UNIVERSITY EFL STUDENTS' EXPERIENCES OF SELF-REGULATED VOCABULARY LEARNING USING MOBILE GAMES
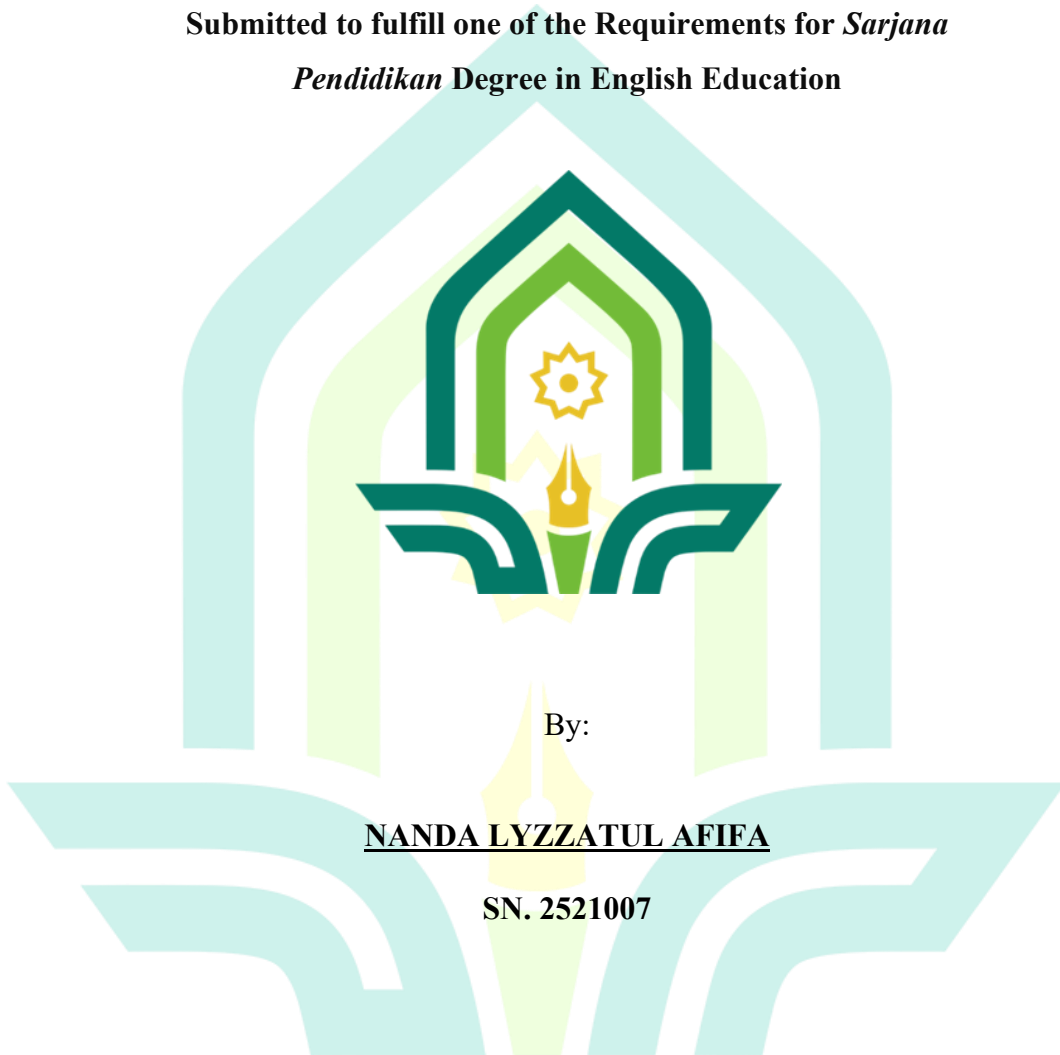
A THESIS

Submitted to fulfill one of the Requirements for *Sarjana Pendidikan* Degree in English Education

By:

NANDA LYZZATUL AFIFA

SN. 2521007

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI

K.H. ABDURRAHMAN WAHID PEKALONGAN

2025

UNIVERSITY EFL STUDENTS' EXPERIENCES OF SELF-REGULATED VOCABULARY LEARNING USING MOBILE GAMES

A THESIS

Submitted to fulfill one of the Requirements for *Sarjana Pendidikan* Degree in English Education

By:

NANDA LYZZATUL AFIFA

SN. 2521007

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2025

i

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan dibawah ini:

Nama   : Nanda Lyzzatul Afifa

NIM   : 2521007

Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **"UNIVERSITY EFL STUDENTS' EXPERIENCES OF SELF-REGULATED VOCABULARY LEARNING USING MOBILE GAMES"** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 10 Juni 2025

Yang Menyatakan,

<u>Nanda Lyzzatul Afifa</u>

2521007

NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H. Abdurrahman Wahid Pekalongan

c/q. Ketua Program Studi TBIG

di Pekalongan

Assalamu'alaikum Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

Nama	:	**NANDA LYZZATUL AFIFA**
NIM	:	**2521007**
Prodi	:	**TADRIS BAHASA INGGRIS**
Judul Skripsi	:	**UNIVERSITY EFL STUDENTS' EXPERIENCES OF SELF-REGULATED VOCABULARY LEARNING USING MOBILE GAMES**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam siding munaqasah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 10 Juni 2025

Pembimbing

Fachri Ali, M.Pd

NIP. 19890101 202012 1 013

iii

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The dean of the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, approved this thesis by:

Name : **NANDA LYZZATUL AFIFA**

NIM : **2521007**

Title : **UNIVERSITY EFL STUDENTS' EXPERIENCES OF SELF-REGULATED VOCABULARY LEARNING USING MOBILE GAMES**

Has been examined and approved by the panel of examiners on Monday, 30th June 2025 as a partial fulfillments of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education

Examiners

Examiner I

Dewi Puspitasari, M.Pd.
NIP. 19790221 200801 2 008

Examiner II

Nadia Faradhillah, M.A.
NIP. 19930406 202012 2 015

Pekalongan, 8th July 2025
Assigned by
The Dean of Faculty of Education and Teacher Training

Prof. Dr. H. Muhlisin, M.Ag.
NIP. 19700706 199803 1 001

iv

ACKNOWLEDGMENT

All praise and gratitude go to Allah SWT, because thanks to His mercy and grace, I can complete the writing of this thesis well. The process of writing this thesis was certainly not easy, but thanks to the support, help, and prayers of many parties, I managed to get to this stage. Therefore, I would like to express my deepest gratitude to all those who have contributed to this journey.

1. My deepest gratitude goes to my biggest supporters and the people I love the most, my beloved parents. Thank you for all your support and endless prayers.

2. I would like to express my deepest gratitude to Mr. Fachri Ali, M.Pd., who has guided me with great patience, provided direction, valuable input, and support during the research process until this thesis was completed.

3. I would also like to thank all the lecturers of the English Language Education Department and the staff at UIN K.H. Abdurrahman Wahid Pekalongan for the knowledge and kindness they have given me during my studies.

4. Thanks to my friends at TBIG who have helped in preparing supporting documents for this thesis. Thank you for your togetherness, support, and encouragement during this process.

5. Last but not least, thanks to the fictional boys who kept me sane during writing this thesis.

6. Finally, I would also like to thank myself for being strong and believing that I can go through all of this so that this thesis can be completed. Thank you for working hard, let's keep moving forward together, forever.

MOTTO

"Be your own anchor"

(Melissa McCall)

"Yesterday is history, tomorrow is mystery, but today is a gift. That is why

it is called the present"

(Master Oogway)

"Perfect combinations are rare, in an imperfect world"

(Peter Hale)

ABSTRAK

Mahasiswa English as a Foreign Language (EFL) idealnya memiliki penguasaan kosakata yang memadai, namun kenyataannya masih terdapat sejumlah mahasiswa dengan keterbatasan kosakata. Mobile games yang saat ini digemari mahasiswa dinilai berpotensi mendukung pembelajaran kosakata melalui pendekatan self-regulated learning (SRL). Penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa EFL dalam mengimplementasikan SRL untuk pembelajaran kosakata melalui mobile game. Penelitian ini menggunakan metode pengumpulan data berupa reflective journal dan wawancara semi-terstruktur terhadap tiga mahasiswa EFL. Data dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan adanya pengalaman pembelajaran kosakata menggunakan mobile games yang dianalisis berdasarkan empat tahapan dalam teori experiential learning Kolb dan juga tantangannya. Pengalaman pembelajaran kosakata ini mencakup keterlibatan aktif mahasiswa dalam berbagai kegiatan, seperti menyusun tujuan belajar, melakukan kegiatan pembelajaran kosakata secara langsung melalui mobile games, serta merefleksikan atau mengingat ulang kata-kata yang kembali muncul pada level dan dialog yang berbeda. Selain itu, mahasiswa juga membentuk pemahamannya sendiri terhadap kata-kata yang ditemui sebelumnya dan mengimplementasikan pemahaman kosakata baru tersebut ke situasi nyata. Pengalaman tantangan yang dihadapi mahasiswa, antara lain adanya distraksi selama belajar, kurangnya konsistensi dalam penggunaan mobile games untuk pembelajaran kosakata, serta munculnya rasa kecewa ketika tujuan belajar awal tidak sepenuhnya tercapai. Selain itu, ditemukan tiga fase utama dalam SRL: forethought, performance, dan self-reflection. Penelitian ini mengungkap pengalaman mahasiswa EFL selama pembelajaran kosakata mandiri dengan menggunakan mobile games.

Kata kunci: *mahasiswa EFL, pengalaman, self-regulated learning, kosakata, permainan seluler*

ABSTRACT

University English as a Foreign Language (EFL) students ideally have adequate vocabulary mastery, but in reality, there are still a number of students with limited vocabulary. Mobile games, which are currently popular with students, have the potential to support vocabulary learning through self-regulated learning (SRL). This study aims to explore university EFL students' experiences in implementing SRL for vocabulary learning through mobile games. This study used data collection methods such as reflective journals and semi-structured interviews with three university EFL students. The data were analyzed using thematic analysis. The results show that there is a vocabulary learning experience using mobile games that is analyzed based on the four stages in Kolb's experiential learning theory and its challenges. This vocabulary learning experience includes university EFL students' active involvement in various activities, such as setting learning goals, doing vocabulary learning activities directly through mobile games, and reflecting or recalling words that reappear at different levels and dialogs. In addition, students also formed their own understanding of the words encountered previously and implemented the new vocabulary understanding into real situations. The challenges faced by students include distraction during learning, lack of consistency in using mobile games for vocabulary learning, and disappointment when the initial learning goals are not fully achieved. In addition, three main phases of SRL were found: forethought, performance, and self-reflection. This study reveals the experiences of university EFL students during self-regulated vocabulary learning using mobile games.

Keywords: *university EFL students, experience, self-regulated learning, vocabulary, mobile games*

PREFACE

All praise and gratitude go to Allah SWT. With the permission and grace, I can complete this undergraduate thesis entitled "University EFL Students' Experiences of Self-Regulated Vocabulary Learning Using Mobile Games." This thesis was prepared as one of the requirements to obtain a Degree of *Sarjana Pendidikan* at UIN K.H. Abdurrahman Wahid Pekalongan. With deep respect and gratitude, I would like to express my appreciation to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., as the Dean of the Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhannudin, M.A., as the Head of English Education Department Program, and Mrs. Eros Meilina Sofa, M.Pd., as the Secretary of English Education Department Program.
4. Mr. Fachri Ali, M.Pd., as the supervisor who has provided meaningful direction, guidance, and support during the process of writing this thesis.
5. All lecturers and staff at the Faculty of Education and Teacher Training, especially the English Education Department, have provided a lot of knowledge and assistance during my studies.
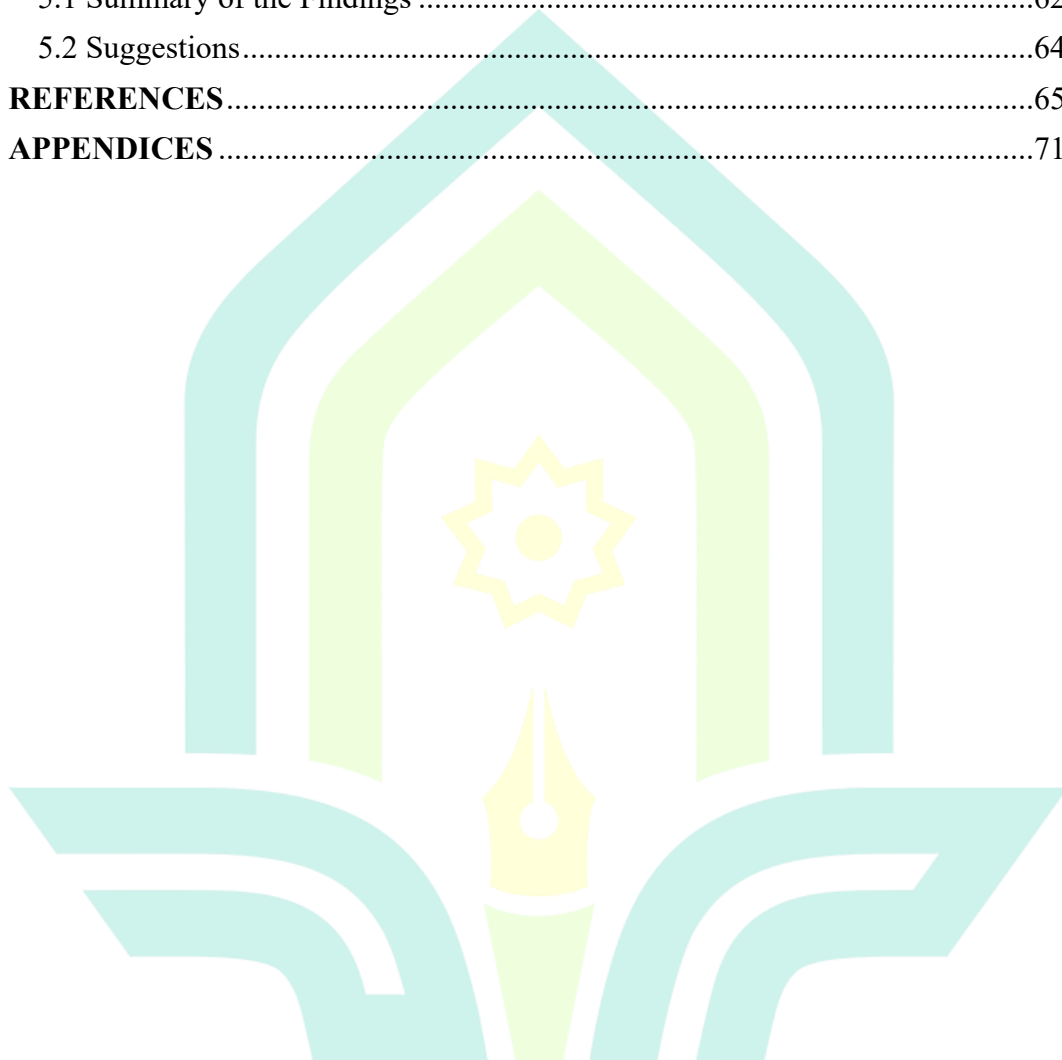
Pekalongan, 10 June 2025

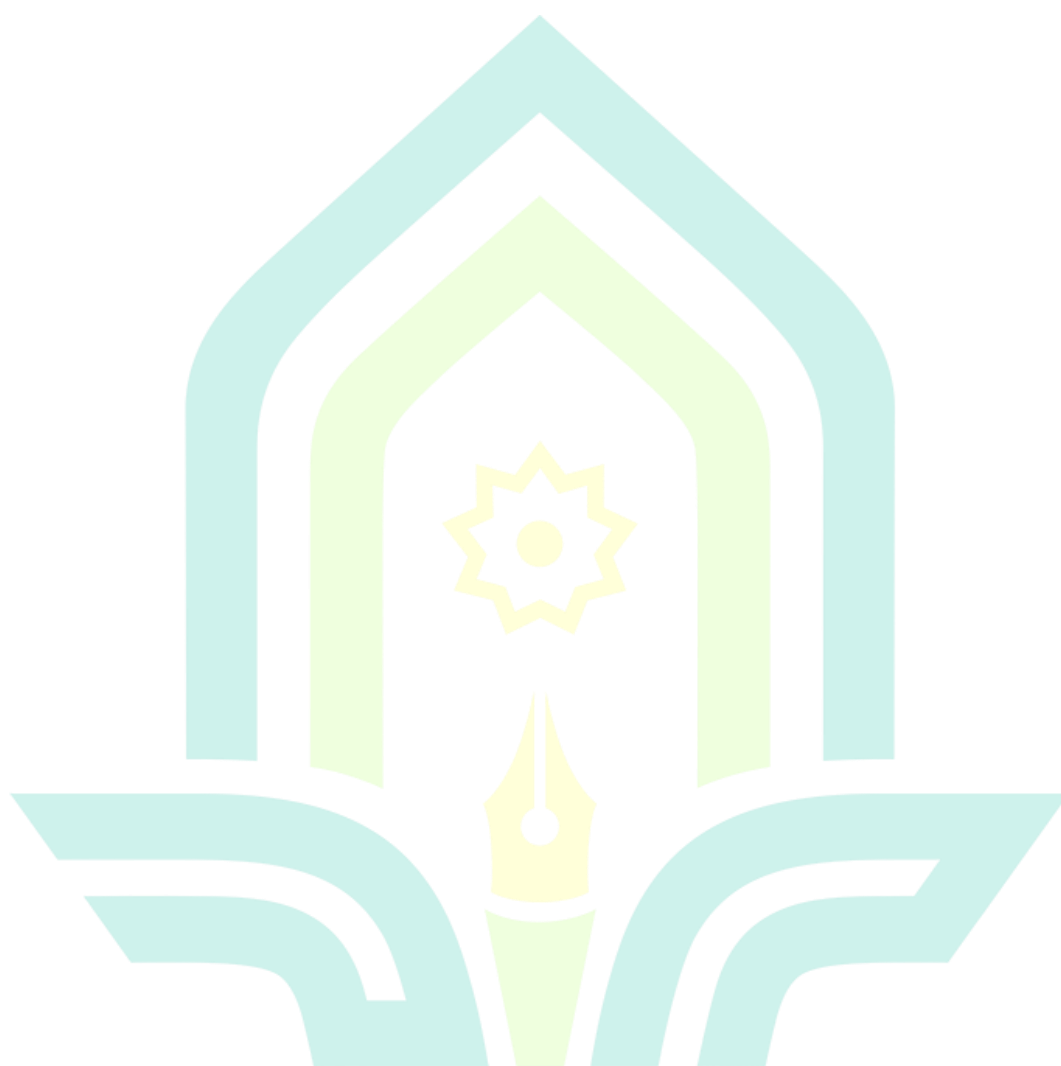Nanda Lyzzatul Afifa

TABLE OF CONTENTS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1 Research Background

Vocabulary is one of the most crucial aspects of foreign language learning, especially English. For EFL (English as a Foreign Language) students, vocabulary mastery is the main foundation in developing language skills. Almalki (2024) stated that without mastering vocabulary, students will not be able to speak or form sentences well. However, in the context of formal education, the limited amount of vocabulary taught is often an obstacle. In addition, traditional vocabulary teaching methods can make students less motivated and feel bored in learning (Shen, 2023). In line with these findings, Ismail et al. (2022) mentioned the problems that students usually face are low motivation, interest, and strategies in English vocabulary learning.

Ideally, university EFL (English as a Foreign Language) students should have an extensive vocabulary. A rich vocabulary is very important because it plays a huge role in facilitating the understanding of English literacy and enhancing communication skills, both in the classroom and outside the classroom. However, according to Boroughani et al. (2023), vocabulary acquisition remains a major challenge for EFL university students in the process of developing language literacy skills. This challenge is not only cognitive, but also relates to learning methods and

practice environments. Chen et al. (2024) added that many EFL students still rely on memorization and repetition methods to learn new vocabulary. While these methods can be helpful at first, Chen emphasizes that it tends to be monotonous and lacks meaningful interaction in language use. As a result, students may lose interest in the learning process and have limited opportunities to apply new vocabulary in daily life, leading to weak retention and lack of practical application in real contexts. Therefore, the combination of previous research findings such as, boring learning methods, low motivation, and lack of practice is a big barrier to enhance vocabulary acquisition for EFL learners.

Preliminary observations revealed that some university EFL students still encounter some English words that are difficult for them to understand in their first language. Based on the initial observation, the researcher found that some university EFL students have used technology to increase their vocabulary, especially outside class hours. In addition, Kayra (2024) mentioned that in recent years, there has been an increase in popularity and high returns in the use of technology, such as mobile applications, for students to learn English vocabulary. Previous research has also shown that university EFL students use mobile apps such as Instagram for vocabulary learning (Toto, 2024). This social fact shows that there is a real phenomenon where university EFL students now do not only rely on lecturers or textbooks, but they also organize their own learning rhythm through the media they like.

To overcome the challenges, students need to have an active role in their own learning process. One relevant approach is self-regulated learning (SRL), which is a process in which students consciously organize, monitor and evaluate their learning process independently to achieve goals (Zimmerman, 2000). SRL allows EFL university students to set goals, design strategies, and reflect on their progress in mastering vocabulary. This is in line with the findings of Teng et al. (2024) who showed that having a growth mindset can promote self-regulation in learning, which in turn enhances vocabulary acquisition. For instance, word-focused learning strategies, such as reading and writing sentences with target vocabulary, are successful in enhancing vocabulary learning outcomes. However, the performance of such strategies is strongly influenced by students' internal factors such as SRL capacity, second language proficiency, and working memory (Teng, 2025).

Given this, in today's digital era, SRL can be supported through the utilization of technology, one of which is mobile games. Some studies suggest that digital games or mobile games help students learn (Nietfeld, 2017). Mobile games not only offer entertainment, but also create an immersive and contextualized learning environment. In the context of vocabulary learning, such games provide direct and indirect opportunities for vocabulary enrichment, such as discovering new words and phrases through interactions in the game (Aulia et. al., 2024). In addition, some

mobile games encourage players to strategize, manage time, and evaluate their progress, which are key components of SRL (Primaestri et. al., 2023).

For university EFL students, playing mobile games with a purposeful approach can be a fun and independent alternative to vocabulary learning. Games like Harvest Moon, Genshin Impact, The Sims Mobile or even puzzle games like Crossword can provide a more lively context for vocabulary use. Octaberlina (2023) stated that students who learned through the Harvest Moon game experienced significant improvements in vocabulary acquisition compared to traditional methods. Harvest Moon, for instance, offers interaction with many items and conversations with the characters in the game. When students apply SRL principles in playing games, they are not only playing for entertainment, but also integrating the gaming experience as part of a language learning strategy. Boroughani et al. (2023) explained that students who used SRL strategies with the support of digital media showed much better results than the control group who used conventional methods. This confirms that developing self-learning capacity through technology such as mobile games can accelerate vocabulary acquisition in the context of foreign language learning. In line with these findings, Bowles (2024) emphasizes the importance of self-regulation, especially in the context of independent out-of-class vocabulary learning.

However, the use of mobile games also requires strong self-control. Bowles (2024) highlighted that vocabulary learning through digital media

requires strong self-management skills to avoid distraction, while maintaining learning consistency in the long run. Overuse can be bad to students' physical, mental health and academic performance (Feng, 2022). However, for mobile games to be truly beneficial for learning, it requires strong self-control to avoid being distracted or overusing them, as this can have a negative health and learning performance outcome.

Based on previous elaborations, a closer investigation is needed to investigate the use of mobile games self-regulated vocabulary learning. Given the importance of vocabulary in language learning, as well as the challenges students face in mastering it, the use of technology such as mobile games can be an alternative. Thus, this study focuses on examining the experiences of university EFL students when learning vocabulary using mobile games.

1.2 Identification of the Problem

Vocabulary remains a challenge for university EFL students. They often come across some vocabulary that they don't understand. Thus, vocabulary learning can be done independently. This learning can utilize technology such as using mobile games in the process. Therefore, this study was conducted to explore students' experiences during self-regulated vocabulary learning using mobile games.

1.3 Limitation of the Problem

This study limits the problem by focusing on examining the experiences of university EFL students during self-regulated vocabulary learning using mobile games. The participants in this study are EFL university students who play English mobile games on their smartphones. These experiences include the process of understanding the vocabulary they encounter as well as the challenges they experience.

1.4 Formulation of the Problem

This study had one research question. "How do the university EFL students experience self-regulated vocabulary learning with mobile games?" By using this formula, the researcher hopes to find out more about students' experiences while using these mobile games for self-regulated vocabulary learning.

1.5 Operational Definition

In order to prevent confusion regarding the terminology used in this study, the researcher offers the following definitions:

1. Self-regulated learning (SRL)   : SRL can be defined as one's potential to self-generate thoughts, feelings, and behaviors that are directed towards achieving learning goals (Zimmerman, 2000).

2. Vocabulary   : Vocabulary is a collection or list of words of a particular language or those used by each language speaker (Hatch & Brown, 1995).

3. Mobile games : Mobile games can be broadly defined as embedded, downloaded or networked games that run on handheld devices such as mobile phones, portable consoles and (personal digital assistant) PDAs (Jeong & Kim, 2009).

4. Experience : Experience is a continuing process of interaction between a person and their surroundings (Dewey, 1986).

5. EFL students : EFL students are individuals studying English in a formal academic setting, in a country where English is not the primary language of communication (Richards & Schmidt, 2002).

1.6 Aims of the study

This study aims to explore university EFL students' experiences in implementing self-regulated learning of English vocabulary using mobile games.

1.7 Significance of the Study

1. Theoretical significance : This research provides reference and literature related to self-regulated vocabulary learning using mobile games.

2. Empirical significance : This research will give empirical insights about the experiences of students in self-regulated learning English vocabulary using mobile games.

3. Practical significance : This research shows the potential of mobile games to provide a more personalized learning experience, allowing students to learn at their own pace and according to their own interests.
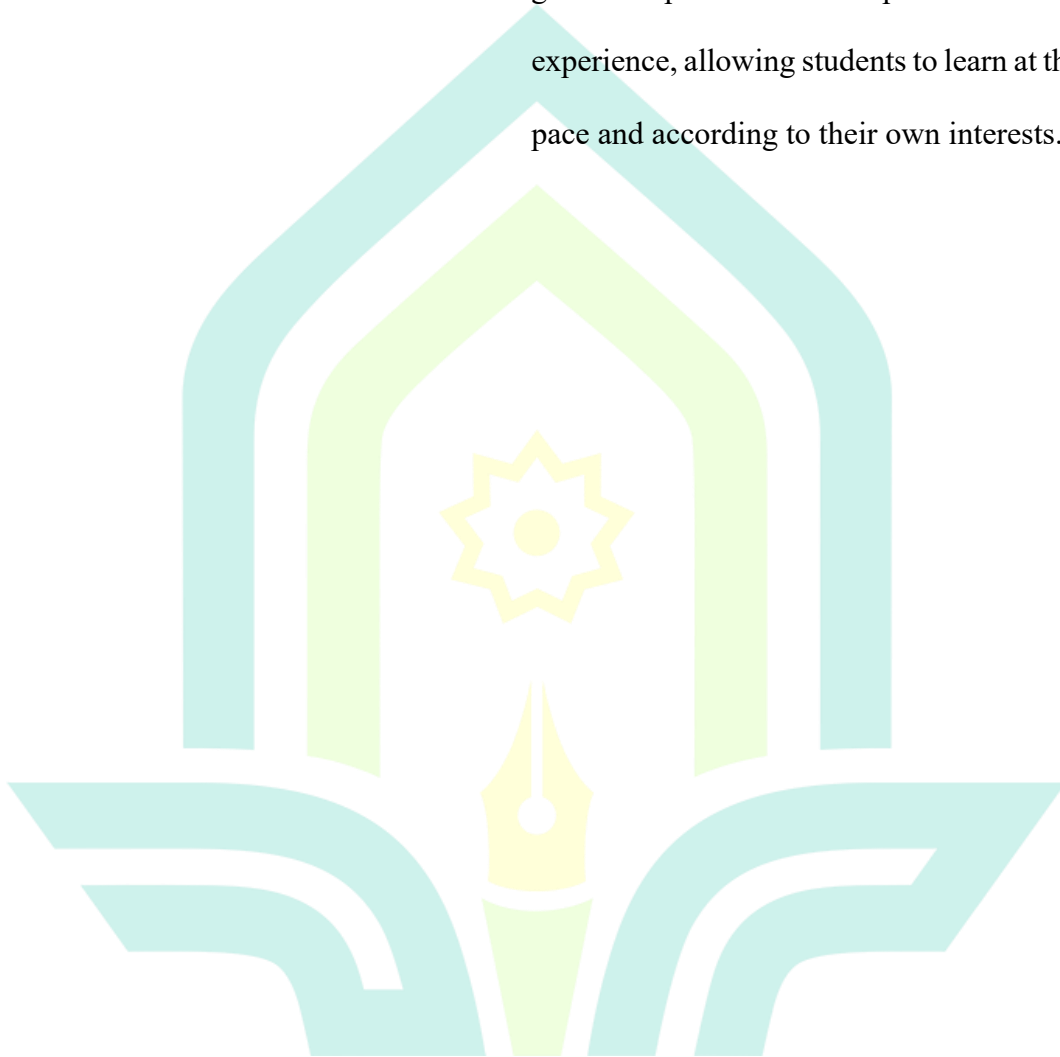
CHAPTER V

CONCLUSION

5.1 Summary of the Findings

The research results and discussion that have been presented can be concluded that the vocabulary learning experience using mobile games by university EFL students is seen based on Kolb's (1984) stages of experiential learning. At the Concrete Experience stage, university EFL students directly experienced the vocabulary learning process, after which they reflected on the understanding of the vocabulary they had learned in the previous experience in the form of repetition of words at different levels or dialogues, showing the Reflective Observation stage where they analyzed and recalled the words that reappeared. Furthermore, at the Abstract Conceptualization stage, university EFL students infer their own vocabulary understanding by looking at the pattern or context of the repeated use of a word, they reflect and then draw their own ideas or understanding. Finally, from that vocabulary understanding, they can apply and use the new vocabulary they get from mobile games to real situations such as talking to friends, watching English movies, or when reading English texts. In addition, the experience of university EFL students also showed the existence of Zimmerman's (2002) self-regulated learning (SRL) phase. In the forethought phase, they set learning goals before the learning process begins. In the performance phase, they carry out vocabulary learning using mobile games with their

own strategies or ways. In the self-reflective phase, it can be seen that when university EFL students can find out that there is something missing from the understanding they make themselves, then they take the initiative to look for more information to other sources after playing, this shows the existence of self-reaction. Thus, these findings illustrate that university EFL students' experiences in learning vocabulary through mobile games not only reflect Kolb's stages of experiential learning, but also show their active role in organizing and managing the learning process independently.

Although learning vocabulary through mobile games is fun and exciting, the experiences of university EFL students show that the process is not always smooth. Challenges such as distraction, lack of consistency, and disappointment show that learning with mobile games still requires strong self-control. Mobile games can be motivating, but without the awareness, consistency and willingness to keep trying even if the results are not as expected, learning goals can be easily overlooked. Therefore, this experience shows that learning vocabulary through mobile games is all about effort and diligence.

5.2 Suggestions

The researcher suggests that EFL students should continue to develop their self-regulated learning, especially in setting clear learning goals and choosing strategies that suit their learning styles. The use of mobile games as vocabulary learning media can be maximized if accompanied by self-awareness in managing time, managing distractions, and evaluating learning progress regularly.

The limitation of this study is that it only focuses on students' experiences in self-regulated vocabulary learning using mobile games and involves a limited number of participants. Therefore, it is suggested that future research can involve more participants from more varied institutional backgrounds, regions, or language proficiency levels to obtain a broader and more representative picture. In addition, future researchers can expand the focus of the study not only on students' subjective experiences, but also combine it with quantitative data such as vocabulary tests, direct observation, or the use of in-app activity logs, in order to gain a more thorough understanding of the effectiveness of self-regulated learning strategies in a digital context. A mixed-methods approach may be an appropriate choice to explore the relationship between learning experiences, self-regulation strategies and learning outcomes in more depth and measurability.

REFERENCES

Adler, I., Warren, S., Norris, C., & Soloway, E. (2025). Leveraging opportunities for self-regulated learning in smart learning environments. *Smart Learning Environments, 12*(6). https://doi.org/10.1186/s40561-024-00359-w

Akella, D. (2010). Learning together: Kolb's experiential theory and its application. *Journal of Management and Organization, 16*(1), 100–112. https://doi.org/10.5172/jmo.16.1.100

Almalki, R. S. A. (2024, April 4). Promoting intentional vocabulary learning among EFL learners in Saudi Arabia: The role of captioned and subtitled TV series. Journal of Education, Society and Behavioural Science, 37(2), 39–57. https://doi.org/10.9734/jesbs/2024/v37i21306

Amanda, P. M., Talib, A., & Nasta, M. (2023). Improving the vocabulary mastery of the second year students' of MAN 1 Barru by using youtube videos. *Journal of Excellence in English Language Education, 2*(1), 64–72.

Aulia, R. P., Laksana, K. N., Maulida, S., Rahman, F. A., & Apoko, T. W. (2024). The utilization of online games to enhance students' vocabulary mastery in senior high school. *Journal of Languages and Language Teaching, 12*(1), 427. https://doi.org/10.33394/jollt.v12i1.9617

Baars, M., Khare, S., & Ridderstap, L. (2022). Exploring students' use of a mobile application to support their self-regulated learning processes. *Frontiers in Psychology, 13*. https://doi.org/10.3389/fpsyg.2022.793002

Bergey, B. W., Ketelhut, D. J., Liang, S., Natarajan, U., & Karakus, M. (2015). Scientific inquiry self-efficacy and computer game self-efficacy as predictors and outcomes of middle school boys' and girls' performance in a science assessment in a virtual environment. *Journal of Science Education Technology*, 24, 696–708. https://doi.org/10.1007/s10956-015-9558-4

Bin-hady, W. R. (2021). The role of games in enhancing EFL students' vocabulary acquisition. *Faculty of Education Scientific Journal*. 59–68.

Boroughani, T., Xodabande, I., & Karimpour, S. (2023). Self-regulated learning with mobile devices for university students: exploring the impacts on academic vocabulary development. *Discover Education, 2*(1). https://doi.org/10.1007/s44217-023-00028-z

Boud, D., Keogh, R., & Walker, D. (1985). Promoting reflection in learning: a model. reflection: turning reflection into learning. *London: Routledge*.

Bowles, M. (2024). Digital, self-regulated vocabulary learning and device control in out-of-class, higher education settings. *Electronic Journal of E-Learning, 22*(1), 17–30. https://doi.org/10.34190/ejel.22.1.3261

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Cambridge Dictionary. (2025). *Cambridge University Press & Assessment*.

Chen, C., Nurullizam Jamiat, & Shaoxu Du. (2024). Effect of a self-regulated vocabulary learning mobile application on EFL students' vocabulary learning achievement and motivation. *International Journal of Interactive*

Mobile Technologies (iJIM), 18(16), 25–37. https://doi.org/10.3991/ijim.v18i16.49755

Clark, D. B., Tanner-Smith, E. E., & Killingsworth, S. S. (2016). Digital games, design, and learning: *A systematic review and meta-analysis. Review of Educational Research*, 86, 79–122. https://doi.org/10.3102/0034654315582065

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational Researcher, 19*(5), 2-14. https://doi.org/10.3102/0013189X019005002

Dewey, J. (1892). *The early works, 1882-1898*. Southern Illinois University Press.

Dewey, J. (1986). Experience and education. *The Educational Forum*, 50, 241-252. https://doi.org/10.1080/00131728609335764

Feijoo, C., Gómez-Barroso, J. L., Aguado, J. M., & Ramos, S. (2012). Mobile gaming: Industry challenges and policy implications. *In Telecommunications Policy*, *36*. 212–221. https://doi.org/10.1016/j.telpol.2011.12.004

Feng, S. (2022). The detrimental effects of mobile game addiction on Chinese primary school students and possible interventions. *Science In-sights Education Frontiers, 13*(2):1911-1922.

Granberg, C., Palm, T., & Palmberg, B. (2021). A case study of a formative assessment practice and the effects on students' self-regulated learning. *Studies in Educational Evaluation*, 68. https://doi.org/10.1016/j.stueduc.2020.100955

Guion, L. A., Diehl, D. C., & McDonald, D. (2011). Triangulation: Establishing the validity of qualitative studies. *EDIS,* (8), 3. https://doi.org/10.32473/edis-fy394-2011

Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers,* 3, 275–285. https://doi.org/10.1016/j.susoc.2022.05.004

Halili, M., Hikmah, D., Roifah, M., Rosyiidah, A. A. (2018*). Student reflective journal sebagai booster peningkatan profisiensi menulis mahasiswa. *Prosodi*. *12*(2). 259–272. https://doi.org/10.21107/prosodi.v12i2.4531

Hemmler, Y. M., & Ifenthaler, D. (2024). Self-regulated learning strategies in continuing education: A systematic review and meta-analysis. *Educational Research Review, 45*. https://doi.org/10.1016/j.edurev.2024.100629

Hatch, E., & Brown, C. (1995). Vocabulary, semantics and language education. *Cambridge: Cambridge University Press.*

Hsiao, K. L., & Chen, C. C. (2016). What drives in-app purchase intention for mobile games? An examination of perceived values and loyalty. *Electronic Commerce Research and Applications, 16*, 18–29. https://doi.org/10.1016/j.elerap.2016.01.001

Ismail, I., Baharudin, B., & Maneba, S. (2022). Analysis of the students' problems in learning vocabulary at smp satap palea. *English Education Journal*, 27–35. https://doi.org/10.55340/e2j.v8i1.857

Jin, S. H., Im, K., Yoo, M., Roll, I., & Seo, K. (2023). Supporting students' self-regulated learning in online learning using artificial intelligence

applications. *International Journal of Educational Technology in Higher Education, 20*(1). https://doi.org/10.1186/s41239-023-00406-5

Jeong, E. J., & Kim, D. J. (2009). Definitions, key characteristics, and generations of mobile games. *In Mobile Computing. IGI Global*. 289–295. https://doi.org/10.4018/978-1-60566-054-7.ch026

Kara, N. (2022). The effect of serious mobile games on student english vocabulary acquisition and attitude toward english. *International Journal of Computer-Assisted Language Learning and Teaching, 12*(1), 1–16. https://doi.org/10.4018/ijcallt.297203

Kayra, Z. E. (2024). Enhancing english vocabulary learning through mobile apps: A new paradigm in educational technology. *Research Studies in English Language Teaching and Learning (RSELTL). 2*(2). 87–95. https://doi.org/10.62583/rseltl.v2i2.41

Kieffer, M. J., & Lesaux, N. K. (2010). Knowledge of words, knowledge about words: Dimensions of vocabulary in first and second language learners in sixth grade. *Reading and Writing: An Interdisciplinary Journal, 25*(2). https://doi.org/10.1007/s1145-010-9272-9

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development, (2nd ed.).* Pearson Education, Inc.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. *Prentice Hall, Inc.* 20–38. https://doi.org/10.1016/B978-0-7506-7223-8.50017-4

Lazarurizqi, G. J., & Suryaman, M. (2022). Students' perspective and experience toward learning vocabulary using mobile games. *PROJECT (Professional Journal of English Education), 5*(2), 316. https://doi.org/10.22460/project.v5i2.p316-321

Luo, L. (2022). Identifying self-regulation strategies students use when cognitive load occurs. *Dissertation.*

Maskor, Z. M., Baharudin, H., Lubis, M. A., & Yusuf, N. K. (2016). Teaching and learning arabic vocabulary: From a teacher's experiences. *Creative Education, 7*(3), 482–490. https://doi.org/10.4236/ce.2016.73049

McKeown, M. G. (2019). Effective vocabulary instruction fosters knowing words, using words, and understanding how words work. *Language, Speech, and Hearing Services in Schools, 50*(4), 466–476. https://doi.org/10.1044/2019_lhss-voia-18-0126

Moos, D. C. (2018). Emerging classroom technology: Using self-regulation principles as a guide for effective implementation. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance (2nd ed.)*. New York: Routledge.

Müller, N., & Faltin, N. (2011). IT-support for self-regulated learning and reflection on the learning process. *In ACM International Conference Proceeding Series*. https://doi.org/10.1145/2024288.2024299

Mursidin, M., Ilmiah Mursidin, I., & Asrang, A. (2022). The impacts of online games on students' english achievement. *Indonesian Journal of Education (INJOE), 2*(1), 1–11. https://doi.org/10.54443/injoe.v2i1.6

Nadeem, M., Oroszlanyova, M., & Farag, W. (2023). Effect of digital game-based learning on student engagement and motivation. *Computers, 12*(9). https://doi.org/10.3390/computers12090177

Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: University of Cambridge. http://dx.doi.org/10.1017/CBO9781139524759

Nguyen, T. H., Nguyen, H. Q., & Chu, H. M. (2020). Guide pedagogical students to design and organize experience-based learning activities in schools. *International Journal of Learning, Teaching and Educational Research, 19*(9), 99–117. https://doi.org/10.26803/ijlter.19.9.6

Nietfeld, J. L. (2017). The role of self-regulated learning in digital games. *In Handbook of Self-Regulation of Learning and Performance, Second Edition*. Taylor and Francis, 271-284. https://doi.org/10.4324/9781315697048-18

Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Sydney: Prentice-Hall.

Nurdin, A. J., Rejekiningsih, T., & Sumaryati, S. (2023). Facilitating self-regulated learning using mobile learning games. *International Journal of Information and Education Technology, 13*(11), 1820–1827. https://doi.org/10.18178/ijiet.2023.13.11.1994

Octaberlina, L. K. (2023). Efl learning gamification: exploring high school learners' vocabulary acquisition through experimentation. *Salience Journal, 3*. https://jurnal.stkippgriponorogo.ac.id/index.php/Salience

Peng, S. (2019). A study of the differences between efl and esl for english classroom teaching in china. *IRA International Journal of Education and Multidisciplinary Studies (ISSN 2455-2526), 15*(1), 32-35. http://dx.doi.org/10.21013/jems.v15.n1.p4

Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). A manual for the use of the motivated strategies for learning questionnaire (MSLQ). *National Center for Research to Improve Postsecondary Teaching and Learning*. https://files.eric.ed.gov/fulltext/ED338122.pdf.

Prayoga, G. H. A. (2022). Enhancing vocabulary skills for young learners using crossword puzzle mobile game. *Exposure: Jurnal Pendidikan Bahasa Inggris, 11*(1), 142–149. https://doi.org/10.26618/exposure.v11i1.7018

Primaestri, W., Akhyar, M., & Sutimin, L. A. (2023). Bibliometric analysis of game research trends in elementary learning and self-regulated learning skill. *Jurnal Prima Edukasia, 11*(2), 225–234. https://doi.org/10.21831/jpe.v11i2.60264

Richards, J. C., & Schmidt, R. (2002). Longman dictionary of language teaching and applied linguistics. *Pearson Education Ltd*.

Rogers, CR. (1961) On becoming a person: a therapist's view of psychotherapy. *Houghton Mifflin, Boston.*

Ruslin, et. al. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education (IOSR-JRME), 12*(01). 22-29. https://doi.org/10.9790/7388-1201052229

Sabila, I. & Erzad, A. M. (2023). Enriching english vocabulary mastery through online games: english club students' experiences at an islamic institution. *In Proceedings of The International Conference on English Teaching and Learning Issues (3rd ICETLI 2023)*. 57-62. http://dx.doi.org/10.21043/icetli.v2i1.797

Sanko, A. J. (2020). *Understanding the role of principal autonomy in school success.* (A Dissertation, Temple University). Temple University Libraries. http://dx.doi.org/10.34944/dspace/4700

Schunk, D. H. (2005). Self-regulated learning: The educational legacy of Paul R. Pintrich. *Educational Psychologist, 40*, 85-94.

Shen, J. (2023). Using mobile game-based english vocabulary learning apps to improve vocabulary acquisition in primary school. *Journal of Education, Humanities and Social Sciences, 8,* 82–86. https://doi.org/10.54097/ehss.v8i.4230

Shores, L. R., Hoffmann, K. F., Nietfeld, J. L., & Lester, J. C. (2012). The role of subproblems: Supporting problem-solving in narrative-centered learning environments. *Proceedings of Eleventh International Conference on Intelligent Tutoring Systems*, Crete, Greece, 464–469.

Tajik, O., Golzar, J., & Noor, S. (2024). Purposive sampling. *International Journal of Education & Language Studies. 2*(2). 1–9. https://doi.org/10.22034/ijels.2025.490681.1029

Teng, M. F. (2023). Exploring self-regulated vocabulary learning strategies, proficiency, working memory and vocabulary learning through word-focused exercises. *Language Learning Journal*. https://doi.org/10.1080/09571736.2023.2267575

Teng, M. F., Mizumoto, A., & Takeuchi, O. (2024). Understanding growth mindset, self-regulated vocabulary learning, and vocabulary knowledge. *System, 122*. https://doi.org/10.1016/j.system.2024.103255

Theobald, M. (2021). Self-regulated learning training programs enhance university students' academic performance, self-regulated learning strategies, and motivation: A meta-analysis. *Contemporary Educational Psychology, 66*. https://doi.org/10.1016/j.cedpsych.2021.101976

Tinajero, C., Mayo, M. E., Villar, E., & Martínez-López, Z. (2024). Classic and modern models of self-regulated learning: integrative and componential analysis. *Frontiers in Psychology. Frontiers Media SA.* https://doi.org/10.3389/fpsyg.2024.1307574

Toto, A. A. D. (2024). *Students' experiences of managing self-regulated learning in english vocabulary through instagram.* (A Thesis, UIN K.H. Abdurrahman Wahid Pekalongan). Etheses UIN K.H. Abdurrahman Wahid. http://etheses.uingusdur.ac.id/id/eprint/7623

Usher, E. L., & Schunk, D. H. (2018). Social cognitive theoretical perspective of self-regulation. In D. H. Schunk & J. A. Greene (Eds.), *Handbook of self-regulation of learning and performance (2nd ed.)*. New York: Routledge.

Van de Sande, E., Segers, E., & Verhoeven, L. (2015). The role of executive control in young children's serious gaming behavior. *Computers & Education*, 82, 432–441. https://doi.org/10.1016/j.compedu.2014.12.004

White, B. Y., & Frederiksen, J. R. (2005). A theoretical framework and approach for fostering metacognitive development. *Educational Psychologist*, *40*(4), 211–223.

White, B. Y., Frederiksen, J. R., & Collins, A. (2009). The interplay of scientific inquiry and metacognition: More than a marriage of convenience. *In D. Hacker, J. Dunlosky, & A. Graesser (Eds.), Handbook of metacognition in education*. New York: Routledge. 175–205

Yunus, K., & Hmaidan, M. A. A. (2021). The influence of idioms acquisition on enhancing English students' fluency. International *Journal of Education, Psychology and Counseling, 6*(40), 124–133.

Zimmerman, B. J. (1989). Models of self-regulated learning and academic achievement (pp. 1–25). https://doi.org/10.1007/978-1-4612-3618-4_1

Zimmerman, B.J. (2000). Attainment of self-regulation: A social cognitive perspective. *In M. Boekaerts, P.R. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation*. 13-39. San Diego, CA: Academic Press.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice. Ohio State University Press*. https://doi.org/10.1207/s15430421tip4102_2

Zimmerman, B. J., & Pons, M. M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American Educational Research Journal, 23*(4), 614–628. https://doi.org/10.3102/00028312023004614

Zimmerman, B. J., & Moylan, A. R. (2009). Self-regulation: Where metacognition and motivation intersect. *Handbook of Metacognition in Education*, 299–315.