaningful, and sustainable process. The study recommends further research on adapting these principles across diverse contexts and promoting teacher capacity to effectively integrate technology in vocabulary instruction.

Keywords: *web-based vocabulary instruction, pedagogical design, theoretical frameworks, scoping review*

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APPROVAL

**MAPPING FRAMEWORKS FOR WEB-BASED VOCABULARY
INSTRUCTION: A SCOPING REVIEW OF PEDAGOGICAL DESIGNS
AND THEORETICAL MODELS**

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing, and correcting the writing of Ubaidillah Kamal Faseh with register number 1908103127 entitled “**MAPPING FRAMEWORKS FOR WEB-BASED VOCABULARY INSTRUCTION: A SCOPING REVIEW OF PEDAGOGICAL DESIGNS AND THEORETICAL MODELS**”, we are of the opinion that his thesis can be offered to be presented to the English Language Teaching Department, *Tarbiyah* and Training Faculty, *Syekh Nurjati* State Cyber Islamic University Cirebon as a requirement of an undergraduate degree in English Education.

Wassalamualaikum warahmatullahi wabarakatuh

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Bismillahirrahmanirrahiim


I acknowledge that the thesis entitled “**MAPPING FRAMEWORKS FOR WEB-BASED VOCABULARY INSTRUCTION: A SCOPING REVIEW OF PEDAGOGICAL DESIGNS AND THEORETICAL MODELS**” is really my own writing with some quotations from books, journal articles, some theses, and internet resources by using an acceptable scientific method of writing.

Honestly speaking, I have written this statement based on the truth. I will be responsible for any risk that may occur in the future if it is proven that the ethics of scientific writing.

Cirebon, 10 October 2025

The Writer





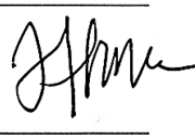

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RATIFICATION

The thesis which is entitled “**MAPPING FRAMEWORKS FOR WEB-BASED VOCABULARY INSTRUCTION: A SCOPING REVIEW OF PEDAGICAL DESIGNS AND THEORETICAL MODELS**” written by Ubaidillah Kamal Faseh, with registered number 1908103127, has been examined on October, 27th 2025. It has been accepted by the examiners as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* Cyber State Islamic University Cirebon.

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DEDICATION

All praise is due to Allah SWT, the Most Gracious and the Most Merciful, the Almighty Creator, who has given His guidance and grace in every step of my life. I also extend my salawat and salam to our Prophet Muhammad SAW, who brought guidance to all humankind. Through his teachings, I have come to experience wisdom and kindness in every aspect of life, including in the completion of this thesis.

From the depths of my heart, I dedicate this work as a symbol of love to my beloved parents, the very source of my life and strength without limits. In every stroke of ink upon these pages lies a reflection of your sacrifices and boundless love. My endless gratitude goes to you, for the love that surrounds me in both happiness and hardship, for the encouragement that lifts me when I fall, and for the prayers that light my path through darkness. Every word written is a humble offering, every sentence a reflection of gratitude unspoken, and every page a testament to my devotion to you, my everlasting source of light. May this work stand as a small token from the vast ocean of my love and respect, and may it bring you pride. May Allah grant you His blessings, protect you with happiness, and reward you in this life and the hereafter.

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MOTTO

Never give up, everything will be just fine.

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ACKNOWLEDGEMENT

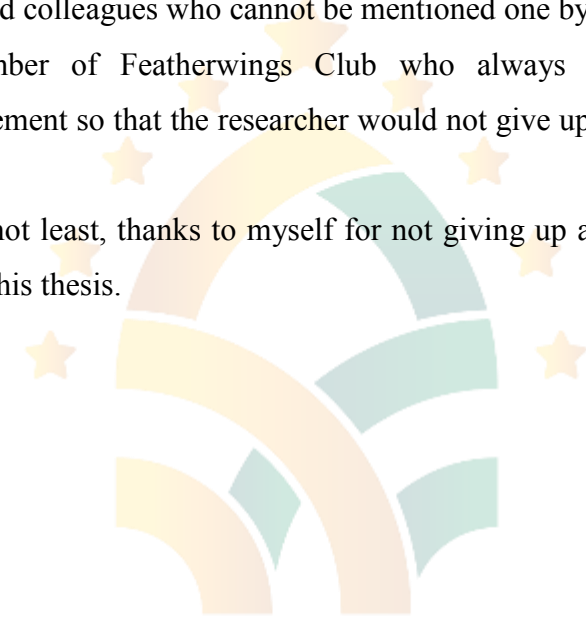
All praise be to Allah SWT, who always give the researcher blessings to finish this thesis. The primary invocation and safety always be given to the prophet Muhammad SAW, peace be upon him, his family, and followers up to the end of the world.

The title of this thesis is **“MAPPING FRAMEWORKS FOR WEB-BASED VOCABULARY INSTRUCTION: A SCOPING REVIEW OF PEDAGOGICAL DESIGNS AND THEORETICAL MODELS”** and is submitted to the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of UIN Siber Syekh Nurjati Cirebon as a partial fulfillment of the requirement for Undergraduate Degree in English Language Teaching Department.

In accomplishing this research, the researcher feels intended to all people for help, guidance, advised, and participated. He would like to express his sincerity and gratitude to:

1. Prof. Dr. H. Aan Jaelani, M.Ag as the Rector of UIN Siber Syekh Nurjati Cirebon.
2. Dr. H. Saifuddin, M.Ag as the Dean of *Tarbiyah* and Teacher Training Faculty of UIN Siber Syekh Nurjati Cirebon.
3. Dra. Hj. Amroh Umaemah, M.Pd as the Head of the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of UIN Siber Syekh Nurjati Cirebon.
4. Hendi Hidayat, M.Pd as the Secretary of the English Language Teaching Department of *Tarbiyah* and Teacher Training Faculty of UIN Siber Syekh Nurjati Cirebon.
5. Zakky Yavani, M.Pd as the first supervisor who gave a lot of suggestion, motivation, and advise during conducting this thesis.
6. Hendy Hidayat, M.Pd as the second supervisor who gave a lot of suggestion, motivation, and advise during conducting this thesis.

7. All the employers of the English Language Teaching Department of Tarbiyah and Teacher Training Faculty of UIN Siber Syekh Nurjati Cirebon who help the researcher in administrator affairs.
8. The researcher father (Rudin) and mother (Suyi) for their great love, prayer, support, and many things that cannot be mentioned.
9. All members of the 2019 TBI-C class for their togetherness, support, and beautiful memories that have been created, as well as to the author's close friends and colleagues who cannot be mentioned one by one.
10. The member of Featherwings Club who always gave support and encouragement so that the researcher would not give up in working on this thesis.
11. Last but not least, thanks to myself for not giving up and keep struggling to finish this thesis.



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PREFACE

Bismillahirrohmanirrohim

In the name of Allah, the most Gracious, the most merciful. All praises and thankfulness to God because all his permission and blessing, the writer has able to finish this thesis and also the invocation and safety always been given to the prophet Muhammad SAW (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

The thesis entitled “**MAPPING FRAMEWORKS FOR WEB-BASED VOCABULARY INSTRUCTION: A SCOPING REVIEW OF PEDAGOGICAL DESIGNS AND THEORETICAL MODELS**” is presented to the English Language Teaching Department of the Faculty of *Tarbiyah* and Teacher Training Syekh Nurjati Cyber State Islamic University Cirebon in partial fulfillment of the requirements for undergraduate degree.

The researcher realizes that this research is far from perfect. All mistakes and errors in this paper will be my responsibility and every suggestion or idea of any kind to make it perfect will be gladly welcome. Finally, the researcher expects this research would give some contributions to the English Language Teaching Department, School, teachers, students, future researchers, and all readers in general.

Cirebon, 10 October 2025

The Researcher

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LIST OF APPENDICES

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Appendix 3 Serat Keputusan Pembimbing Skripsi

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