

**STUDENTS' PERCEPTIONS REGARDING THE USE OF MOBILE  
GAME FOR SELF-DIRECTED VOCABULARY LEARNING**

**A Thesis**

Submitted as Partial Fulfilment of the Requirements  
for Getting *Sarjana Pendidikan* of English Language Education Study Program



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**2024**

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should

Rangkasbitung, 23<sup>rd</sup> December 2024



The Writer,

Mohamad Takdir Ramadhan

**MOTTO**

*Everyone has a different version of you in their mind"*

## **DEDICATION**

Gratefully and thankfully, I dedicate this thesis to:

- 1) My eternal love, ALLAH SWT, who gives me the breath of life till today and always protects me with all this Greatness.
- 2) My beloved parents; my father (H. Yanto Supriyanto, S.Sos), and my mother (Yulianingsih), thanks for your advice, love, prayer, support, and always encourages me in finishing my study.
- 3) My supervisor, Ms. Hikmah Pravitasari, M.Pd and Mrs. Nurul Afiyattena, M.Pd, who give me support, input, and advice and help me in finishing this thesis. Thank you very much Ma'am.
- 4) My friends, Rizky Andriansyah, M. Dendi Alfarez, S.Kom, and Septyan Aryadwisa Apriyadi. Thanks for helping and keeping my mental stable.

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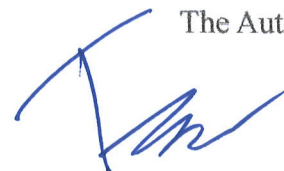
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The author has endeavored to as much as possible in completing this research, but the author is aware that there are many mistakes and grammar in this research, then the author welcomes any suggestion and criticism from readers to make this research perfectly.

The author hopes the contents of this paper would be useful in enriching the repertoire of knowledge.

Rangkasbitung, 23<sup>rd</sup> December 2024

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Mohamad Takdir Ramadhan

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## **LIST OF KEY TERMS AND ABBREVIATIONS**

SDL	: Self-Directed Learning
MOBA	: Multiple Player Battle Arena
MPL	: Mobile Legends Professional League
WOW	: Words of Wonder
FGD	: Focus Group Discussion
EFL	: English as a Foreign Language

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## **ABSTRACT**

This study aimed to get students' perception of using Mobile Games as media for self-directed vocabulary learning. This study applied qualitative research methods specifically case study design. Data were obtained from semi-structured interviews and Focus Group Discussion (FGD). The data were analyzed using three-step analysis process by Miles, Huberman & Saldana (2014) which included data condensation, data display and drawing conclusion or verifying data. The participants of this study were 11<sup>th</sup> grade high school students, consisting of five students from a public school and five students from a private school. The aspects that contributed to students' perceptions regarding the use of mobile games for self-directed vocabulary learning were: Mind-Independent, Transparency, Phenomenological observation, effectiveness, and flexibility. Based on the findings of this study, most students thought that mobile games could be used for self-directed vocabulary learning. Most of the students also thought that Mobile games could be used while playing it. The feature in Mobile Legends can help students in vocabulary learning. Moreover, the students also thought that learning using Mobile games is very flexible. However, the result also indicated some students thought that learning using Mobile games was not effective. From the result above, it can be concluded that students can learn vocabularies while play mobile games, although it was not effective.

*Keywords: Students' Perception, Mobile Games, Case Study, Self-Directed Learning.*

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

The phenomenon of technological development in 21<sup>st</sup> 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. There are several levels of education in Indonesia, starting from elementary school, junior high school, senior high school and university. The rapid growth of technology has transformed traditional learning methods, enabling online education and remote learning. Furthermore, education equips individuals with essential skills, knowledge, and values necessary for personal and professional growth. Ultimately, investing in education fosters innovation, economic development, and social progress.

Nowadays, the technological based learning is already in use at levels of senior high school in Indonesia. Maharani & Putra (2023), 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. Likewise, Rabani et al. (2023) investigated technology has become increasingly important in education, including in Indonesia. The implementation of technology in education is expected to improve the quality of education and help reduce the gap in education access across regions. This means the technological development can increase the quality of

education. Technology is expected to be able to maintain and improve the quality of education. Fitriani (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. Hassan & Yousaf (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. When playing mobile games, there are a lot of case that students accidentally learn a new English vocabulary from mobile games. Students can find a new word and translate the word that they found using technological development.

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. Zhonggen (2018) 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. A lot of feature in mobile games today is written in English language, making the students need to learn English when they want to understand the meaning of the features that they found. But, they will do it because they like it, and this will make language learning easier. Adha (2022) discovered that online mobile game are a simple way to increase vocabulary and are currently very popular. In addition, online mobile games are loved by many

people, with students being the most online mobile game user. Students get addicted to online mobile games that can be played anywhere and anytime. They also can play the game when they are in school or in the class. The effect of mobile games can help the students learn and enrich their English vocabulary. Lotfi (2020) discovered that mobile games are mainly designed to educate and scaffold students using smart phone capabilities. This mean that mobile games can be used to educate the students.

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. Toma et al. (2017) 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. Kobis et al. (2020) stated that the language learning activities employing technology devices are more successful for language learners than traditional learning activities that only allow teachers and students to be in the classroom. And self-directed learning is 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. 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 & 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. Nasri et al. (2020) stated that self-directed learning requires students to explore and decide their own learning objectives and strategies, and incorporate the various learning opportunities and resources throughout their learning process. According to Ramadhanty et al. (2023) self-directed learning hence has promise and effectiveness and enables students to practice language skills independently, especially in the English language. This mean self-directed learning is effective in learning strategy because the students practice independently and get more motivated to learn with it.

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. (2021), revealed that year 5 students had positive experience in utilizing 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. From the several studies above, it can be concluded that using mobile games as a learning tool can increase students' vocabulary levels, learning using mobile games also can be fun, desirable and enjoyable.

Based on some previous research above, this research will focus on non-native English senior high school students in Indonesia to master English vocabulary indirectly by playing mobile games. 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. Therefore, it could be concluded that the

students were more interested learn new vocabulary when they did something that they like rather than when do it in regular learning process.

Moreover, the vocabulary that students recently found in the mobile games sometimes could be misused by the students at school. It happens when the English lesson time was over and the students wanted to go home. In that time, there was one student who shouted with the vocabulary that he found on mobile game like "*guys, ayo retreat*". There was a misused word "*retreat*" which in Indonesian mean "*mundur*" but, "*mundur*" in Sundanese mean "*balik*". After he shouted it, the teacher gave a little explanation about the word that he said to make it usable meaning. This phenomenon happened because the teacher teach English lesson with three languages, Indonesian, Sundanese and English. Furthermore, during the learning process in class, students frequently utilized the words they heard from the voice line of a mobile game to answer questions from the English teacher. This is linear with Celik et al. (2018) investigated that learners may not infer the meaning of a word correctly and may misuse it. However, this causes the responses they provide to be inappropriate. When the teacher asked the students "What real-life hero is your favorite?", some of them answer "heroes never fade" The words came from the voice line of one of the characters in an online mobile game that they often heard instead of their favorite character in their real of life situation.

Additionally, with students' experience playing online games, they discover new vocabularies through game features such as in the profile section, settings, quick chat games, game items, and language subtitles without knowing

the appropriate use of the words in real life situations. Those teaching experiences inspired the researcher to investigate the students' perception regarding the use of mobile game for self-directed vocabulary learning. Unlike previous research, this study asks students about their experiences of unintentionally picking up new vocabulary after playing mobile games, as opposed to using mobile word games, which is why many Indonesian players of online mobile games, especially high school students, use online mobile games as a learning tool. 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.

## **1.2. Identification of the Problems**

Based on the background of the study, there are some problem that can be drawn as follows:

1. Some students feel enthusiastic in learning English vocabulary when playing online mobile games outside the class not in regular learning process.
2. Sometimes students can misuse the English words that they recently know from the online mobile games. The exercises are too simple and ineffective.
3. Sometimes students make some mistakes by freely using words or phrases they heard from voice line of a mobile game on the learning process that causes inappropriate meaning.

4. Students learn new vocabulary through online game features without knowing the appropriate use of the words in real-life situations.

### **1.3. Limitation of the Problems**

Based on the identification of the problems, this research will focus on how students' perceptions of self-directed English vocabulary learning when playing online mobile games.

### **1.4. Formulation of the Problem**

Based on the problem above, the problem formulation of this study is as follows: What are students' perceptions toward the use of mobile game in self-directed vocabulary learning?

### **1.5. Objectives of the Study**

The objective of this study is to get to know what students' perception toward the use of mobile game in self-directed vocabulary learning.

### **1.6. Significance of the Study**

The significance of the study result is expected to give several benefits as follows:

- a. For Students

This study result is expected to be an alternative way to learn English vocabulary autonomously. Students can learn new vocabulary through online mobile games which they can play it anywhere and anytime with directions from the English teacher regarding the use of English words in the real-life situations.

b. For teacher

This study result is also expected to make the teacher help the students learn English vocabulary by looking at the meaning and appropriate usage in daily life. Also can add online mobile games as a learning media.

c. For the further researcher

This study can be an alternative way for future research with different research methodology. It can improve the research with another learning method, not just self-directed learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1. Students' Perception**

There are a few definitions about students' perceptions. According to Septinawati et al. (2020) stated that perception as a step of the total action process that helps us to adapt our behavior to the environment we live in. Negash et al. (2022) investigated that perception of the educational environment is how students perceive the climate of an institution and the education process. Students' Perception have a meaning that is the procedure that aids in adaptation and perception of any process. Corbin et al. (2020) stated that perception is an individual's view of other people who play some role in his/her life and can be one of the determining factors for success, which also applies to students. It is indicated that if the individual has a good view of something or other, it will also benefit him/herself. From this explanation, it implies that perception is a mental process.

Perception also has two categories. According to Zahro et al. (2023) there are positive and negative perception. Positive perception is a personal evaluation of an object positively or so expected from certain objects. Positive perception will come from individual satisfaction with the particular object that is the source of perception, knowledge, and individual experience about felt objects—positive action of perception as a student feels joyful to learn English when students can solve their difficulties. At the same time, negative perception is a personal evaluation of something; a negative object is not what one would expect from an

object. Negative perception is caused by dissatisfaction with certain objects, perceptions of the source, individual ignorance, and lack of experience with unidentified objects.

Perception is the feeling that something is essentially different from. According to Fish (2021, p.5) stated that perception is awareness of sensations, which are understood as fundamentally distinct from, albeit caused by, external objects. To the extent that we can be said to be aware of external objects by having perceptual experiences, then our awareness of the world is indirect. We are aware of the world by being aware of the sensations that this world causes. Two considerations that are of particular importance to the philosophy of perception are epistemology and phenomenology. Epistemology is one of the main reasons for philosophical interest in perception because it is the primary source of our knowledge of the world in which we live Fish (2021, p.2) So any philosophical theory of perception is going to both inform and be informed by epistemological considerations. One consideration for a theory of perception, then, will be how well it can make sense of perception's role as a source of empirical knowledge. Second, phenomenology is when we talk about what it is like to perceive, it can be natural to think that part of capturing the phenomenology of perception would be to capture the sense that, in vision at least, when we experience our environment, our experiences Fish (2021, p.4) A further test of a philosophical theory of perception will be how accurately it can capture what it is like to have perceptual experiences.

In perception theory, there are theories of perception in the philosophical theory of visual perception, the philosophy of perception, and the sciences of the mind. Fish (2021) investigated the philosophical theory of perception as follows:

1) Sense Datum Theory

Sense Datum Theory is motivated primarily by phenomenological considerations. In particular, it is motivated by the thought that you cannot do justice to what it is like to have an experience unless that experience actually involves an awareness of objects.

2) Representational Principle and Intentional Theories

Representational Principle claimed that the phenomenology of a visual experience is determined by its representational content. Representational Principle is taking visual experiences to be comprised of both a phenomenal component, involving the direct awareness of sense data, and an additional representational component, which tells us about the world. Intentional Theories is to show that this is really a content rather than just a description of how the world seems to the subject.

3) Adverbialism and Qualia Theories

Adverbialism and Qualia Theories, Adverbialism as a reaction to the contention that the sense datum theory faces problems because of its introduction of mental objects, which leads us into epistemological and metaphysical difficulty. Qualia theory has been much discussed in the philosophy of mind more broadly, and it or something much like it is also

present in a number of theories of perception as a way of explaining and accounting for the phenomenological features of perceptual experience.

#### 4) Naïve Realism

Naïve Realism is the direct objects of perception are actually involved in the most fundamental analysis of the experience, typically by being constituents of the experience's phenomenology.

#### 5) The Philosophy of Perception and Vision

The Philosophy of Perception and Vision Science is the suggestion that the aim of science is to identify the fundamental divisions within nature. For those sciences that study the mind, then the hope would be that cognitive science and its constituent disciplines will identify fundamental divisions within our understanding of minds and mental processes.

#### 6) Color, Color Vision, and Color Science

Color, Color Vision, and Color Science is perception from all these physically identical lights is mediated by identical neural responses evoked by the lights.

#### 7) Perception and the Nonvisual Sense Modalities

Perception and the Nonvisual Sense Modalities is traditionally, and potentially pre-theoretically, human beings possess five distinct sense modalities: vision, hearing, touch, smell, and taste. However, recent scientific studies of the physiology of sensory systems have suggested that we have more senses than this.

## 8) Multimodality

Multimodality is conception of perceptual experience assumes not only that total perceptual experience at any given time is constituted by the experiences corresponding to the different sense modalities at that time, but also that these modality-specific experiences are all there is.

According to the definition from the expert above, the type of perception in this study will use The Representational Principle. Because this theory attend to a particular feature of visual experiences or an experience about something in the world, something other than itself or beyond itself. From the explanation above, it can be concluded that perception is awareness of sensation that is caused by an external object. Perception also has two categories, positive and negative. Perception is also defined as a mental process that indicates that if the individual has a good or bad view of something or other, it will also benefit him/herself.

### **2.2. Online Mobile Game**

Online mobile games are basically video games that connected to the internet and are specifically designed for mobile devices. Technological advances have created various creative and challenging games, such as online mobile games, that are increasingly in demand by many users for various reasons and purposes. Online mobile games like PUBGM, Mobile Legends, Free Fire, Honor of Kings have become very popular in Indonesia. According to Firmannandya et al. (2021) currently, online mobile games have blossomed all over the world, including Indonesia. Indeed, Indonesia is one of the largest online game markets in the Asia Pacific. Nowadays it were very easy to access online games because

game developers distribute these games for free. Which make the development of online mobile games are very fast. Words in Mobile Legends have a lots of repetition so that they are learn it easy to remember and spell. This mean students can learn new vocabulary from Mobile Legends because it is easy to spell.

Nowadays, Mobile game are not only for entertainment. Lots of online game is having a competition and have a big prize pool. Like Mobile Legends, in play store it has reached 35+ million download and also, there are a lot of tournament like M5 in Philippines that on a global scale. Abdul (2022) stated that games are now not only an entertainment that is widely enjoyed by people from all walks of life. However, in accordance with its development, playing games has now become a kind of hobby that is carried out by young to old people with various different backgrounds. Mobile games also can be used as a digital media to learn vocabulary. Rachman (2022) 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. So, beside using online mobile games to play it as their hobby, students also can learn from online mobile games.

Mobile Legends is MOBA (Multiple Player Battle Arena) that released in 2016. It created any heroes or characters with different skills to play. MOBA game has presented another idea and interesting. Yogatama et al. (2019) said that, “Mobile Legends originated from China since 2016. This game was first popular in Indonesia since 2017, produced by the Moonton Company, with more than 100 million downloaded in various regions in over the world”. This game is exciting

and straightforward so that will easy to play by anyone in a 5 vs 5 battle, using different heroes and skill effects to breakdown enemy bases and towers. This game is very simple, so that is make people download it. A lot of people today that go to world of e-sport to get money and increase their lifestyle. Today people from old to young, workers to unemployed and also students are compete to get to highest tournament in Indonesia, Mobile Legends Professional League (MPL). This game language setting also can change to English which make all of us especially students can do self-directed learning. Arismunandar (2021) reported that “Mobile Legend: Bang Bang is one of the game by controlling one of a character called “hero” in hero list”. Therefore, teamwork is key to win this game. every hero has different skills, so that understanding the hero is very fundamental. In Mobile Legends, there are a lot of English vocabulary used in the game application features. For example the vocabulary from battle spell, it is a unique spells that you will choose before you play the game. There are 12 spells like execute, retribution, inspire, sprint, revitalize, aegis, petrify, purify, flameshot, flicker, and vengeance. Every spells have unique ability to make your hero stronger. Students can learn new vocabulary by using this feature with google translate on the internet or ask the teacher or change the language setting to Indonesia language to get the meaning of the words that they did not know. This means that students can learn using this feature in Mobile Legends. This was an engaging way to improve students’ English skill.



(source: screenshot from the researcher smartphone in the Mobile Legends application)

**Figure 2.1 Mobile Legends Battle Spells**

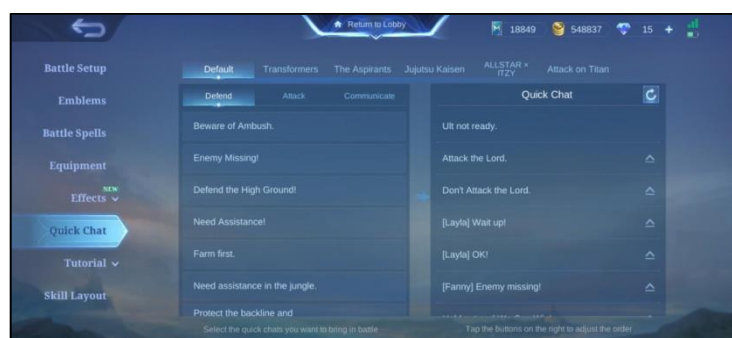
Next feature is item. Item in mobile legends is something that you can buy in the game to make your hero stronger. There are a lot of item but there are only 6 types of item. That is physical attack item, magical attack item, defense item, movement item, jungling item and roaming item. In the game, you must mix the item depending the type of your hero and role. For example, if you do have a jungle role you need to buy jungling item, if not you do not have to buy it. For the mixing item you can see a pro player or the pros in item recommendation in the hero that you choose if you have some difficult in mixing it. Students also can learn a new vocabulary by reading all the item in Mobile Legends and learn what is the function of the item. If they did not know the meaning of it, they can ask the teacher, google translate it or change the language setting to Indonesia.



(source: screenshot from the researcher smartphone in the Mobile Legends application)

**Figure 2.2 Mobile Legends Item**

Another game feature is a quick chat. Quick chat is a feature that you can quick communicate to player in your team, this feature function is like radio to command your team to attack, defense or communicate. For example if the situation that enemy cannot seen in the mini map, you can give information "Enemy Missing" to give the information to your team so your team can be aware in the game. This feature can be heard when you are in the game, students can do it for learn for new vocabulary because the quick chat is often hear and repetitive. Because of it, if students met a new vocabulary that they did not know, they can google translate it, ask it to the teacher, or change the language setting to Indonesia. They need to get to know the meaning of the quick chat that their team give because it can increase the percentage of win in this game.



(source: screenshot from the researcher smartphone in the Mobile Legends application)

### Figure 2.3 Mobile Legends Quick Chat

From all the features above, the most important of this feature is quick chat. Quick chat in Mobile Legends is a simple form of chat that commonly appears in the game. Communication in this game is very important. According to Yourlanda & Cindoswari (2023) in this game, communication is the most important thing because it requires interaction with each other to achieve victory.

Players need to communicate which can make a strategy to defeat an enemy. This mean the quick chat feature are the most important in Mobile Legends because this game need a better communication if students want to win this game.

From the explanation above, Mobile Legends is MOBA (Multiple Player Battle Arena) that was very popular in Indonesia, produced by the Moonton Company. Words in Mobile Legends is repetitive which can make the students can accidentally learn new vocabulary while they playing mobile game. The difference of the hero, spell, and quick chat feature also can help students learn new vocabulary more than they can learn if they did not playing mobile game.

### **2.3. Vocabulary Learning in Senior High School**

Vocabulary is one of the important aspects to students while learning English language. According to Wangdi (2022) vocabulary is the ability to effectively speak, listen, read, and write in a particular language is greatly influenced by the foundational knowledge of that language. Vocabulary is very important when someone want to learn English language. Yawiloeng (2020) stated that nobody can learn a language without acquiring vocabulary first and highlighting the importance of vocabulary in language learning. Moreover, Afzal (2019) emphasizes that vocabulary acquisition and mastery acquired by second and foreign students as well as native speakers. Lutfiyah et al. (2022) also investigated that as a tool for determining which terms are good for communicating successfully and quickly understanding are important as English proficiency depends on the vocabulary knowledge contexts students are required to learn vocabulary well. From the definition from the expert above, it can be

conclude that vocabulary learning is the ability that have very important role when students learn English language.

Most of curriculum in Indonesian senior high school is using *Kurikulum Merdeka*. In the English book for teacher using *Kurikulum Merdeka* at grade 11 or fase F by Astuti et al. (2022, p.2), *Kurikulum Merdeka* means to be empowered ability to become an independent individual. As mentioned in learning achievement in *Kurikulum Merdeka*, English language learning must improve students' character and competency to help them be an English user that independent and confident. Also in a book at chapter 1 by Astuti et al. (2022, p.32), with theme digital literacies and my identities, there is a vocabularies competencies words related to social media post, engagement, and interaction. Online mobile game can help the vocabularies in interaction. For example is in Mobile Legends there was a quick chat feature that help player to interact each other, which mean that online mobile game can help students to increase the vocabulary.

In learning objective in English speaking skill at the end of this lesson, that students are able to correctly categorize expression (stating opinions, agreeing, and disagreeing) used in a spoken transactional conversation that they listen to. Online mobile game also can help this learning objective, with item feature in Mobile Legends to learn different kinds of English vocabulary such as “build, make, dominance, wind of nature, winter crown.” In Mobile Legends, player usually debating about a perfect item for some hero in the game. In this conversation, some player usually give an opinion about what perfect item using

some specific English words for some hero in the game and the other player can be agree or disagree to that player. This mean that online mobile game helps students to practice indirectly by using different kinds of English words to make an opinion, agreeing and disagreeing sentences. It can be concluded that online mobile game can facilitate vocabulary learning based on the English competencies in *Kurikulum Merdeka*.

There are lot of ways to facilitate the vocabulary learning, like online mobile games. According to Alnatour & Hijazi (2018), stated that to facilitate the learning process, it is believed that using games to teach vocabulary can be seen as a new way to improve students' English proficiency. Akrima & Prihatini (2023) investigated the online mobile games as one of the tools for learning English vocabulary. Students who play online mobile games to increase vocabulary tend to learn more precisely and can retain new words for a longer period of time and retrieve more words compared to those who learn only through regular lessons. Basically, to the description above, using online mobile game in vocabulary learning have strengthening of behavior of the number of words that we used. In this study, also the students will get some question according to their experience.

From the explanation above, it can be concluded that using games can be seen as a new way to increase English vocabulary. Using mobile games also can help students practice indirectly by using different kinds of English words to make an opinion, agreeing and disagreeing sentences. Mobile games also offer indirect language practice, enabling students to employ different vocabulary.

## 2.4. Self-Directed Learning

Self-Directed Learning is one of the innovative model that makes the students take their own initiative in diagnosing their needs. Dahal & Bhat (2023) stated that Self-Directed Learning (SDL) is principally a pedagogical method, focused on the actions of planning, implementing, and evaluating learning by the learners themselves. Huda & Sulistyaningrum (2022) stated Self-directed learning is defined by an individual's ability to modify his or her behavior, accept responsibility for his or her actions, make independent decisions, demonstrate initiative and creativity, and solve issues without the assistance of others. Gharti (2019) stated that self-directed learning helps learners achieve better achievement and practical learning, but students' unawareness, time constraints, and lack of insight knowledge about self-directed learning create challenges in its proper application. Self-directed learning is really flexible, it can be do anywhere, and anytime and can learn from anything. In this study, it will explain self-directed learning using mobile game.

Self-directed learning using mobile games can help students can help identified three dimensions of language learning beyond the classroom. Lai & Zheng (2018) identified three dimensions of language learning in informal contexts with mobile devices personalization, authenticity, and connectivity and found that this group of learners perceived and voluntarily used mobile devices more to support personalized learning than to enhance the authenticity and social connection in language learning beyond the classroom. The three factors included (1) personalization, where learners used mobile devices to engage in and assist

autonomous, customized learning anytime and anywhere; (2) authenticity, where learners used mobile devices to engage in authentic learning experience; and (3) connectivity, where learners used mobile devices to connect with native speakers of the target language and peer learners. The effect of this learning is they can be more aware of any words from the game that they played. And the profit of this learning is Students can do a learning while they play something that they like.

Based on the explanation above, self-directed learning is an action of planning, implementing, and evaluating learning by the learners themselves. Self-directed learning also has the benefit of being really flexible. It is possible to learn from anything and to do it at any time or place.

## **2.5. Review of Relevant Studies**

These are several previous relevant studies from different countries that investigated online mobile games in increasing students' English vocabulary. The first study entitled *The Experience of Year 5 Students Integrating WOW Online Games in Vocabulary Learning*" by Hasram et al. (2021). The qualitative study employed 20 Year 5 students, drawn from a population of 40 students who have had experience integrating Words of Wonder (WOW) online games in their vocabulary learning. Three research instruments were being employed in this study. They were close-ended and open-ended questionnaires, a semi-structured interview and field notes. Document analysis was conducted to analyzed the participants' responses in their written interview. And the result revealed that Year 5 students had positive experience in utilizing WOW 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.

The second study is entitled "*Exploring the Perceptions of EFL Learners towards Mobile-assisted Vocabulary Acquisition*" by Alharbi (2021) from Saudi Arabia. The research participants were a public high school in Saudi Arabia's ArRass educational district, and 25 juniors and seniors from the school were chosen, ages 14 to 17 years old using an app called Busuu. The data collection used is semi-structured interviews. The data analysis using phenomenological analysis that used to compile and to further examine the data obtained from these interviews. And have the result that Busuu app can increase the vocabulary of EFL learners that can make them more independent and provide them access to beneficial resources that let them learn the language at their convenience and discretion.

The third study is entitled "*Students' Perception in Learning English Vocabulary Through Quizlet*" written by Apriliani (2021) with the participants from the tenth-grade students of Senior High School in Indonesia. The data collection was using Semi-structured interview. The data analysis was using thematic analysis. The result was proved that using the Quizlet application was fun, make them happy like playing games while studying and it is easy to use, also can help them to learn, there are pictures and descriptions and sound buttons on each picture, it helps them more in learning.

The fourth study is entitled "*Students' Perspective An Experience Toward Learning Vocabulary Using Mobile Game*" written by Lazarurizqi & Suryaman

(2022) with the participants came from one of the high school students in Indonesia. In this study, researchers used the interview to collect data. The researchers used thematic data analysis techniques (Braun & Clark, 2006). To get a comprehensive message or meaning represented in the interview, the data was selected and transcribed in-depth, close selective, and analytical listening. The findings shown that the students have a positive perception about a mobile game as learning media to learn English vocabulary. Learning vocabulary using mobile games is an interesting way to learning, it is more interesting because a game can increase their interest and motivation.

The fifth study is entitled "*Lived Experiences Among Grade 10 Students in Playing 4 Pics 1 Word for Vocabulary Learning*" by Jaca et al. (2023) with the participants was grade ten students of section Wisdom of Tuyan National High School in Philippine. The data collection was using questionnaire. The data analysis was using thematic analysis by Braun and Clarke (2006). The data was gathered through a one-on-one and structured interview. The result showed that the mobile game help to improve the learning experience among students, especially in learning English vocabulary. Students developed an interest in accumulating new words, which they have incorporated into their writing and discourse.

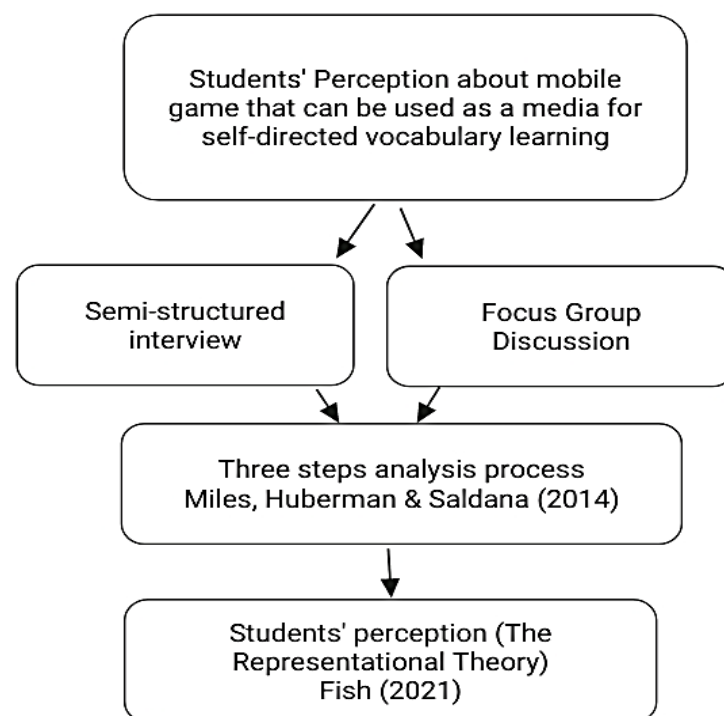
The sixth research with the title "*The Utilization of Online Games to Enhance EFL Students' Vocabulary Mastery in Senior High Schools*" by Aulia et al. (2024). This study was using qualitative research that allowed for a nuanced exploration of the intricate dynamics involved in the students' interactions with

popular online games, such as Mobile Legends, PUBG Mobile, League of Legends, and Minecraft. The participants were from the student body of a state senior high school situated in Jakarta. The data collection used is semi-structured interviews and focus group discussions. The data analysis was a three-step analysis process (Miles et al., 2014). The initial step involved data condensation, wherein the information gleaned from interview transcripts and related documents was systematically curated. The result was online games have a significant and positive influence on students' vocabulary mastery and their language learning experience in senior high school.

From all of the research above, these studies have the equality that using the same method which is qualitative research and have the same participants which is secondary level students. Furthermore, the current study has similarity with Apriliani (2021) that used semi-structured interview as a data collection. Moreover, the data collection technique using semi-structured interview, focus group discussion and data analysis using triangulation are same as Aulia et al (2024). Nevertheless, Hasram et al. (2021); Alharbi (2021); Lazarurizqi & Suryaman (2022); and Jaca et al. (2023) used different kinds of online mobile games and learning applications to investigated students' vocabulary mastery in their study. However, the difference from this study to the previous research above is in the research issue of the students self-directed vocabulary learning using Mobile Legends experience. In addition, this current study uses two different senior high schools, public and private schools. While the previous study only examined the research participants from one public or private school.

## 2.6. Theoretical Framework

This is the theoretical framework that will be use in this study, the theoretical framework is overlaid on the historical narrative. The following theoretical framework describe the main concept and relationship between variables. In this study that related to students' perceptions and the use of mobile game for self-directed vocabulary learning.



**Figure 2. 4 Theoretical Framework of the Study**

Starting with the research issue: students' perceptions about online mobile games that can be used as media in self-directed vocabulary learning. This research was investigated the students' perceptions regarding the use of mobile games for self-directed vocabulary learning. A semi-structured interview and focus group discussion is used to collect the research data. Semi structured interview has an objective to gather information from key informants who have

personal experiences, perceptions and beliefs related to the topic of interest. Then, the students was questioned and discussed it in group discussion. Focus group discussion (FGD) is used to explore a topic in depth through group discussion, including reactions to an experience or suggestion, understanding common complaints. The data result from the interview and FGD will be analyzed based on Fish (2021) theory of perception in the form of The Representational Principle and Intentional Theories. This research uses the three steps analysis model of Miles, Huberman & Saldana (2014) to analyze the research data. This analysis model consists of three concurrent flows of activity, including data condensation, data display and drawing conclusion or verifying data.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

This research categorized into qualitative research using case study method. Coombs (2022) 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. A case study may involve multiple sources of data, such as interviews, observations, or documents. The goal of case study research is to gain detailed and nuanced understanding of the case subject and to generate new theories or insights. Based on the statements above, it can be concluded that case study is a process of collecting information about contemporary issue or phenomenon in a bounded system. This study used data from 11<sup>th</sup> grade high school students' perception who frequently play online games to investigate the utilization of online mobile games to acquire English vocabulary independently. Therefore the researcher used qualitative and case study to get the students' perception regarding the use of mobile game for self-directed learning.

### **3.2. Setting and Participants**

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 took 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. Qualitative research, especially studies in educational contexts, often brings up questions of ethics because the study design involves human subjects. Dooly et al. (2017), stated that researchers should also take into consideration how they are going to ensure privacy and confidentiality of the participants. Hence, in this research, the name of all participants was mentioned by initial names. In addition, as participation was entirely optional, participants were free to discontinue at any moment with no repercussions. The study complied with ethical standards to safeguard participants' privacy and well-being

### **3.3. Data Collection Techniques**

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 explanation of each instrument is as follows.

#### **3.3.1. Semi-structured Interview**

First data collection will be a semi structured interview. Ruslin et al. (2022) stated that semi-structured interview is perceived to have more potential than other types of interviews because it allows researchers to

acquire in depth information and evidence from interviewees while seriously considering the focus of the study. Aung et al. (2021) stated semi-structured interview is more flexible in terms of changing the order of questions and for a more extensive follow-up participants' response. Hill & Shackleford (2020, p. 4825) defined the semi-structured interview as an exploratory interview. They further explain that the semi-structured interview is generally based on a guide and that it is typically focused on the main topic that provides a general pattern. In addition, Hill and Shackleford (2020) argued that the semi-structured interview, despite its topical provided prior to the interview, enables a researcher to go deep for a discovery. In this research 5 students from each school was asked 10 questions. The semi-structured interview was done offline. And the answer from each student was noted in a book.

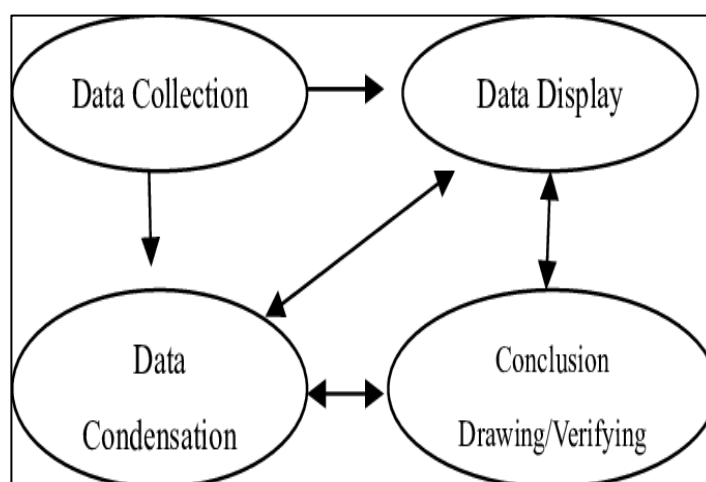
### **3.3.2. Focus Group Discussion**

Focus Group Discussion (FGD) is also the data collecting technique in this research. Baral et al. (2016) informed that a focus group discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants. In this research 5 students

from each school was asked 3 questions. The Focus Group Discussion will be done offline. And the answers from each student was noted in a book.

### 3.4. Data Analysis Techniques

The data in this research was analyzed using a three step analysis model by Miles, Huberman & Saldana (2014) which has three concurrent flows of analysis activity, including data condensation, data display and drawing conclusion or verifying.



**Figure 3.1 Three Steps Analysis Process by Miles, Huberman & Saldana (2014)**

Figure 3.1 is a diagram of analysis activity from each step of three step analysis process. First is Data Condensation, Miles, Huberman & Saldana (2014) stated that Data Condensation refers that the process of selecting, focusing and simplifying, abstracting and transforming the data that appear in the full body of written up field notes, interview transcripts, documents, and other empirical materials. Second is Data Display, Miles, Huberman & Saldana (2014) stated that display is an organized, compressed assembly of information that allows conclusion drawing and actions. Looking at the display help us to understand

what is happening and to do something, either analyze further or take action based on the understanding. The last step is Drawing and Verifying Conclusion, Miles, Huberman & Saldana (2014) also stated drawing conclusion involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions.

### **3.5. Trustworthiness**

Ensuring trustworthiness is crucial in establishing the credibility and reliability of qualitative findings. This includes elements such as credibility, transferability, dependability, and confirmability.

#### **3.5.1. Credibility**

The credibility of a qualitative research study is of significant importance, as it provides the foundation for acquiring reliable and consistent results. As Creswell (2013 p.246) to implement these concepts, researchers employ prolonged field engagement and triangulation of data, methods and investigators to ensure credibility.. Researchers must ensure that their data interpretation aligns with the data obtained from participants. Consequently, it is incumbent upon researchers to conduct a member-checking process to ascertain the veracity of the data interpretation, ensuring that the original meaning is not altered.

### **3.5.2. Transferability**

Transferability pertains to the degree to which the research findings can be extrapolated to alternative contexts or situations. Creswell (2013 p.246) To make sure that the findings are transferable between the researcher and those being studied, thick description is necessary. By providing detailed and comprehensive explanations, researchers allow readers to evaluate how applicable the findings are to similar situations, thus improving the study's transferability. In this study, 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.

### **3.5.3. Dependability**

Dependability pertains to the enduring and unwavering nature of the research findings across time. Creswell (2013 p.246) dependability are established through an auditing of the research process Creating and preserving an audit trail, which consists of a comprehensive log documenting the decisions made throughout the research process, allows other researchers to reproduce the study, therefore guaranteeing the dependability of the results. 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.

#### **3.5.4. Confirmability**

Confirmability pertains to the impartiality and objectivity of the findings, guaranteeing that they remain unaffected by any biases or preferences of the researchers. Creswell (2013 p.246) confirmability are established through an auditing of the research process. Member checking, a process in which participants thoroughly examine and validate the accuracy of the findings, enhances the level of confirmability. In addition, reflexive journaling enables researchers to record their thoughts, biases, and reflections, promoting transparency and reducing subjectivity. 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.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presented the research findings. The chapter was divided into two main sections, the findings of the research and the discussion of the research. The findings presented the result of students' perception regarding the use of mobile game for self-directed vocabulary learning. The discussion deals with the interpretation of the findings reported in this research.

#### **4.1. Research Finding**

The results of the data analysis were presented in this part. The data have been collected by applying two instruments; semi-structured interview and focus group discussion to obtain more accurate and valid data. The semi-structured interview was used to gain students' perspective regarding the use of mobile games for self-directed vocabulary learning. In addition to the data obtained from the students' responses in the semi-structured interview were further validated the information through the focus group discussion. The result of the data that gained from semi-structured interview and focus group discussion was analyzed by three step analysis process by Miles, Huberman & Saldana (2014). 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 conscious 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. Flexibility is the visual experience of someone which represent the flexibility of some object. These were categorization and conclusion of semi-structured interview that was showed in the table below.

**Table 4.1. Semi-Structured Interviews Data Categorization based on Miles, Huberman, & Saldana (2014) Analysis Theory**

<b>Fish theory (2021)</b>	<b>Keywords</b>	<b>Categorization</b>	<b>Theming/ subabitation</b>
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

In table 4.1 there was a result from data condensation from Miles, Huberman & Saldana (2014) and following the framework by Fish (2021) of representational theory. The result was from 5 factors. All factors were analyzed, categorized, and assigned thematic subcategories. Then the conclusion of semi-structured interview was showed in table below.

**Table 4. 2. Conclusion of Semi-Structured Interviews**

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 4.2 had a result which was the conclusion of all the interview from all students. The conclusion of semi-structured interview including 5 factors following theory by Fish (2021). In addition, the other result from focus group discussion that was categorized and showed in table below.

**Table 4.3. Focus Group Discussion Data Categorization based on Miles, Huberman, & Saldana (2014) Analysis Theory**

<b>Fish Theory (2021)</b>	<b>Keywords</b>	<b>Categorization</b>	<b>Theming/Subabitation</b>
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 features (Features in Mobile Legends can help the pronunciation practice)	Role of the features
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
Flexibility	Personalization self-learning  Not personalization self-learning	Flexibility of learning English (Personalization self-learning, Not personalization self-learning)	Flexibility of learning English

In table 4.3 same as before there was a result from data condensation by Miles, Huberman & Saldana (2014) and the data was collected from theory by Fish (2021) that using representational theory. Unlike in semi-structured interview, the questions in Focus Group Discussion is less than semi-structured interview question but it included all of the 5 factors. And have the conclusion in table below.

**Table 4.4. Conclusion of the Focus Group Discussion**

No	Conclusion
1	Most of student thought that using Mobile Legends can increase vocabulary
2	Most of students thought Mobile Legends can be used to learning when playing it
3	All of the students Features in Mobile Legends are lot of English vocabulary and also can help the pronunciation practice
4	Some student 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

All factors were analyzed, categorized, and assigned thematic subcategories. The conclusion in table 4.4 is not many as in semi-structured interview, but it was included all of the factor in representational theory. 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:

#### **4.1.1. Mind-independent**

##### **1. Finding Vocabulary**

The result has showed that 8 students agreed 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 (2022) 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, S2, S6 and S7 said that:

*I think that's helping because there are some vocabulary that are unfamiliar to me that I found in Mobile Legends'(Interview-S1-VLA-1)*

*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)*

*Agree, because there are some vocabulary that unfamiliar and I recently hear specifically from heroes voice'(FGD-S2-MS-1)*

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

From the statement above showed that using online game Mobile Legends can be useful for self-directed vocabulary learning. Gameplay in Mobile Legends can help influence students to learn new vocabulary. This finding was in line with Aulia et al. (2024) that have a result that online games have a significant and positive influence on students' vocabulary mastery and their language learning experience in senior high school. They felt that they can learn English vocabulary by playing it.

## **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 S3 and 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)*

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

The Students thought that using Mobile Legends cannot help learn new vocabulary and they were dissatisfied by self-learning using Mobile Legends. This was in line with Yu (2023) found that students' dissatisfaction with the learning experience. From the excerpt above, we can see that the finding vocabulary factor that data was collected from semi-structured interview and focus group discussion had a positive and negative answer from the students. Just like Zahro et al. (2023) stated that there are positive and negative perception. But, most of the students with the scale 8 to 2 Students are agree that playing Mobile Legends can increase the vocabulary. From the result above, we can concluded that although there was Students who were dissatisfied with learning using Mobile Legends, most of Students was agreed that Mobile Legends can help in vocabulary learning.

#### **4.1.2. Transparency**

##### **1. Authenticity self-learning**

This factor affecting the students' perceptions regarding the use of mobile game for self-directed vocabulary learning. Lai & Zheng (2018) has

stated that authenticity is where learners used mobile devices to engage in authentic learning experience. For instance, 9 Students thought that using Mobile Legends were learned while play Mobile Legends. For example S2, S4 and S7 said:

*Playing Mobile Legends can help to add new vocabulary and I can **play while learn a new vocabulary***'(Interview-S2-MS-3)

*It was very good because it was learned while played and not confuse player who learn not like in regular learning*'(Interview-S7-MR-3)

*Agree, because **I can play while learning***'(FGD-S4-AF-2)

Using mobile game can be used for learning while playing it. This result was in line with Apriliani (2021) which utilizing Quizlet resulted in engaging and enjoyable learning experiences blending study with gameplay. From the result, it can be concluded that students thought that using Mobile Legends can help the authenticity self-learning, such as can be used to learn while playing it.

## **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:

*It is not too good, because **can distract someone learning***'(Interview-S6-MT-3)

He felt that using Mobile Legends to learn English while playing is distracted that He was more playing than study. This was in line with Yu (2023) which found some distractions can disturb students' learning. From the students' answer above, we can see that the authenticity factor from the data was collected from semi-structured interview and focus group discussion have a positive and negative answer from the students. Just like Zahro et al. (2023) stated that there are positive and negative perception. With most of them have a positive answer on the scale 9 to 1 students who agree that using Mobile Legends for learn can be used while playing it. From the result above it can be concluded that although there was student who think using Mobile Legends can be easily distracted to play more than study, most of students was though the opposite which was using Mobile Legends do not distract them and can be learn while played it.

### **3. Helping the task**

Students also asked that if Mobile Legends was helping their task in the school. Lai & 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, and S10 has shown that:

*Little help, because of that I get a new vocabulary from Mobile Legends"*  
(Interview-S1-VLA-4)

*I think Mobile Legends sometimes can help it, because there are some vocabularies that I do not understand and I know from Mobile Legends" (Interview-S2-MS-4)*

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

Students thought that using Mobile Legends sometime was helped their task. This finding was in line with Lazarurizqi & Suryaman (2021) with the result showed that the mobile game help to improve the learning experience among students, especially in learning English vocabulary. Students developed an interest in accumulating new words, which they have incorporated into their writing and discourse.

#### **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, S7 and S8 said that:

*No, because Mobile Legends are did not have any affiliate in our school task."(Interview-S3-CBPV-4)*

*No, because there was no affiliate in English lesson and in school the time is using for learning."(Interview-S7-MR-4)*

*No, because I do not think to it and there was any application in mobile phone that are more effective more than a games" (Interview-S8-A-4)*

Students thought that Mobile Legends cannot help them in their school task. This finding was in line with Zhang & Hasim (2023) which find that learning using game cannot help students getting high scores. From the excerpt above, we can see that some of them think that they can use words

that they found from Mobile Legends to help their task and the other think it cannot help their task. Students have positive and negative perception about it. Just like Zahro et al. (2023) which stated that there are positive and negative perception. Based on their thought, on the scale on 5 to 5 which mean they have a same amount of Students who think Mobile Legends can help their task or not. From the result above we can conclude that half of the students was thought that using vocabularies in Mobile Legends helped their task, and the other half thought it was not helped them.

#### 4.1.3. Phenomenological observation

##### 1. Role of the feature

Feature in Mobile Legends also affecting their learning. All of students said that features in Mobile Legends could helped them to learn new vocabulary. This finding was in line with Hasram et al. (2021) 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. S1, S2, S7 and S10 said:

*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)*

*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)*

*Because there was an English pronunciation and an Indonesian Language meaning.*'(Interview-S2-MS-6)

*Because it was easy to understand by Mobile Legends player because it written in Indonesian language but there was a voice that in English pronunciation'*(Interview-S7-MR-6)

Students felt that they can added and learned new English vocabulary using quick chat feature in Mobile Legends. From the excerpt above, we can see that the phenomenological observation factor that data was collected from semi-structured interview and focus group discussion have a positive answer from the students. The quick chat feature which is the most appropriate feature to help self-directed vocabulary learning was in line with Yourlanda & Cindoswari (2023) which stated in this game, communication is the most important thing because it requires interaction with each other to achieve victory. Such making students think that they can add and learn new English vocabulary from Mobile Legends. From the result above it can be concluded that features in Mobile Legends was helped them in learning new vocabulary, with the most appropriate feature was quick chat.

#### **4.1.4. Effectiveness**

##### **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, S2 and S4 said:

*Yes, quite effective and can learn new vocabulary.* (Interview-S2-MS-7)

*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)

Students thought that using Mobile Legends for self-directed vocabulary learning was effective. The result was in line with Jaca et al. (2023) which stated that the mobile game help to improve the learning experience among students, especially in learning English vocabulary. In this finding also students think that using Mobile Legends is effective because can increase the sight of language.

## **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 S3, S9, and S10 has shown that:

*No, because Mobile Legends is only as an entertainment facility, not education facility* (Interview-S3-CBPV-7)

***Not effective**, because it was more playing rather than learning*" (Interview-S9-KA-7)

*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)

Students thought that learning using Mobile Legends were not effective. This was in line with Foen et al. (2020) which found that mobile game did not result in its effective use in language learning. From the students' answer above, we can see that the Effectiveness factor that data was collected from semi-structured interview have a negative and positive answer from the students, same as Zahro et al. (2023) that stated there are positive and negative perception. With most of them think that it is not effective with 7 students that think using Mobile Legends are not effective. From the result above we can conclude that although there were some students thought that using Mobile Legends for learning was effective, most of Students thought that learning using Mobile Legends was not effective.

### **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, S5, S6 and S10 has shown that:

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

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

The bolded word was the students use of vocabularies that they were found in Mobile Legends This was in line with Octaberliana & Rofiki (2021) which stated by using vocabulary games, students can use the language more communicatively. Most of students were using it right and did not misuse the vocabulary that they found in Mobile Legends.

#### **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)*

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

The bolded words were the misused word that they used from vocabulary that they found in Mobile Legends. This finding was in line with Celik et al. (2018) who investigated learners may not infer the meaning of a word correctly and may misused it. Some students were misuse the vocabularies that they found, and the others are not. It is mean that there are positive and negative answer about it Just like Zahro et al. (2023) stated that there are positive and negative perception. But most of them did not make a mistake of using the vocabulary that they found in Mobile Legends, with 6 Students was used it right and 4 students used it wrong. From the result above we can concluded that although most of Students was used the

vocabularies that they found in Mobile Legends in the right way, there was some students who unconsciously misused it.

#### **4.1.5. Flexibility**

##### **1. Personalization self-learning**

Flexibility factor affecting the students' perceptions regarding the use of mobile game for self-directed vocabulary learning. Lai & 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, S6 and S9 said:

*Very flexible, wherever and anywhere I can play it if I did not do anything'(Interview-S1-VLA-9)*

*Very flexible, I can play it wherever and whenever'(S9-KA-9)*

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

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

Students thought that learning using Mobile Legends was very flexible. This finding was in line with Hasram et al. (2021) which described several positive gains which included being able to experience fun learning, personalized learning, attractive functions and features, and enjoyable positive reinforcement. They felt that learning using Mobile Legends is very flexible, they can learn it anywhere and anytime when they want.

##### **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 too flexible, because playing Mobile Legends also must know place and time, for example you cannot play it in the school"(Interview-S3-CBPV-9)*

*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)*

This was the answer of the students who thought that using Mobile Legends for learning are not flexible in the time. This was in line with Rizky (2022) which stated time flexibility of these game are not flexible. From the excerpt above, we can see that the flexibility factor that data was collected from semi-structured interview and focus group discussion have a positive answer and negative answer from the students. Just like Zahro et al. (2023) stated that there are positive and negative perception. With most of them are think that learn using Mobile Legends are very flexible with the scale 9 to 1. Such making most of students think that they can learn new English vocabulary from Mobile Legends anywhere and anytime. From the result above it can concluded that although there was Students who thought learn using Mobile Legends were not flexible, most of the students was thought the opposite of it.

#### **4.2.Discussion**

In this section, the researcher discussed the research findings of students' perceptions regarding the use of mobile game for self-directed vocabulary learning. 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). While other students were dissatisfied with Mobile Legends and thought that Mobile Legends cannot help self-learning that was in line with Yu (2023). 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 Apriliani (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 & Hasim (2023), while the rest of them think that it can help it

which that in line with Zahro et al. (2021). 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 Yourlanda & Cindoswari (2023) 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. (2023). 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 Octaberliana & Rofiki (2021) stated. However, there are some students who is misusing words that they found which was in line with Celik et al. (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. (2021). 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 (2022) stated. In this part, one of them think that it must know where the place and what time is.

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. In other words, students can learn new vocabulary by play mobile games Mobile Legends, although it was not effective.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presented the conclusion and recommendation based on the finding and discussion for the data analysis

#### **5.1. Conclusion**

This research aimed 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 through mobile games. 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, although using mobile game for self-directed vocabulary learning was not too effective but most of students could 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 be used 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.

## **5.2. Recommendation**

Based on the conclusion above, the researcher present recommendation as follows:

1. 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.

2. 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.

3. For future researcher

As a 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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# **APPENDICES**

### Appendix 1. Semi-Structured Interview Guideline

Theory	Aspect	Indicator	Question
Fish (2021)	The Representation al Principle Theory by Fish (2021)	1. Mind-Independent	1. How do you perceived about using Mobile Legends to increase your English vocabulary? 2. What are your perception about you can learn new English vocabulary after playing mobile legends?
		2. Transparency	3. What do you think about learning English vocabulary while playing mobile legends? 4. How do you perceived that playing Mobile legends can help your task?
		3. Phenomenological observation	5. Which feature do you think that can more appropriate to learn English vocabulary? 6. Why that feature that you think more appropriate?
		4. Effectiveness	7. Do you think learning using Mobile Legends is effective? 8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
		5. Flexibility	9. How much flexible do you think learning while playing Mobile Legends? 10. What is the best time and place you think to play and learn while playing Mobile Legends?

## Appendix 2. Transcription of Interview

Students/Participant 1: VLA

Date: 12 September 2024

Time: 13:00

Place: SMAN 1 Warunggunung

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	I think thats helping because there are some vocabulary that are unfamiliar to me that i found in Mobile Legends ( <i>Line 1</i> )
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	I feel happy because I found a new vocabulary from Mobile Legends ( <i>Line 2</i> )
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	I happy, because I can learn while play and there was some of feature in Mobile Legends that interesting to be learn ( <i>Line 3</i> )
R	4. How do you perceived that playing Mobile legends can help your task?
S	Little help, because of that I get a new vocabulary from Mobile Legends ( <i>Line 4</i> )
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat ( <i>Line 5</i> )
R	6. Why that feature that you think more appropriate?
S	Because in the game I always hear that feature ( <i>Line 6</i> )
R	7. Do you think learning using Mobile Legends is effective?
S	I think that was not too effective because it was not clear enough ( <i>Line 7</i> )
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	Yes, the word is gather and usually I use it for choosing gathering place ( <i>Line 8</i> )
R	9. What time you think the best time to play and learn while playing Mobile Legends?
S	Very flexible, wherever and anywhere I can play it if I did not do anything ( <i>Line 9</i> )
R	10. What is the best place and time you think to play and learn while playing Mobile Legends?
S	21:00 to 00:00, In home or in my room because more comfort ( <i>Line 10</i> )

Students/Participants 2: MS

Date : 12 September 2024

Time : 13.00

Place : SMAN 1 Warunggunung

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	I think in Mobile Legends that have a lot of new vocabulary that what I just heard like enemy missing ( <i>Line 1</i> )
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	I think i am happy because I get a new vocabulary that I did not what it mean to I know it ( <i>Line 2</i> )
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	Playing Mobile Legends can help for add new vocabulary and I can play while learn a new vocabulary ( <i>Line 3</i> )
R	4.How do you perceived that playing Mobile legends can help your task?
S	I think Mobile Legends sometimes can help it, because there are some vocabulary that I do not understand and I know from Mobile Legends ( <i>Line 4</i> )
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat ( <i>Line 5</i> )
R	6. Why that feature that you think more appropriate?
S	Because there was an English pronunciation and an Indonesian Language meaning ( <i>Line 6</i> )
R	7. Do you think learning using Mobile Legends is effective?
S	Yes, quite effective and can learn new vocabulary ( <i>Line 7</i> )
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	Yes, the word is wellplayed that I usually use if there was a friend that made a mistake ( <i>Line 8</i> )
R	9. How much flexible do you think learning while playing Mobile Legends?
S	Very flexible, however I can play it when I have free time ( <i>Line 9</i> )
R	10. What is the best place and time you think to play and learn while playing Mobile Legends?
S	21:00, While hang out with my friends ( <i>Line 10</i> )

Students/Participants 3: CBPV

Date : 12 September 2024

Time : 13.00

Place : SMAN 1 Warunggunung

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	I think it is can, because in Mobile Legends there was lot of words that maybe can help to add new vocabulary like : macro, micro, timing, set up, etc. <i>(Line 1)</i>
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	I think after playing Mobile Legends and get a new vocabulary like example: set up turtle. I feel like it can add my knowledge about English. <i>(Line 2)</i>
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	It can be added our knowledge about English because in Mobile Legends have a quickchat feature that can be set to any language at one of it is English. <i>(Line 3)</i>
R	4.How do you perceived that playing Mobile legends can help your task?
S	No, because Mobile Legends are did not have any affiliate in our school task <i>(Line 4)</i>
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat <i>(Line 5)</i>
R	6. Why that feature that you think more appropriate?
S	Because it can show a sound that in English pronunciation <i>(Line 6)</i>
R	7. Do you think learning using Mobile Legends is effective?
S	No, because Mobile Legends is only as an entertainment facility, not education facility <i>(Line 7)</i>
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	I did not use English vocabulary that I found in Mobile Legends daily <i>(Line 8)</i>
R	9. How much flexible do you think learning while playing Mobile Legends?
S	Not too flexible, because playing Mobile Legends also must know place and time, for example you cannot play it in the school <i>(Line 9)</i>
R	10. What is the best place and time you think to play and learn while playing Mobile Legends?
S	21:00 to 01:00, While hang out with my friends <i>(Line 10)</i>

Students/Participants 4: AF

Date : 12 September 2024

Time : 13.00

Place : SMAN 1 Warunggunung

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	I think I can learn from it, because from Mobile Legends we get learn a new vocabulary like English vocabulary. <i>(Line 1)</i>
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	Its happy because can hear any types of English from Mobile Legends <i>(Line 2)</i>
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	Playing Mobile Legends can add insight into language <i>(Line 3)</i>
R	4.How do you perceived that playing Mobile legends can help your task?
S	Yes, playing Mobile Legends can help us in English task/lesson <i>(Line 4)</i>
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat <i>(Line 5)</i>
R	6. Why that feature that you think more appropriate?
S	Because there was a pronunciation in English. <i>(Line 6)</i>
R	7. Do you think learning using Mobile Legends is effective?
S	Yes, I think its effective because we can learn new vocabulary. <i>(Line 7)</i>
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	Yes, the word is well played for joking with friends <i>(Line 8)</i>
R	9. How much flexible do you think learning while playing Mobile Legends?
S	Flexible, when and where while I want to play it, I will play it <i>(Line 9)</i>
R	10. What is the best place and time you think to play and learn while playing Mobile Legends?
S	22:00, While hang out with my friends. <i>(Line 10)</i>

Students/Participants 5: BK

Date : 12 September 2024

Time : 13.00

Place : SMAN 1 Warunggunung

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	I think I can learn because from Mobile Legends I learn new English vocabulary. <i>(Line 1)</i>
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	I am happy because I can hear any language and one of it is English <i>(Line 2)</i>
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	I think playing Mobile Legends can help a knowledge in language <i>(Line 3)</i>
R	4.How do you perceived that playing Mobile legends can help your task?
S	Yes, playing Mobile Legends can make it easier in English lesson task <i>(Line 4)</i>
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat <i>(Line 5)</i>
R	6. Why that feature that you think more appropriate?
S	Because there was an English pronunciation <i>(Line 6)</i>
R	7. Do you think learning using Mobile Legends is effective?
S	Yes, because we can learn a new vocabularies <i>(Line 7)</i>
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	Yes, the vocabulary is enemy missing if there are of my friend suddenly disappear <i>(Line 8)</i>
R	9. How much flexible do you think learning while playing Mobile Legends?
S	Very flexible, I can play it whenever I want if I want <i>(Line 9)</i>
R	10. What is the best place and time you think to play and learn while playing Mobile Legends?
S	19:00, In my room <i>(Line 10)</i>

Students/Participants 6: MT

Date : 17 September 2024

Time : 08.00

Place : SMK AR-Rahmah Bogor

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	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 ( <i>Line 1</i> )
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	I think because Mobile Legends provide English feature so the players can learn and increase the habit in using English ( <i>Line 2</i> )
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	It is not too good, because can distract someone learning ( <i>Line 3</i> )
R	4. How do you perceived that playing Mobile legends can help your task?
S	No, because Mobile Legends often use for playing and rarely used for learn so it rarely helps ( <i>Line 4</i> )
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat ( <i>Line 5</i> )
R	6. Why that feature that you think more appropriate?
S	Because this feature are easier to understand to help to learn English ( <i>Line 6</i> )
R	7. Do you think learning using Mobile Legends is effective?
S	Not effective, because its very disturb someone when learn so they are more playing than learning ( <i>Line 7</i> )
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	Yes, the word is enemy missing if my friends is not around me ( <i>Line 8</i> )
R	9. How much flexible do you think learning while playing Mobile Legends?
S	Very flexible, when In my home or while hang out I also can play while learning using Mobile legends ( <i>Line 9</i> )
R	10. What is the best place you think to play and learn while playing Mobile Legends?
S	19:00, In my home or in my friends home ( <i>Line 10</i> )

Students/Participants 7: MR

Date : 17 September 2024

Time : 08.00

Place : SMK AR-Rahmah Bogor

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	I think not just learning, Mobile Legends also can help get to know English vocabulary, because there was a sounds in English, English vocabularies although we use Indonesian language in settings ( <i>Line 1</i> )
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	Yes, after playing Mobile Legends it can increase my English, although its not many and we also can learn while playing. ( <i>Line 2</i> )
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	Good, because playing Mobile Legends while learning are not boring ( <i>Line 3</i> )
R	4.How do you perceived that playing Mobile legends can help your task?
S	No, because there was no affiliate in English lesson and in school the time is using for learning ( <i>Line 4</i> )
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat ( <i>Line 5</i> )
R	6. Why that feature that you think more appropriate?
S	Because it was easy to understand by Mobile Legends player because it written in Indonesian language but there was a voice that in English pronunciation ( <i>Line 6</i> )
R	7. Do you think learning using Mobile Legends is effective?
S	Not effective, because it can disturb us while learning ( <i>Line 7</i> )
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	Yes, I use wellplayed for joking with my friends if they doing some mistake and using enemy missing if my friends suddenly disappear ( <i>Line 8</i> )
R	9. How much flexible do you think learning while playing Mobile Legends?
S	Very flexible, when In my home or while hang out I also can play while learning using Mobile legends ( <i>Line 9</i> )
R	10. What is the best place and time you think to play and learn while playing Mobile Legends?
S	19:00, In my home or in my friends home ( <i>Line 10</i> )

Students/Participants 8: A

Date : 17 September 2024

Time : 08.00

Place : SMK AR-Rahmah Bogor

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	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 ( <i>Line 1</i> )
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	For me this is increase my vocabularies although it was a little bit and this is very helping with this game vocabularies so we can get to know how to pronounce about English written vocabulary ( <i>Line 2</i> )
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	It was very good because it was learned while played and not confuse player who learn not like in regular learning ( <i>Line 3</i> )
R	4.How do you perceived that playing Mobile legends can help your task?
S	No, because I do not think to it and there was any application in mobile phone that are more effective more than a games ( <i>Line 4</i> )
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat ( <i>Line 5</i> )
R	6. Why that feature that you think more appropriate?
S	It was help us by make a sound in English and the written is in Indonesia so it was easier to us to understand ( <i>Line 6</i> )
R	7. Do you think learning using Mobile Legends is effective?
S	Not too effective because the player are more focus to the game, not the language ( <i>Line 7</i> )
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	Yes, farming if I see someone making money ( <i>Line 8</i> )
R	9. How much flexible do you think learning while playing Mobile Legends?
S	Very flexible, can playing anywhere and anytime ( <i>Line 9</i> )
R	10. What is the best place and time you think to play and learn while playing Mobile Legends?
S	20:00, While hang out whith my friends ( <i>Line 10</i> )

Students/Participants 9: KA

Date : 17 September 2024

Time : 08.00

Place : SMK AR-Rahmah Bogor

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	I think no, because the words in Mobile Legends are not for learning, it was for playing ( <i>Line 1</i> )
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	Good, because in this game it can be help my vocabulary increase a little more about it ( <i>Line 2</i> )
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	Very good, because I can learn something it while playing it ( <i>Line 3</i> )
R	4.How do you perceived that playing Mobile legends can help your task?
S	No, because Mobile Legends used just for playing ( <i>Line 4</i> )
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat ( <i>Line 5</i> )
R	6. Why that feature that you think more appropriate?
S	Because it was easier to understand ( <i>Line 6</i> )
R	7. Do you think learning using Mobile Legends is effective?
S	Not effective, because it was more playing rather than learning ( <i>Line 7</i> )
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	Yes, the word is ultimate that I use if I see someone getting angry ( <i>Line 8</i> )
R	9. How much flexible do you think learning while playing Mobile Legends?
S	Very flexible, I can play it wherever and whenever ( <i>Line 9</i> )
R	10. What is the best place and time you think to play and learn while playing Mobile Legends?
S	18:00, In my home or my friends home ( <i>Line 10</i> )

Students/Participants 10: L

Date : 17 September 2024

Time : 08.00

Place : SMK AR-Rahmah Bogor

R	1. How do you perceived about using Mobile Legends to increase your vocabulary?
S	It can increase the English vocabularies with often hear the English vocabularies in the game ( <i>Line 1</i> )
R	2. What are your perception about you can learn new English vocabulary after playing mobile legends?
S	Because lot of using English vocabulary can effect the skills after playing Mobile Legends ( <i>Line 2</i> )
R	3. What do you think about learning English vocabulary while playing mobile legends?
S	Good, because they can learn while playing Mobile Legends ( <i>Line 3</i> )
R	4.How do you perceived that playing Mobile legends can help your task?
S	The Mobile Legends game can help me learn independently because there are many English vocabularies in this game ( <i>Line 4</i> )
R	5. Which feature do you think that can more appropriate to learn English vocabulary?
S	Quickchat ( <i>Line 5</i> )
R	6. Why that feature that you think more appropriate?
S	Can help the speaking and easier understanding English text ( <i>Line 6</i> )
R	7. Do you think learning using Mobile Legends is effective?
S	Not effective because there are more playing rather than learning ( <i>Line 7</i> )
R	8. Is there any vocabulary that you found in Mobile Legends that you use in daily life?
S	Yes, the word is enemy missing if my friends is not around me ( <i>Line 8</i> )
R	9. How much flexible do you think learning while playing Mobile Legends?
S	I think learning while playing Mobile Legends is very flexible ( <i>Line 9</i> )
R	10. What is the best place and time you think to play and learn while playing Mobile Legends?
S	20:00, In my home ( <i>Line 10</i> )

### Appendix 3. Focus Group Discussion Sheet

The Focus Group Discussion will find out students' perception regarding the use of mobile game for self-directed vocabulary learning. Tell us about your perception in the column below.

<b>Aspect of Experience</b>	<b>Indicator</b>	<b>Question</b>
The Representational Principle Theory by Fish (2021)	1. Mind-Independent	1. Do you think that the
	2. Transparency	concept in Mobile
	3. Phenomenological observation	Legends can increase
	4. Effectiveness	your vocabulary?
	5. Flexibility	2. In your view, is the feature in Mobile Legends can increase the vocabulary? And do you think that is effective?
		3. Talking about the flexibility of this learning, what is your perception about it?

#### Appendix 4. Transcription of Focus Group Discussion

Group 1

Date : 12 September 2024

Time : 14.00

Place : SMAN 1 Warunggunung

Note:

- R : Researcher
- S1 : VLA (Student initial)
- S2 : MS (Student initial)
- S3 : CBPV (Student initial)
- S4 : AF (Student initial)
- S5 : BK (Student initial)

R	Assalamu'alaikum warahmatullahi wabarakatuh
S1, S2, S3, S4, S5	Wa'alaikumsalam warahmatullahi wabarakatuh
R	How are you today guys?
S1, S2, S3, S4, S5	We are fine sir
R	Okay, before going to the discussion group today, I would like to introduce myself. My name is Mohamad Takdir Ramadhan and you can call me Mr. Takdir, sir or whatever you want. So may I recognize you one by one? So this discussion goes well because we already know each other.
S1	My name is VLA, you can call me V
R	Okay V, and what is your name?
S2	My name is MS, and you can call me S
R	Okay, and you?
S3	My name is CBPV, you can call C
R	Okay C, and you?
S4	My name is AF and usually called F
R	Okay and the last, you?
S5	My name is BK and you can call me B
R	Well, nice to meet you all. Okay let's start the discussion. As explained at the beginning, i will ask you a few questions and will ask these questions to whomever I point at. Ready?
S1, S2, S3, S4, S5	Yes, Sir

R	Okay, first question is do you think that the concept in Mobile Legends can increase your vocabulary? S1 what is your answer?
S1	I think it helping because there are words that unfamiliar with me
R	Good answer, what about you S2?
S2	Agree, because there are some vocabulary that unfamiliar and I recently hear specifically from heroes voice
R	Okay, S3 what about you?
S3	50 50 because in Mobile Legends it is just entertainment facilities not education, maybe it can but a little bit
R	Okay, a little different and S4 do you agree with S1?
S4	Agree, because can play while learning.
R	Good, and S5?
S5	Agree
R	Okay, that is all for question number 1, and for question number 2, In your view, is the feature in Mobile Legends can increase the vocabulary? And do you think that is effective? Starting from S4
S4	I think it can improve my English vocabulary, because in Mobile Legends there are lot of English vocabulary, and also it was also effective because can increase the sight in language
R	Great answer, S1 do you agree with S4?
S1	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
R	Okay, S2?
S2	Agree, because lot of new vocabulary that I just hear in Mobile Legends, and also that was quite effective
R	And S3, how about you?
S3	Agree, features in Mobile Legends can increase vocabulary, but for the effectiveness I think that was not effective, because the vocabularies are just a little bit that effective to learned and usually it just for playing
R	Okay, and S5?
S5	Agree, some vocabulary in Mobile Legends I recently heard, and I think that was very effective
R	Okay, that is for question number 2, and then the last question, talking about the flexibility of this learning, what is your perception about it, S1?
S1	Good, because it can mingle with friends

R	Okay, what about you S2?
S2	Good, because it is flexible which can use it anywhere and anytime
R	Okay, and S3?
S3	Not too agree, playing mobile legends also must know where is the place
R	Okay, S4 do you agree with S1 or do you not agree?
S4	Agree, because can play together
R	And you, S5?
S5	Agree, because it can play together
R	Okay good, that is all question that I want to ask to all of you, thank you so much for your consent that you all want to be my participants.
S1, S2, S3, S4, S5	Yes sir, you are welcome
R	Wassalamu'alaikum warahmatullahi wabarakatuh
S1, S2, S3, S4, S5	Wa'alaikumsalam warahmatullahi wabarakatuh

## Group 2

Date : 17 September 2024

Time : 08.00

Place : SMK Ar-Rahmah Bogor

Note:

- R : Researcher
- S6 : MT (Student initial)
- S7 : MR (Student initial)
- S8 : A (Student initial)
- S9 : KA (Student initial)
- S10 : L (Student initial)

R	Assalamu'alaikum warahmatullahi wabarakatuh
S6, S7, S8, S9, S10	Wa'alaikumsalam warahmatullahi wabarakatuh
R	How are you today guys?
S6, S7, S8, S9, S10	We are fine sir
R	Okay, before going to the discussion group today, I would like to introduce myself. My name is Mohamad Takdir Ramadhan and you can call me Mr. Takdir, sir or whatever you want. So may I recognize you one by one? So this discussion goes well because we already know each other.
S6	My name is MT, you can call me T
R	Okay T, and what is your name?
S7	My name is MR, and you can call me R
R	Okay, and you?
S8	My name is A ,you can call A
R	Okay A and you?
S9	My name is KA and usually called KA
R	Okay and the last, you?
S10	My name is L and you can call me L
R	Well, nice to meet you all. Okay let's start the discussion. As explained at the beginning, i will ask you a few questions and will ask these questions to whomever I point at. Ready?
S6, S7, S8, S9, S10	Yes, Sir
R	Okay, first question is do you think that the concept in Mobile Legends can increase your vocabulary? S8 what is your answer?

S8	It is helping because in this game there are a lot of vocabulary or language and in the gameplay also there are something that helping like quickchat
R	Good answer, what about you S6?
S6	I agree because from the gameplay Mobile Legends there are some slang like montage, combo and etc.
R	Okay, S7 what about you?
S3	Agree because in Mobile Legends gameplay I can learn English vocabulary
R	Okay, a little different and S9 do you agree with S8?
S9	Agree
R	Good, and S10?
S10	Agree, because I also feel in Mobile Legends can improve the English vocabulary because lot of sound feature and English text
R	Okay, that is all for question number 1, and for question number 2, In your view, is the feature in Mobile Legends can increase the vocabulary? And do you think that is effective? Starting from S10
S10	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
R	Great answer, S6 do you agree with S10?
S6	Agree, I think the features in Mobile Legends are very effective to increase English vocabulary
R	Okay, S9?
S9	Agree, lot of feature in Mobile Legends can increase vocabulary too. And I also agree that it is not effective
R	And S8, how about you?
S8	Agree, feature in Mobile Legends can increase vocabulary because there are pronunciation in English, but I think that is not too effective if it use for learning
R	Okay, and S7?
S7	Agree, feature in Mobile Legends I think it can increase English vocabulary. But I think it is not too effective too
R	Okay, that is for question number 2, and then the last question, Talking about the flexibility of this learning, what is your perception about it, S10?
S10	Good, because Mobile Legend Game is flexible to learn and play anywhere and anytime with my friends

R	Okay, what about you S6?
S6	I agree, because Mobile Legend Game suitable to learn and play anywhere and anytime
R	Okay, and S7?
S7	Agree because flexible can play and learn anywhere and anytime
R	Okay, S8 do you agree with S10 or do you not agree?
S8	Agree, very flexible to play and learn English with my friends
R	And you, S9?
S9	Agree, very flexible to play and learn English with my friends
R	Okay good, that is all question that I want to ask to all of you, thank you so much for your consent that you all want to be my participants.
S6, S7, S8, S9, S10	Yes sir, you are welcome
R	Wassalamu'alaikum warahmatullahi wabarakatuh
S6, S7, S8, S9, S10	Wa'alaikumsalam warahmatullahi wabarakatuh

### Appendix 5. Subabitation and Coding of Semi-Structured Interview

<b>Fish theory (2021)</b>	<b>Keywords</b>	<b>Categorization</b>	<b>Theming/ subabitation</b>
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

Fish theory (2021)	Transcript (Raw data)	Preliminary code	Final code	Amount of students
Mind-independent	I think Mobile Legends <b>helps me find some unfamiliar vocabulary</b>	Finding new vocabulary	S1-VLA-1	8
	I feel happy because <b>I found new vocabulary</b> from Mobile Legends		S1-VLA-2	
	I think in Mobile Legends that <b>have a lot of new vocabulary</b> that what I just heard, like enemy missing		S2-MS-1	
	I <b>get a new vocabulary</b> that I did not know the meaning before		S2-MS-2	
	In Mobile Legends, there are a lot of words that maybe <b>can help me increase my new vocabulary</b> like : macro, micro, timing, set up, etc.		S3-CBPV-1	
	I think after playing Mobile Legends and getting a new vocabulary, like example: set up turtle. <b>I feel like it can improve my understanding of English vocabulary.</b>		S3-CBPV-2	
	I think I can learn from it, because from Mobile Legends we get to <b>learn a new vocabulary like English vocabulary.</b>		S4-AF-1	
	Its happy because <b>can hear any types of English words</b> from Mobile Legends		S4-AF-2	
	I can learn <b>from Mobile Legends about new English vocabulary.</b>		S5-BK-1	
	I am happy because <b>I can hear any language and one of it is English</b>		S5-BK-2	
	I think I can learn from Mobile Legends, because Mobile Legends are freeing players to play, interact, communicate so <b>can add new vocabulary</b> someone while playing		S6-MT-1	
	I think because Mobile Legends provide English feature so the players can <b>learn and increase the habit in using English</b>		S6-MT-2	
	I think not just learning, Mobile Legends also can <b>help get to know English vocabulary</b> , because there was a sounds in English, English vocabularies although we use		S7-MR-1	

	Indonesian language in settings			
	Yes, after playing Mobile Legends it <b>can increase my English</b> , although its not many and we also can learn while playing		S7-MR-2	
	For me this is <b>increase my vocabularies although it was a little bit</b> and this is very helping with this game vocabularies so we can get to know how to pronounce about English written vocabulary		S8-A-2	
	Good, because in this game it <b>can be help my vocabulary increase</b> a little more about it		S9-KA-2	
	It can <b>increase the English vocabularies</b> with often hear the English vocabularies in the game		S10-L-1	
	<b>Lot of using English vocabulary can effect the skills</b> after playing Mobile Legends		S10-L-2	
	<b>I think no</b> , 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	Dissatisfaction learning with Mobile Games	S8-A-1	2
	<b>I think no</b> , because the words in Mobile Legends are not for learning, it was for playing		S9-KA-1	
Transparency	I happy, because I can <b>learn while play</b> and there was some of feature in Mobile Legends that interesting to be learn	Positive perception: Authenticity self-learning	S1-VLA-3	9
	Playing Mobile Legends can help for add new vocabulary and I <b>can play while learn a new vocabulary</b>		S2-MS-3	
	It can be <b>added our knowledge about English</b> because in Mobile Legends have a quickchat feature that can be set to any language at one of it is English.		S3-CBPV-3	
	Playing Mobile Legends can <b>add insight</b> into language		S4-AF-3	

	I think playing Mobile Legends <b>can help a knowledge in language</b>		S5-BK-3	
	Good, because <b>playing Mobile Legends while learning are not boring</b>		S7-MR-3	
	It was very good because it <b>was learned when played</b> and not confuse player who learn not like in regular learning		S8-A-3	
	Very good, because I can <b>learn something while playing it</b>		S9-KA-3	
	Good, because they can <b>learn when playing</b> Mobile Legends		S10-L-3	
	It is not too good, because can <b>distract someone learning</b>	Negative perception: Not authenticity self-learning	S6-MT-3	1
	<b>Little help</b> , because of that I get a new vocabulary from Mobile Legends	Helping the English task	S1-VLA-4	5
	I think Mobile Legends sometimes <b>can help it</b> , because there are some vocabulary that I do not understand and I know from Mobile Legends		S2-MS-4	
	<b>Yes</b> , playing Mobile Legends can help us in English task/lesson		S4-AF-4	
	<b>Yes</b> , playing Mobile Legends can make it easier in English lesson task		S5-BK-4	
	The Mobile Legends game can <b>help me learn independently</b> because there are many English vocabularies in this game"		S10-L-4	
	<b>No</b> , because Mobile Legends are did not have any affiliate in our school task	Did not helping the English task	S3-CBPV-4	5
	<b>No</b> , because Mobile Legends often used for playing and rarely used for learn so it rarely helps		S6-MT-4	
	<b>No</b> , because there was no affiliate in English lesson and in school the time is using for learning		S7-MR-4	
	<b>No</b> , because I do not think to it and there was any application in mobile phone that are more effective more than a games		S8-A-4	
	<b>No</b> , because Mobile Legends used		S9-KA-	

	just for playing		4	
Phenomenological observation	Quickchat	Quick chat feature helping pronunciation practice	All students-5	10
	Because in the game I always <b>hear that feature</b>		S1-VLA-6	
	Because there was an <b>English pronunciation and an Indonesian Language meaning</b>		S2-MS-6	
	Because it can show a <b>sound that in English pronunciation</b>		S3-CBPV-6	
	Because there was a <b>pronunciation in English</b>		S4-AF-6	
	Because there was an <b>English pronunciation</b>		S5-BK-6	
	Because this feature are <b>easier to understand</b> to help to learn English		S6-MT-6	
	Because it was <b>easy to understand</b> by Mobile Legends player because it <b>written in Indonesian language but there was a voice that in English pronunciation</b>		S7-MR-6	
	It was help us by make a <b>sound in English and the written is in Indonesia</b> so it was <b>easier to us to understand</b>		S8-A-6	
	Because it was <b>easier to understand</b>		S9-KA-6	
Can help the speaking and <b>easier understanding English text</b>	S10-L-6			
Effectiveness	Yes, <b>quite effective</b> and can learn new vocabulary	Positive perception: Mobile Legends effectiveness of learning	S2-MS-7	3
	Yes, I think its <b>effective</b> because we can learn new vocabulary.		S4-AF-7	
	<b>Yes</b> , because we can learn a new vocabularies		S5-BK-7	
	I think that was <b>not too effective</b> because it was not clear enough	Negative perception: Not effective	S1-VLA-7	7
	<b>No</b> , because Mobile Legends is only as an entertainment facility, not education facility		S3-CBPV-7	
	<b>Not effective</b> , because its very disturb someone when learn so they are more playing than learning		S6-MT-7	

	<b>Not effective</b> , because it can disturb us while learning		S7-MR-7	
	<b>Not too effective</b> because the player are more focus to the game, not the language		S8-A-7	
	<b>Not effective</b> , because it was more playing rather than learning		S9-KA-7	
	<b>Not effective</b> because there are more playing rather than learning		S10-L-7	
	Yes, <b>the word is gather and usually I use it for choosing gathering place</b>		S1-VLA-8	
	I did not use English vocabulary that I found in Mobile Legends daily		S3-CBPV-8	
	Yes, the <b>vocabulary is enemy missing if there are of my friend suddenly disappear</b>	Not misused word	S5-BK-8	6
	Yes, the word is <b>enemy missing if my friends is not around me</b>		S6-MT-8	
	Yes, I use <b>wellplayed for joking with my friends if they doing some mistake and using enemy missing if my friends suddenly disappear</b>		S7-MR-8	
	Yes, the word is <b>enemy missing that I use if my friends suddenly disappear</b>		S10-L-8	
	Yes, the word is <b>wellplayed that I usually use if there was a friend that made a mistake</b>	Misused word	S2-MS-8	4
	Yes, the word is <b>well played for joking with friends</b>		S4-AF-8	
	Yes, <b>farming if I see someone making money</b>		S8-A-8	
	Yes, the word is <b>ultimate that I use if I see someone getting angry</b>		S9-KA-8	
Flexibility	<b>Very flexible</b> , wherever and anywhere I can play it if I did not do anything	Personalizati on self-learning	S1-VLA-9	
	<b>Very flexible</b> , however I can play it when I have free time		S2-MS-9	
	<b>Flexible</b> , when and where while I want to play it, I will play it		S4-AF-9	
	<b>Very flexible</b> , I can play it whenever I want if I want		S5-BK-9	9

	I think learning while playing Mobile Legends is <b>very flexible</b>		S6-MT-9	
	<b>Very flexible</b> , when In my home or while hang out I also can play while learning using Mobile legends		S7-MR-9	
	<b>Very flexible</b> , can playing anywhere and anytime		S8-A-9	
	<b>Very flexible</b> , I can play it wherever and whenever		S9-KA-9	
	<b>Very flexible</b> , I can play it whenever I want		S10-L-9	
	<b>21:00 to 00:00, In home or in my room</b> because more comfort		S1-VLA-10	
	<b>21:00 to 00:00, While hang out</b> with my friends		S2-MS-10	
	<b>21:00 to 01:00, While hang out</b> with my friends		S3-CBPV-10	
	<b>22:00, While hang out</b> with my friends		S4-AF-10	
	<b>21:00 to 00:00, In my room</b>		S5-BK-10	
	<b>20:00, In my home</b>		S6-MT-10	
	<b>19:00, In my home or in my friends home</b>		S7-MR-10	
	<b>21:00 to 00:00, While hang out</b> with my friends		S8-A-10	
	<b>18:00, In my home or my friends home</b>		S9-KA-10	
	<b>20:00, In my home</b>		S10-L-10	
	<b>Not too flexible</b> , because playing Mobile Legends also must know place and time, for example you cannot play it in the school	Not personalizati on self-learning	S3-CBPV-9	1

### Appendix 6. Subabitation and Coding of Focus Group Discussion

<b>Fish Theory (2021)</b>	<b>Keywords</b>	<b>Categorization</b>	<b>Theming/Subabitation</b>
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 features (Features in Mobile Legends can help the pronunciation practice)	Role of the features
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
Flexibility	Personalization self-learning Not personalization self-learning	Flexibility of learning English (Personalization self-learning, Not personalization self-learning)	Flexibility of learning English

Fish theory (2021)	Transcript (Raw data)	Preliminary code	Final code	Amount of Students
Mind-independent	I think <b>Mobile Legends Game helping me self-study</b> because there are words that unfamiliar and I can collect them as my English new vocabularies	Positive perception: Helping find new vocabulary	S1-VLA-1	9
	I agree that <b>Mobile Legends can help self-learning</b> because there are some unfamiliar vocabulary that I only hear specifically from the voice lines in Heroes Game Player that improve my English		S2-MS-1	
	Agree, because I can play while learning.		S4-AF-1	
	Agree of <b>Mobile Legend Game as self-directed learning</b>		S5-BK-1	
	It is helping because in this game there are a lot of vocabulary or language features and in the gameplay also there are some that <b>help me studying English</b> , like Quick chat features		S8-A-1	
	I agree because from the gameplay Mobile Legends there are some slang like montage, combo and etc. that <b>make easier to learn English</b>		MT-S6-1	
	Agree because in Mobile Legends gameplay I <b>can learn English vocabulary</b>		S7-MR-1	
	Agree of <b>Mobile Legend Game as self-directed learning</b>		S9-KA-1	
	Agree, because I also feel in Mobile Legends can <b>improve the English vocabulary</b> because lot of sound feature		S10-L-1	

	and English text			
	50 to 50 because in Mobile Legends it is <b>just entertainment facilities not education</b> , maybe it can but a little bit	Negative perception: Dissatisfaction learning with Mobile Games	S3-CBPV-1	1
Transparency	I think Mobile Legends Game helping me self-study because there are words that unfamiliar and I can collect them as my English new vocabularies	Authenticity self-learning	S1-VLA-2	10
	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		S2-MS-2	
	50 to 50 because in Mobile Legends it is just entertainment facilities not education, maybe it can be used as self-learning but a little bit		S3-CBPV-2	
	Agree, because I <b>can play while learning.</b>		S4-AF-2	
	Agree of <b>Mobile Legend Game as self-directed learning</b>		S5-BK-2	
	It is helping because in this game there are a lot of vocabulary or language features and in the gameplay also there are some that help me studying English, like Quick chat features		S8-A-2	
	I agree because from the gameplay Mobile Legends there are some slang like montage, combo and etc. that make easier to learn English		MT-S6-2	
	Agree because in Mobile Legends gameplay I can learn English vocabulary		S7-MR-2	

	Agree of <b>Mobile Legend Game as self-directed learning</b>		S9- KA-2	
	Agree, because I also feel in Mobile Legends can improve the English vocabulary because lot of sound feature and English text		S10-L- 2	
Phenomenologica I observation	I think it can improve my English vocabulary, because in Mobile Legends there are <b>lot of English vocabulary</b> , and also it was also effective because can increase the sight in language	Features in Mobile Legends can help the pronunciation practice	S4- AF-3	10
	Agree, I think effective because can increase vocabulary when playing the game, <b>in every role hero also have a meaning that can increase vocabulary</b> , and for the effectiveness I think that was very effective		S1- VLA- 3	
	Agree, some vocabulary in <b>Mobile Legends I recently heard</b> , and I think that was very effective		S5- BK-3	
	Agree, because lot of new <b>vocabulary that I just hear in Mobile Legends</b> , and also that was quite effective		S2- MS-3	
	Agree, features in Mobile Legends can <b>increase vocabulary</b> , but for the effectiveness I think that was not effective, because the vocabularies are just a little bit that effective to learned and usually it just for playing		S3- CBPV -3	
	I think it can increase English vocabulary because there are <b>English sound feature so we get easier to pronounce English vocabulary</b> , but less effective because playing Mobile Legends are just using		S10-L- 3	

	the vocabulary and not too learn the English			
	Agree, I think the features in Mobile Legends are very effective to increase English vocabulary		MT-S6-3	
	Agree, <b>feature in Mobile Legends I think it can increase English vocabulary</b> . But I think it is not too effective too		S7-MR-3	
	Agree, <b>lot of feature in Mobile Legends can increase vocabulary</b> too. And I also agree that it is not effective		S9-KA-3	
	Agree, feature in Mobile Legends can increase vocabulary because <b>there are pronunciation in English</b> , but I think that is not too effective if it use for learning		S8-A-3	
Effectiveness	I think it can, because in Mobile Legends there are lot of English vocabulary, and also <b>it was effective</b> because can increase the sight in language	Positive perception: Using Mobile Legends for learning are effective	S4-AF-4	5
	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 <b>I think that was very effective</b>		S1-VLA-4	
	Agree, some vocabulary in Mobile Legends I recently heard, and <b>I think that was very effective</b>		S5-BK-4	
	Agree, because lot of new vocabulary that I just hear in Mobile Legends, and also that was <b>quite effective</b>		S2-MS-4	
	Agree, I think the features in Mobile Legends are <b>very</b>		MT-S6-4	

	<b>effective</b> to increase English vocabulary			
	Agree, features in Mobile Legends can increase vocabulary, but for the effectiveness I think that was <b>not effective</b> , because the vocabularies are just a little bit that effective to learned and usually it just for playing	Negative perception: Using Mobile Legends for learning are not effective	S3-CBPV-4	5
	I think it can increase English vocabulary because there are English sound feature so we get easier to pronounce English vocabulary, but <b>less effective</b> because playing Mobile Legends are just using the vocabulary and not too learn the English		S10-L-4	
	Agree, feature in Mobile Legends I think it can increase English vocabulary. But I think it is <b>not too effective</b> too		S7-MR-4	
	Agree, lot of feature in Mobile Legends can increase vocabulary too. And I also agree that it is <b>not effective</b>		S9-KA-4	
	Agree, feature in Mobile Legends can increase vocabulary because there are pronunciation in English, but I think that is <b>not too effective</b> if it use for learning		S8-A-4	
Flexibility	Mobile Legend Game is <b>quite supportive of self-learning</b> with a sense of playing and learning with my friends	Positive perception: Personalizati on self-learning	S1-VLA-5	9
	Good, because Mobile Legend Game is flexible to learn and play <b>anywhere and anytime with my friends</b>		S2-MS-5	
	Agree, because I <b>can play and learn English together with my friends</b>		S4-AF-5	

	Agree, because I <b>can play and learn English together with my friends</b>		S5-BK-5	
	Good, because Mobile Legend Game is flexible to learn and play <b>anywhere and anytime with my friends</b>		S10-L-5	
	I agree, because it suitable to play anywhere and anytime		S6-MT-	
	Agree because <b>flexible can play and learn anywhere and anytime</b>		S7-MR-5	
	Agree, <b>very flexible to play and learn English with my friends</b>		S8-A-5, S9-KA-5	
	Not too agree, playing Mobile Legends also <b>must know where to play it, such as we can't play it in school hours</b>	Negative perception: Not personalizati on self-learning	S3-CBPV-5	1

**Appendix 7. Documentation of the Research**

**Documentation of Semi-Structured Interview and FGD**

