



Students' Perceptions Regarding the Use of Mobile Game for Self-Directed Vocabulary Learning

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ABSTRACT

Purpose – This study aimed to investigate students' perceptions of using Mobile Legends as a medium for self-directed vocabulary learning.

Methodology – This study employed a qualitative case study design. Data were collected through semi-structured interviews and Focus Group Discussions (FGD) involving ten 11th-grade high school students, consisting of five students from a public school and five from a private school. The data were analyzed using Miles et al.'s (2021) three-step process: data condensation, data display, and drawing and verifying conclusions.

Findings – Five aspects contributed to students' perceptions: mind-independence, transparency, phenomenological observation, effectiveness, and flexibility. Most students perceived mobile games as useful for self-directed vocabulary learning and believed that vocabulary could be learned while playing Mobile Legends. They also considered its features helpful for vocabulary learning and viewed mobile game-based learning as flexible. However, most students perceived it as less effective for vocabulary learning.

Novelty – This study offers qualitative insight into students' perceptions of Mobile Legends as a medium for self-directed vocabulary learning, particularly by involving students from both public and private schools.

Significance – The findings suggest that mobile games can serve as flexible supplementary media for vocabulary learning, although their effectiveness should be further considered.

Keywords: Case study; Mobile game; Self-directed learning; Students' perception

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1. Introduction

The phenomenon of technological development in 21st century is very fast. There are a lot of things that are affected by technological development, like health sector, entertainment and education. Education has important role in human life, because with the education you can realize your true potential and sharpen critical skills. Langoday et al. (2024), stated presently, secondary educational institutions in Indonesia are confronted with the task of integrating technology in a manner that adequately equips students to meet the challenges of the twenty-first century.

Technology is expected to be able to maintain and improve the quality of education. Alharbi (2021) stated that education has a very important role in creating intelligent human resources that focus on intellectual, emotional, and spiritual aspects. In senior high school context, students now can learn something new from technology like smartphone. Yousaf et al. (2023) stated that mobile phones have created a great impact on students' learning progress. When learning English language, the technological development gives a lot of alternative ways to the students to learn vocabulary like watching video and playing mobile games.

Today, the technological development including mobile games can be used for learning English language. The advantages of the video game are that students feel comfortable and can explore the ideas and thoughts from the Students brain. Yu (2023) investigated that the interactivity game is significantly more effective in facilitating English vocabulary. Games can provide students with rich animations, pictures, virtual settings, audios, videos, which can help them learn more effectively.

The development of mobile games can make the students get addicted to play mobile games over and over again. But, this will help the students accidentally learn a new vocabulary because of play it repeatedly. Foen et al. (2020) explored that students learn a words by encountering them many times in the game. Using games can also be a new way to help students get a better English proficiency. AlNatour & Hijazi (2018) studied that to facilitate the learning process, it is believed that using games to teach English vocabulary can be seen as a new way to improve students' English proficiency. Vocabulary is very important in learning English, students should have enough vocabulary to make them easier and successful in the process of English language learning. Self-directed learning can be a strategy for learning using mobile games because it is more flexible and adaptable rather than other learning strategies.

Self-directed learning defined as the process wherein students take the initiative, with or without others' support, self-directed learning also need students to set their goals all by themselves. Darji (2023); Morris (2019) stated that self-directed learning is a learning strategy in which the learners emphasized the responsibility to manage their learning objectives to achieve their personal goals. Through this strategy, the students will develop their skills easier because it is everything are set by themselves. The study was conducted by Toh and Kirschner (2020) investigated that video games are well-suited for developing self-directed (incidental) learning in players and for the extension, students in an informal context because of their specific features, including a safe space for learners to experiment and fail without consequences and the autonomy that video games provide. Students need to decide their own objective when they doing this learning strategy.

Several studies have discussed the development of mobile games associated with English vocabulary learning. Based on Alharbi (2021) from Saudi Arabia discovered that students who used an app called Busuu have the result that the Busuu app can increase the vocabulary of EFL learners which can make them more independent and provide them access

to beneficial resources that let them learn the language at their convenience and discretion. Also there are a few studies from other countries, like the example is the research from Malaysia by Hasram et al., (2023), revealed that year 5 students had positive experience in utilising Words Of Wonders (WOW) game as a vocabulary learning tool. They described several positive gains which included being able to experience fun learning, personalized learning, attractive functions and features, and enjoyable positive reinforcement. Jaca et al. (2023) from Philippines discovered that the mobile word game 4 Pics 1 Word helped improve the learning experience among students, especially in learning English vocabulary.

Based on the researcher's experience during his teaching practicum in a senior high school, most of the students were getting sleepy during a regular learning method in learning hours. However, during class breaks and after playing mobile games, students seemed more enthusiastic in learning English by actively asking the teacher the meaning of English words they found while playing mobile games, and some looked up the meaning of the word using a translator. Moreover, the vocabulary that students recently found in the mobile games sometimes could be misused by the students at school. This study aims to explore more students' perception in their experience regarding the use of mobile game which can be one of the English language learning media for vocabulary expansion among students.

2. Methods

This research categorized into qualitative research using case study method. Creswell and Poth (2018) explored that a case study is a methodological research approach used to generate an in-depth understanding of a contemporary issue or phenomenon in a bounded system. Case study research requires in-depth investigation conducted into an individual, group, or event to gain an understanding of a real-life phenomenon. It is often used in the social sciences and humanities to explore complex issues and to provide insights into specific phenomena or situations. In this research was conducted in 2 senior high schools, one public and private school in Indonesia. This research was included participants from senior high school grade 11 from each school. To get the accurate data, the researcher will take 5 students consisting of 4 males and 1 female students from each school who played online mobile games, specifically Mobile Legends. The total from all of this research participants was 10 students in grade 11. The participants age range from 16-17 years old. In this research, two data collecting techniques was used. Focus group discussion and semi-structured interviews are the methods used in this study to collect data. The data in this research was analyzed using a three step analysis model by Miles et al. (2021) which has three concurrent flows of analysis activity, including data condensation, data display and drawing conclusion or verifying.

Ensuring trustworthiness is crucial in establishing the credibility and reliability of qualitative findings. According to Creswell and Creswell (2023) this includes elements such as credibility, transferability, dependability, and confirmability. To increase the credibility, Researcher ensure that data interpretation aligns with the data obtained from participants. To increase the transferability of research data, the researcher will clearly articulate the sampling process and criteria to justify the potential transferability of the finding. To increase the dependability of research data, the researcher will thoroughly document each step of the research process, which helps ensure transparency of research data. Each step for collecting the data was getting documentation from the researcher's book. To increase the confirmability, the researcher will use member checking. This allows participants to review and confirm the accuracy of the findings to enhance confirmability.

3. Results and Discussion

3.1. Results

The data gained was followed the framework theory by Fish (2021) on the representational theory that having 5 factors which were mind-independent, transparency, phenomenological observation, effectiveness, and flexibility. Mind-independent has represented that someone who has the self-perception about objects that they see. Transparency are someone more aware of visual experience that represent to be properties of presented object and how the object affect their visual experience. Phenomenological observation is when someone introspect their visual experiences, all of what someone find is the features of the objects that they are see. Effectiveness are perception from someone visual experience that represent of the effectiveness from the object that they see. And flexibility is the visual experience of someone which represent the flexibility of some object. These were categorization and conclusion of semi-structured interview and focus group discussion that was showed in the table below.

Table 1 presents the categorization of semi-structured interview data based on five factors of Fish's (2021) representational theory.

Table 1 - Data Categorization of Semi-Structured Interview based on Miles et al. (2021)

Fish theory (2021)	Keywords	Categorization	Theming/ subabitation
Mind-independent	Helping find new vocabulary Dissatisfaction learning with Mobile Games	Finding vocabulary (Helping find new vocabulary, Dissatisfaction learning with Mobile Games)	Finding vocabulary
Transparency	Authenticity self-learning Not authenticity self-learning Helping the task Not helping the task	Authenticity factor (Authenticity self-learning, Not authenticity self-learning, Helping the task, Not helping the task)	Authenticity factor
Phenomenological observation	Quick chat feature can help pronunciation practice	Role of the feature (Quick chat feature can help pronunciation practice)	Role of the feature
Effectiveness	Effective Not effective Not misused word Misused word	Effectiveness for learning English (Effective, Not Effective, Not misused word, Misused word)	Effectiveness for learning English
Flexibility	Personalization self-learning Not personalization self-learning	Flexibility of learning English (Personalization self-learning, Not personalization self-learning)	Flexibility of learning English

Table 2 summarizes the main conclusions derived from the semi-structured interviews regarding students' perceptions of Mobile Legends for self-directed vocabulary learning.

Table 2 - Conclusion of Semi-Structured Interview

No	Conclusion
1.	Most of students are agree that using Mobile Legends can help self-directed vocabulary learning while the other are dissatisfied using Mobile Legends for self-directed vocabulary learning.
2.	Most of students think that Mobile Legends can be used for learning while playing while one student think that it cannot be and can distract someone learning.
3.	Half of the students think that Mobile Legends can help their English task while the other half is think Mobile Legends cannot help their task.
4.	All of the students are agree that feature in Mobile Legends can help their pronunciation practice with quick chat feature are the most helping feature.
5.	Most of students are agree that learning using Mobile Legends are not effective while the other is think that it is effective.
6.	Most of students using the vocabulary that they found in Mobile Legends is in the right way while the other was misused it.
7.	Most of students think that using Mobile Legends for learning is very flexible but one of them it must know the place while playing it.

Table 3 presents the categorization of FGD data based on five factors of Fish's (2021) representational theory.

Table 3 - Data Categorization of FGD based on Miles et al. (2021)

Fish theory (2021)	Keywords	Categorization	Theming/ subabitation
Mind-independent	Helping find new vocabulary Dissatisfaction learning with Mobile Games	Finding vocabulary (Helping find new vocabulary, Dissatisfaction learning with Mobile Games)	Finding vocabulary
Transparency	Authenticity self-learning	Authenticity factor (Authenticity self-learning)	Authenticity factor
Phenomenological observation	Features in Mobile Legends can help the pronunciation practice	Role of the feature (Features in Mobile Legends can help the pronunciation practice)	Role of the feature
Effectiveness	Using Mobile Legends for learning are effective Using Mobile Legends for learning are not effective	Effectiveness for learning (Using Mobile Legends for learning are effective, Using Mobile Legends for learning are not effective)	Effectiveness for learning English
Flexibility	Personalization self-learning Not personalization self-learning	Flexibility of learning English (Personalization self-learning, Not personalization self-learning)	Flexibility of learning English

Table 4 summarizes the main conclusions from the FGD regarding students' perceptions of Mobile Legends for self-directed vocabulary learning.

Table 4 - Conclusion of the Focus Group Discussion

No	Conclusion
1.	Students think that using Mobile Legends can increase vocabulary.
2.	Mobile Legends can be used to learning when playing it.
3.	Features in Mobile Legends are lot of English vocabulary and also can help the pronunciation practice.
4.	Some students think that learning using Mobile Legends is effective and the other think that it is not effective.
5.	Learning using Mobile Legends is very flexible that can be used anywhere and anytime but also must know where you play at.

Tables 1 and 3 present the results of the data condensation process following the procedures proposed by Miles et al. (2021) and guided by Fish (2021) representational theory framework. The analysis focused on five factors, from which key words and phrases were identified, categorized, and organized into themes and subthemes. Table 2 summarizes the findings from the semi-structured interviews and presents the overall conclusions drawn from the participants' responses. Similarly, Table 4 presents the results of the Focus Group Discussions (FGDs). Although the FGD protocol contained fewer questions than the semi-structured interviews, it still addressed all five factors of representational theory. The FGD data were also coded, categorized, and organized into themes and subthemes. While the findings from the FGDs were less extensive than those obtained from the interviews, they nevertheless represented all five factors of the theoretical framework.

Therefore, the data obtained from semi-structured interview and focus group discussion can strengthen each other to provide a more in-depth of the activity of students that using Mobile Legends for self-directed vocabulary learning. The results of the semi-structured interview and focus group discussion will be discussed further below, as follows.

3.1.1. Mind-Independent

3.1.1.1 Finding vocabulary

The result has showed that 8 students was agree that Mobile Legends can help for self-directed learning. Finding vocabulary factor affecting the students' perceptions regarding the use of mobile game for self-directed vocabulary learning. Rachman et al. (2023) studied that online mobile game Mobile Legends online application as an education game digital media is a fun way in learning vocabulary to stimulate the students to build vocabulary knowledge. Moreover, most of students agreed that Mobile Legends can help find new vocabulary, and can increase English knowledge. Mobile Legends can help the Students because when they play they often hear the English language and types of English language. For example, S1 and S2 said that:

"I think Mobile Legends helps me find some unfamiliar vocabulary." (Interview-S1-VLA-1, S2 MS-2)

S6 and S10 said:

"I think I can learn from Mobile Legends, because Mobile Legends are freeing players to play, interact, communicate so can add new vocabulary someone while playing." (Interview-S6-MT-1, S10-L-1)

S2 added:

"I agree that Mobile Legends can help self-learning because there are some unfamiliar vocabulary that I only hear specifically from the voice lines in Heroes Game Player that improve my English." (FGD-S2-MS-1)

S7 said:

"Agree because in Mobile Legends gameplay I can learn English vocabulary." (FGD-S7-MR-1)

3.1.1.2 Dissatisfaction learning with mobile game

There was also an opposite perception about finding the vocabulary. 2 students were dissatisfied with learning using Mobile Legends. They think that Mobile Legends were just for playing, not for learning. The display of the data that collected from S8 has shown that:

"I think no, because average that playing this game is not for learning language, although in this game have English vocabulary it is not affected player, because they who not know anything and just want to play only, and also there maybe also someone who playing and also notice new vocabulary." (Interview-S8-A-1)

S3 added:

"50 to 50 because in Mobile Legends it is just entertainment facilities not education, maybe it can but a little bit." (FGD-S3-CBPV)

3.1.2. Transparency

3.1.2.1 Authenticity self-learning

This factor affecting the students' perceptions regarding the use of mobile game for self-directed vocabulary learning. Lai and Zheng (2018) has stated that authenticity is where learners used mobile devices to engage in authentic learning experience. For instance, 9 Students though that using Mobile Legends were learned while play Mobile Legends. For example, S1, S2, S9, S10 said:

"Playing Mobile Legends can help to add new vocabulary and I can play while learn a new vocabulary." (Interview-S1-VLA-3, S2-MS-3, S9-KA-3, S10-L-3)

S8 said:

"Mobile Legends games help me learn while playing so that I am comfortable doing self learning, unlike monotonous learning at school." (Interview-S8-A-3)

S4 added:

"Agree, because I can play while learning." (FGD-S4-AF-2)

3.1.2.2 Not authenticity self-learning

There was also different perception that think playing Mobile Legends can distract someone learning. 1 student think that using Mobile Legends can get distracted when learn vocabulary. The data collected from S6 has shown that:

"Playing Mobile Legends does not always support independent learning as I often feel distracted to play more than study." (Interview-S6-MT-3)

3.1.2.3 Helping the task

Students also asked that if Mobile Legends was helping their task in the school. Lai and Zheng (2018) also stated that authenticity is where learners used mobile devices to engage in authentic learning experience. 5 students thought that using Mobile Legends can help self-directed learning. The data collected from semi-structured interview from S1, S2, S4, and S5 has shown that:

"I think Mobile Legends can sometimes help with self-study, because there are some vocabulary that I don't understand and I know from Mobile Legends." (Interview-S1-VLA-4, S2-MS-4, S4-AF-4 S5-BK-4)

Also S10 added:

"The Mobile Legends game can help me learn independently because there are many English vocabularies in this game." (Interview-S10-L-4)

3.1.2.4 Not helping the task

There was also have opposite perception which students' though that Mobile Legends cannot help the task, 5 Students also thought about it, the data collected from semi-structured interview from S3 and S4 said that:

"Mobile Legends games do not always help with English assignments at school because there is not always vocabulary that matches the assignment given by the teacher." (Interview-S3-CBPV-4, S7-MR-4)

S8 said:

"Mobile Legend games do not help me with my schoolwork because I don't think to use them and there are apps on my phone that are more effective than games to help me with my schoolwork." (Interview-S8-A-4)

3.1.3. Phenomenological Observation

3.1.3.1 Role of the feature

Feature in Mobile Legends also affecting their learning. All of students said that features in Mobile Legends was helped them to learn new vocabulary. This finding was in line with Hasram et al. (2023) which shown positive gains which included being able to experience fun learning, personalized learning, attractive functions and features, and enjoyable positive reinforcement. Students also thought the feature was helped them in pronunciation practice, also they all agree that the most appropriate feature for self-learning is quick chat. All of the students said:

"The most used feature that helps students improve their English while playing Mobile Legend is Quick chat." (Interview-All Students-5)

S1, S2, S7, and S8 also said:

"The Quick chat feature has a voice message that can play English pronunciation and meaning in Indonesian, so I can practice directly to improve my pronunciation." (S1-VLA-6, S2-MS-6, S7-MR-6, S8-A-6)

S3, S4, and S5 added:

"Quick chat feature can show English pronunciation sound while playing a game, so I can play and practice my pronunciation." (Interview-S3-CBPV-6, S4-AF-6, S5-BK-6)

S1 added:

"Agree, I think effective because can increase vocabulary when playing the game, in every role hero also have a meaning that can increase vocabulary, and for the effectiveness I think that was very effective." (FGD-S1-VLA-3)

S10 added:

"I think it can increase English vocabulary because there are English sound feature so we get easier to pronounce English vocabulary, but less effective because playing Mobile Legends are just using the vocabulary and not too learn the English." (FGD-S10-L-3)

3.1.4. Effectiveness

3.1.4.1 Using Mobile Legends for learning are effective

This result has showed that students who thought learning using Mobile Legends is effective. The effectiveness factor affecting the students' perceptions regarding the use of mobile game for self-directed vocabulary learning. 3 students thought that learning using Mobile Legends is effective. Fish (2021) has stated that effectiveness are perception from someone visual experience that represent of the effectiveness from the object that they see. Students think that using Mobile Legends were effective. For example, S5 said:

"Mobile Legend is effective in helping me learn English independently and increase my vocabulary while playing." (Interview-S5-BK-7)

S4 added:

"I think it can, because in Mobile Legends there are lot of English vocabulary, and also it was effective because can increase the sight in language." (FGD-S4-AF-4)

3.1.4.2 Using Mobile Legends for learning are not effective

There were also opposite opinion who think that using Mobile Legends are not effective. 7 Students think that learning using Mobile Legends are not clear. For example, the data collected from S1 has shown that:

"I don't think Mobile Legends games are very effective in helping me learn because the English vocabulary I get while playing is random and sometimes not clear enough for me to understand the meaning." (Interview-S1-VLA-7)

S10 added:

"I think it can increase English vocabulary because there are English sound feature so we get easier to pronounce English vocabulary, but less effective because playing Mobile Legends are just using the vocabulary and not too learn the English." (FGD-S10-L-4)

3.1.4.3 Did not misuse the word

Students also asked if there was any misused word that they unconsciously use it. This finding is same as researcher experience while teaching practicum. 6 Students using vocabulary that they found in Mobile Legends in the right way. And the result from the semi-structured interview from S1 has shown that:

"Yes, the word is gather and usually I use it for choosing gathering place." (Interview-S1-VLA-8)

S5 S6, S10 added:

"Yes, the vocabulary is enemy missing if there are of my friend suddenly disappear." (Interview-S5-BK-8, S6-MT-8, S10-L-8)

3.1.4.4 Misuse the word

There was a student that had a different answer and had a mistake of using it. 4 Students was misusing the word that they found. The data was collected by semi-structured interview with S2 and S4 has shown that:

"Yes, the word is wellplayed that I usually use if there was a friend that made a mistake." (Interview-S2-MS-8, S4-AF-8)

S9 said:

"Yes, the word is ultimate that I use if I see someone getting angry." (Interview-S9-KA-9)

3.1.5.Flexibility

3.1.5.1 Personalization self-learning

Flexibility factor affecting the students' perceptions regarding the use of mobile game for self-directed vocabulary learning. Lai and Zheng (2018) stated that personalization was where learners used mobile devices to engage in and assist autonomous, customized learning anytime and anywhere. Most of students thought that learn using Mobile Legends is flexible. For example, S1, S2, S4, S8, S9 and S10 said:

"Mobile Legends games are very flexible to play anywhere and also during my free time, it keeps me learning independently." (Interview-S1-VLA-9, S2-MS-9, S4-AF-9, S8-A-9 S9-KA-9, S10-L-9)

S7 said:

"Very flexible, when In my home or while hang out I also can play while learning using Mobile legends." (S7-MR-9)

S2 added:

"Good, because Mobile Legend Game is flexible to learn and play anywhere and anytime with my friends." (FGD-S2-MS-5)

S6 added

"I agree, because Mobile Legend Game suitable to learn and play anywhere and anytime." (FGD-S6-MT-5)

3.1.5.2 Not personalization self-learning

There was one of the students stated that using Mobile legends are not too flexible because must know the place. He thought that learning using Mobile Legends were must know the where the time and place to make it effective learning. The data gained with CBPV shown that:

"Not very flexible, because playing Mobile Legends also has to recognize the place and time, for example, you can't play it during school hours." (Interview-S3-CBPV-9)

CBPV added:

"Not too agree, playing Mobile Legends also must know where to play it, such as we can't play it in school hours." (FGD-S3-CBPV-5)

3.2. Discussion

As had been presented on findings, the result in semi-structured and focus group discussion showcased that the participants had positive and negative perception toward the use of mobile game in self-directed vocabulary learning. First, in mind-independent which belonged to finding vocabulary and dissatisfaction of using Mobile game with most of students think that in finding vocabulary, Mobile Legends can help to find new vocabulary which was in line with Aulia et al. (2024); Kamal et al. (2022); Rowa (2022). While other students were dissatisfied with Mobile Legends and thought that Mobile Legends cannot help self-learning that was in line with Fakhruddin and Lukita (2023); Yu (2023). And most of them thought that Mobile Legends can help finding new vocabulary.

Second is transparency which was belong to authenticity that have more positive answer than negative answer. Most of Students thought that Mobile Legends is helped the authenticity factor which can learned it while playing which was in line with Aprilani and Suryaman (2021). But there was also student who thought Mobile Legends did not helping the authenticity factor and think that Mobile Legends can distracted someone learning which was in line with Yu (2023). The researcher also found that students have the same amount of who think that Mobile Legends can help the task and cannot. Some of them think that vocabularies in Mobile Legends cannot help them in their task which was in line with Zhang and Hasim (2023), while the rest of them think that it can help it which that in line with Kamal et al. (2022); Pravitasari and Paripurna (2024). In this section, students have a same amount who think that using mobile game can help their task or not.

Third, Students also think that phenomenological observation which was belong to role of the feature in Mobile Legends can help them in pronunciation practice which was in line with Hasram et al. (2023). In this part all of the students are have the same answer that the features in Mobile Legends can help increase vocabulary. This was also was in line with Simonnet et al. (2025) who investigated that quick chat are the most appropriate feature in Mobile Legends to learn new vocabulary. In this section, all of students were agreed that feature in Mobile Legends can help them in self-directed vocabulary learning.

Forth, students also expressed their thought toward the effectiveness factor. Most of students think that using Mobile Legends for self-learn is not too effective that was in line with Foen et al. (2020). While some of them think that using Mobile Legends is effective like Jaca et al. (2023) stated. There was also students that did not misusing the vocabulary that they found in Mobile Legends like Octaberlina and Rofiki (2021) stated. However, there are some students who is misusing words that they found which was in line with ÇELİK and YAVUZ (2018). In this section, most of Students was not misusing the vocabularies that they found from mobile game. And last, most of students think that learning using Mobile Legends are very flexible that they can do it anywhere and anytime which was in line with Hasram et al. (2023). There was also perception of student who thought that playing while learn using Mobile Legends must know where the place and time is, He also thought that playing Mobile Legends cannot be used while in the school which Rizky et al. (2022) stated. In this part, one of them think that it must know where the place and what time is.

The findings also demonstrated that students' mind-independent, transparency, phenomenological observation, effectiveness and flexibility are affecting their perception that came from their experience. According to the analysis of data collected, the researcher discovered that the use of mobile game for self-directed vocabulary learning was actually beneficial but most of students think that it is not too effective. Students agreed to the use of mobile game for self-directed vocabulary learning and the reasons for their positive and negative perception were varied based on what they felt, thought, according to their experience. Specifically, based on students' experiences when using mobile game for self-directed vocabulary learning, they thought that the use of mobile game for self-directed

learning can increase their vocabulary with the features and have quick chat feature that they hear often while they were played which help them in pronunciation practice. And most of the students did not misuse the vocabularies that they found in Mobile Legends. Whenever or wherever they want to learn from it, they can do it because using mobile game for self-directed vocabulary learning is very flexible which is they can use it anywhere and anytime. Although, still if talked about the effectiveness students thought that using mobile game for self-directed learning was not too effective, because it was more playing than learning.

4. Conclusions and Suggestion

4.1. Conclusions

This research aims to obtain students' perceptions regarding the use of mobile game for self-directed vocabulary learning. The research findings explored that most of students thought and had an experienced that they can learn new English vocabulary. More beneficially, students thought that learning using mobile game is flexible with quick-chat feature that they often hear in the game and they also can learn new English vocabulary while playing it. However, they also thought that using mobile game for self-directed vocabulary learning was not too effective but most of them was used the word that they found in Mobile Legends in correct way.

Regarding the result of this research that was based on the result of data analysis and interpretation of the data gained from semi-structured interview and focus group discussion, it indicated that students showed their thought about 5 factors in this study. There were several benefits that students felt when used mobile game for self-directed vocabulary learning such as, helped them to know more English vocabulary, the feature that they hear repetitive that can make students practice their pronunciation the vocabulary, most of the students used the vocabularies that they found in Mobile Legends in correct way. It was also very flexible which can use anywhere and anytime. Although, behind the benefits obtained by students when playing Mobile Legends game, it turns out that in process of self-learning, using mobile games is not always effective because many players are more focused on gameplay, not just vocabulary.

4.2. Suggestion

For students, it is hoped that students will also try to more aware when they play mobile game. Hence, it become that they just do not only play mobile game, they also learn any factor in mobile game like vocabulary. Even though they think mobile game are just for playing not just learning. For teacher, considering the students as a target language, which is English, it is recommended that teachers make better decisions when applying see the students playing mobile game. Teachers should focus on developing students' skills in English, so that they will be able to learn new vocabulary from mobile game and did not make students misused the words that they found. For future researcher, As research recommendation, future researchers can examine the use of other mobile games that can be more effective as a means of learning English vocabulary. In addition, future researchers can also expand their research by exploring more deeply related student learning strategies.

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Conflict of Interest

The authors declare no conflicts of interest.

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