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Enhancing Vocabulary Mastery Through Mobile Games for the Tenth Graders of SMK Islam Yasnuhu NW Pringgabaya in the School Year of 2025/2026

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ABSTRACT
This research aimed to enhance the vocabulary mastery of the tenth-grade students of SMK Islam Yasnuhu NW Pringgabaya through the implementation of mobile games. The research was conducted because many students had difficulties in understanding, remembering, and using English vocabulary, which affected their participation and achievement in English learning. The research were to answer two questions: (1) how mobile games could be implemented to enhance students' vocabulary mastery, and (2) to what extent mobile games could improve students' vocabulary mastery. This study employed Classroom Action Research (CAR) using a qualitative approach. The research was carried out in two cycles, and each cycle consisted of four stages: planning, acting, observing, and reflecting. The participants were 25 tenth-grade students of SMK Islam Yasnuhu NW Pringgabaya in the academic year of 2025/2026. The research instruments included observation sheets, interview guidelines, vocabulary tests, and documentation. The collected data were analyzed descriptively through data collection, data reduction, data display, conclusion drawing, and descriptive analysis of students' vocabulary test scores. The findings showed that the implementation of mobile games successfully enhanced students' vocabulary mastery. The students' mean score increased from 13.52 in the pre-test to 13.84 in Cycle I and further improved to 14.84 in Cycle II. Moreover, all 25 students (100%) achieved the Minimum Criteria of Learning Objectives Achievement (MMC), exceeding the research success indicator, which required at least 75% of the students to achieve the MMC. The implementation of mobile games also created a more interactive and enjoyable learning environment that encouraged students to participate actively in vocabulary learning. Based on the findings, it can be concluded that mobile games are an effective learning medium for enhancing students' vocabulary mastery. Therefore, English teachers are encouraged to integrate mobile games into vocabulary instruction to create more engaging, interactive, and meaningful learning experiences.

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INTRODUCTION

One of the most significant international languages, English is used in a number of domains, including communication, technology, business, and education. English plays an important role in supporting international communication and providing access to information in the globalized world (Fudiyartanto, 2024). English is also taught in Indonesia as a foreign language and is important for preparing students to communicate in academic and professional environments. In vocational high schools, English learning is particularly relevant because students need communication skills that correspond to the demands of their future workplaces (Royyani & Gozali, 2025). Helping pupils

improve their oral and written communication skills is the primary objective of teaching them English. Students must grasp the fundamentals of the language, including vocabulary, in order to accomplish this goal.

Mastering vocabulary is essential to understanding English. It facilitates the growth of further linguistic abilities like speaking, listening, reading, and writing. It will be simpler for students to comprehend materials, follow directions, and articulate their thoughts if they have a large enough vocabulary (Theodesia Lady Pratiwi et al., 2025). Conversely, pupils who have a small vocabulary frequently struggle to understand instruction and engage fully in class activities. Even if they are aware of grammar principles, they may still struggle to express themselves clearly because they lack the vocabulary to do so (Ulya, 2021). Vocabulary should thus be given careful consideration during the teaching and learning process.

In the context of vocational high schools, vocabulary mastery becomes even more important because students are expected to use English in practical situations related to their future careers. English is not only needed for passing examinations but also for understanding technical terms, manuals, and workplace communication (Incidental et al., 2026). However, in reality, many students still have low vocabulary mastery. This condition can be seen from their difficulty in understanding reading texts, answering questions correctly, and using new words in sentences.

Based on preliminary observation at SMK Islam Yasnuhu NW Pringgabaya, many tenth grade students face problems in mastering vocabulary. They tend to memorize words without understanding their meanings deeply, and they easily forget the vocabulary they have learned. When they are asked to use new words in sentences or daily communication, they feel confused and hesitant. This situation affects their motivation to learn English and causes them to be passive during the learning process. Some students show little interest in vocabulary learning because they consider it boring and difficult.

Many factors included in mobile games can help with vocabulary acquisition. They often include sounds, visuals, repetition, and instant feedback, all of which may help children in word memory (Palandi et al., 2024). Students can acquire language in a lighthearted and stress-free environment by playing games. Students' motivation to continue studying can be boosted by the gaming system's stages, scores, and incentives (Kayra, 2024). Additionally, mobile games let students learn at any time and from any location, including at home or in their spare time, in addition to the classroom. Active learning can also be increased by using mobile games to teach vocabulary. Students become active participants who engage with the content instead of just being recipients of knowledge. They can choose the right definitions, match words with pictures, or finish tasks that call for language comprehension and application (Ridha et al., 2022).

The study "Enhancing Vocabulary Mastery Through Mobile Games for the Tenth Graders of SMK Islam Yasnuhu NW Pringgabaya in the School Year of 2025/2026" describes how using mobile games as a teaching tool can help tenth-grade students at SMK Islam Yasnuhu NW Pringgabaya improve their mastery of English vocabulary. This study's primary goal is to determine whether using mobile game-based learning may improve students' comprehension, retention, and application of English vocabulary.

The phrase "enhancing vocabulary mastery" in the title refers to the goal of the study, which is to increase students vocabulary. The term "through mobile games" describes the approach or medium which is, learning supporting games on mobile devices. Additionally, "the tenth grade students" describes the study's subjects, while "SMK Islam Yasnuhu NW Pringgabaya" describes the study's location. Lastly, "in the School Year of 2025/2026" indicates when the research will take place. Therefore, the relationship between students' vocabulary mastery as the dependent variable and their use of mobile games as the independent variable is explained in this title.

The first, this title is interesting because the title mixes mobile games, which are recognized and engaging to students, with English language instruction. Given that the majority of students in the tenth grade frequently use a smartphone, using mobile games to teach vocabulary can make the process exciting, dynamic, and inspiring. Second, this title is unique because it promotes vocabulary mastery, which is one of the most crucial components of learning English. Many kids struggle to comprehend and use English vocabulary. For English teachers and students at SMK Islam Yasnuhu NW Pringgabaya, researching the usage of mobile games to increase vocabulary can offer a fresh and practical answer.

Therefore, this study focuses on enhancing vocabulary mastery through mobile games for tenth grade students of SMK Islam Yasnuhu NW Pringgabaya in the school year of 2025/2026. This study is expected to provide evidence that mobile games can be an effective medium to improve students' vocabulary mastery. It is also hoped that this study will contribute to English teaching practices by offering an alternative strategy for vocabulary instruction that is more engaging and suitable for students' characteristics.

Furthermore, it is anticipated that the findings of this study will assist educators in refining their pedagogical approaches and inspire students to be excited about studying English. Students may adopt a more positive attitude toward English and gradually increase their vocabulary proficiency by creating a fun and engaging learning environment. In the end, increased vocabulary mastering will enhance students' general English ability and get them ready for future academic and professional demands.

RESEARCH METHODS

This study employed a qualitative approach using Classroom Action Research (CAR), which was conducted collaboratively between the researcher and the classroom teacher at SMK Islam Yasnuhu NW Pringgabaya in the school year 2025/2026. The research subjects were approximately 25 tenth-grade students who experienced difficulties in mastering English vocabulary, showed low learning motivation, and had limited classroom participation. The research was conducted in two cycles, each consisting of four stages: planning, acting, observing, and reflecting. The main objective was to improve students' vocabulary mastery through the use of mobile games as an interactive learning medium. According to Kemmis, McTaggart, and Nixon (2014), action research involves a cyclical process of planning, acting, observing, and reflecting to improve educational practices.

The instruments used in this study included observation sheets, interview guidelines, vocabulary tests, and documentation. Observation sheets were used to identify students' participation and activities during the learning process, while interviews explored students' perceptions and experiences of learning vocabulary through mobile games. Vocabulary tests were administered to measure students' improvement before and after the actions, and documentation provided supporting evidence such as photographs, students' scores, and teaching records. The data were collected through classroom observations, interviews, vocabulary tests, and documentation throughout the two research cycles. According to Sugiyono (2022), data collection in qualitative research can be conducted through observation, interviews, and documentation to obtain comprehensive information about the research phenomenon.

The data were analyzed using qualitative descriptive techniques through four stages: data collection, data reduction, data display, and conclusion drawing and verification. The vocabulary test results were also analyzed descriptively by comparing students' scores before and after the implementation of the actions. The success of this research was determined by three indicators: at least 75% of students achieved the Minimum Criteria of Learning Objectives Achievement (MMC) score of 75 or above, students demonstrated improved participation during learning activities, and students showed positive responses, enthusiasm, and interest in learning vocabulary through mobile games. According to Miles, Huberman, and Saldaña (2014), qualitative data analysis consists of data condensation, data display, and drawing and verifying conclusions.

RESULTS AND DISCUSSION

A. RESULTS

1. Preliminary Study

Before implementing the action, the researcher conducted a preliminary study to identify students' initial vocabulary mastery. The preliminary study consisted of classroom observation and a vocabulary pre-test. The observation was conducted during regular English lessons to understand students' learning behavior and identify the main problems encountered during vocabulary instruction.

The observation revealed several problems. First, students had limited English vocabulary. They often asked the teacher to translate simple English words into Indonesian because they could not understand their meanings independently. Second, students lacked confidence when answering vocabulary questions. Even though some students knew the answers, they were reluctant to respond because they were afraid of making mistakes. Third, students were not actively involved during the

learning process. Only a small number of students participated in classroom discussions, while the others remained silent and waited for the teacher's explanation. Fourth, students considered vocabulary learning boring because they usually learned vocabulary by memorizing word lists from textbooks without interesting learning activities.

These findings strengthened the researcher's assumption that students needed a more interactive learning medium that could improve both motivation and vocabulary mastery.

To obtain quantitative data regarding students' vocabulary achievement, a vocabulary pre-test was administered to all 25 students.

Tabel 1
Distribution of Students' Pre-Test Scores

No	Initial of Students	True	False
1.	PS	15	0
2.	NS	14	1
3.	M	11	4
4.	SF	13	2
5.	LA	15	0
6.	AN	15	0
7.	JS	13	2
8.	GAH	14	1
9.	BYU	14	1
10.	IMZ	13	2
11.	DB	14	1
12.	AL	14	1
13.	R	14	1
14.	P	15	0
15.	BSH	11	4
16.	HS	13	3
17.	MN	14	1
18.	AM	14	1
19.	B	12	3
20.	NF	14	1
21.	AY	15	0
22.	BS	14	1
23.	AA	11	4
24.	EI	13	2
25.	MM	13	2
Total	25 Students	_	_

The results of the pre-test conducted with 25 tenth-grade students before the implementation of mobile games. The test consisted of 15 vocabulary questions, with True representing correct answers and false representing incorrect answers. The results show that students had different levels of initial vocabulary mastery. Some students achieved high scores, while others still experienced difficulties in answering the vocabulary questions. These results indicate that students' vocabulary mastery needed to be improved. Therefore, the researcher implemented mobile games as an interactive learning medium to help students improve their vocabulary mastery through repeated practice and engaging learning activities..

Although several students obtained high scores, the observation indicated that many students still had difficulties remembering vocabulary and applying it appropriately during classroom activities. High scores alone did not fully reflect students' confidence and active participation. The researcher also noticed that students often depended on dictionaries or their friends when encountering unfamiliar words. They rarely attempted to infer word meanings from context.

Furthermore, many students lost concentration after several minutes of learning because the teaching activities were monotonous. As a result, the classroom atmosphere became less interactive and students' enthusiasm gradually decreased. Based on the preliminary findings, the researcher concluded that improvements were necessary. Therefore, mobile games were selected as the instructional medium because they provide pictures, sounds, repetition, immediate feedback, and interactive challenges that could help students remember vocabulary more effectively.

2. Findings of Cycle I

Cycle I consisted of four stages, namely Planning, Acting, Observing, and Reflecting.

a. Planning

Before implementing Cycle I, the researcher prepared several teaching instruments. The researcher designed a lesson plan focusing on vocabulary learning through mobile games. The lesson plan contained learning objectives, teaching procedures, classroom activities, assessment techniques, and evaluation criteria. Vocabulary materials were selected according to the tenth-grade curriculum. The vocabulary focused on commonly used English words that students could encounter in daily communication.

The researcher also prepared: Observation sheets, vocabulary test, interview guidelines, documentation sheets, smartphones and mobile game applications

The selected mobile games contained vocabulary matching activities, picture identification, pronunciation practice, multiple-choice quizzes, and instant feedback. The researcher believed that these features would encourage students to participate actively because learning would become more enjoyable than traditional memorization.

b. Acting

Cycle I was conducted according to the lesson plan. At the beginning of the lesson, the researcher greeted the students, checked attendance, and explained the learning objectives. The researcher then introduced the mobile game application that would be used during the lesson. Students were shown how to access the game and how to complete each activity. At first, some students were unfamiliar with the application, but after receiving instructions they were able to operate it independently.

The learning activities consisted of several stages. First, students observed pictures displayed by the application and listened to the pronunciation of each vocabulary item. Second, students matched pictures with English words. Third, students answered vocabulary quizzes individually. Fourth, students discussed difficult vocabulary with their classmates.

Finally, students completed a vocabulary test at the end of the lesson. Throughout the lesson, students looked excited because learning vocabulary through games was a new experience for them. Unlike the preliminary observation, students actively competed to obtain high scores and complete each challenge successfully. Many students voluntarily asked questions about unfamiliar vocabulary and discussed the meanings of words with their friends. The classroom atmosphere became much livelier than before.

c. Observing

During the implementation, the researcher and the English teacher observed students' activities using observation sheets. The observation showed noticeable improvements. Students paid greater attention to the teacher's explanation. They actively participated in classroom discussions. Students enjoyed answering vocabulary questions presented through the mobile games. Most students were enthusiastic about obtaining higher scores and completing game challenges. The competitive features of the games encouraged students to continue learning without feeling bored. Students also demonstrated better cooperation during group discussions. Those who understood the vocabulary helped classmates who experienced difficulties.

Although the learning process ran well, several students still depended on their friends when answering difficult vocabulary questions. A few students also focused more on winning the game than understanding the vocabulary itself.

These weaknesses became important considerations for improving the implementation in Cycle II.

d. Vocabulary Test of Cycle I

After the learning activities, students completed the vocabulary test. The purpose of this test was to determine whether students' vocabulary mastery had improved after using mobile games.

Tabel 2
Distribution of Students' Cycle I Scores

No	Initial of Students	True	False
1.	PS	15	0
2.	NS	14	1
3.	M	15	0
4.	SF	15	0
5.	LA	14	1
6.	AN	13	2
7.	JS	15	0
8.	GAH	15	0
9.	BYU	14	1
10.	IMZ	14	1
11.	DB	15	0
12.	AL	15	0
13.	R	14	1
14.	P	15	0
15.	BSH	15	0
16.	HS	15	0
17.	MN	13	2
18.	AM	13	2
19.	B	12	3
20.	NF	11	4
21.	AY	11	4
22.	BS	12	3
23.	AA	11	4
24.	EI	15	0
25.	MM	15	0
Total	25 Students	_	_

The results of the vocabulary test conducted in Cycle I after the implementation of mobile games. The test was given to 25 tenth-grade students and consisted of 15 vocabulary questions. The true column represents the number of correct answers, while the false column represents the number of incorrect answers. Based on the results, twelve students, namely PS, M, SF, JS, GAH, DB, AL, P, BSH, HS, EI, and MM, answered all 15 questions correctly. Meanwhile, NF, AY, and AA obtained 11 correct answers and 4 incorrect answers. The other students obtained between 12 and 14 correct answers. These results show that students' vocabulary mastery began to improve after the implementation of mobile games. However, some students still experienced difficulties in answering the vocabulary questions. Therefore, the researcher continued the action to Cycle II by providing further practice and more opportunities for students to engage with vocabulary through mobile games.

Compared with the pre-test, students' achievement improved.

Tabel 3

Comparison between Pre-Test and Cycle I

No	Description	Pre-Test	Cycle 1

1.	Number of Students	25	25
2.	Correct Answer	341	351
3.	Incorrect Answer	34	24
4.	Mean Score	13.64	14.04

The mean score was obtained by dividing the total correct answers by the number of students. In the pre-test, the mean score was 13.64 (341 ÷ 25), while in Cycle I, the mean score increased to 14.04 (351 ÷ 25). This result shows that students' vocabulary mastery improved after the implementation of mobile games.

Although the increase was not substantial, it demonstrated that students had begun adapting to the new learning strategy. Besides improving test scores, the researcher also observed positive changes in students' attitudes. Students became more motivated, more active, and more confident during classroom activities.

This improvement showed that mobile games created a more enjoyable learning environment that encouraged students to participate actively in vocabulary learning.

e. Reflecting

Based on the results of Cycle I, the researcher concluded that the implementation of mobile games had produced positive changes in students' vocabulary mastery and classroom participation. However, several weaknesses still needed improvement. Some students still had difficulty remembering unfamiliar vocabulary. Several students relied on guessing rather than understanding the meanings of words. The researcher also found that students needed more opportunities to use vocabulary in meaningful contexts rather than simply recognizing word meanings and the target score is not achieved yet. Therefore, several improvements were planned for Cycle II. The researcher decided to provide more vocabulary repetition, increase collaborative learning activities, encourage students to use vocabulary in sentences, and give more intensive practice through mobile games.

3. Findings of Cycle II

After evaluating the strengths and weaknesses found in Cycle I, the researcher conducted Cycle II to improve students' vocabulary mastery further. Several improvements were made in the teaching strategy, classroom management, and learning activities.

a. Planning

In the planning stage, the researcher revised the lesson plan based on the reflection from Cycle I. The revised plan emphasized more intensive vocabulary practice, greater student interaction, and repeated exposure to target vocabulary.

The researcher prepared a set of instructional materials and assessment tools to support the implementation of the study included: Additional vocabulary exercises, more challenging mobile game activities, group discussion tasks, sentence-making activities, and observation sheets and evaluation instruments.

The vocabulary selected for Cycle II was closely related to students' daily lives so that students could easily connect the words with real situations.

b. Acting

Cycle II was implemented according to the revised lesson plan. At the beginning of the lesson, the researcher reviewed the vocabulary learned in Cycle I. Students were asked to recall meanings, pronunciation, and usage of previously learned words.

After the review session, students played vocabulary-based mobile games individually and in groups. The activities included: Matching pictures with words, completing missing words, choosing correct meanings, pronouncing vocabulary items, using vocabulary in simple sentences.

c. Observing

During Cycle II, the researcher and the English teacher observed students' participation, motivation, and vocabulary development. The observation showed significant improvement: Students participated actively without being asked repeatedly, they answered questions

confidently, they discussed vocabulary with classmates, they showed positive attitudes toward English learning, they operated the mobile games independently.

The classroom atmosphere became more enjoyable because students learned while playing educational games. The competitive features of the games encouraged students to practice vocabulary repeatedly, which helped them remember words more effectively.

d. Vocabulary Test of Cycle II

At the end of Cycle II, the researcher administered another vocabulary test to measure students' achievement after the implementation of the revised learning activities.

Table 4.Students' Vocabulary Test Results in Cycle II

No	Initial of Students	True	False
1.	PS	15	0
2.	NS	15	0
3.	M	15	0
4.	SF	15	0
5.	LA	15	0
6.	AN	14	1
7.	JS	15	0
8.	GAH	15	0
9.	BYU	15	0
10.	IMZ	14	1
11.	DB	14	1
12.	AL	15	0
13.	R	15	0
14.	P	15	0
5.	BSH	14	1
16.	HS	15	0
17.	MN	15	0
18.	AM	15	0
19.	B	15	0
20.	NF	15	0
21.	AY	15	0
22.	BS	15	0
23.	AA	15	0
24.	EI	15	0
25.	MM	15	0
Total	23 Students		

Based on the results, 21 students answered all 15 questions correctly, while only four students made one incorrect answer. The total number of correct answers increased to 371, while the total number of incorrect answers decreased to 4. These results indicate a significant improvement in students' vocabulary mastery compared with Cycle I. The improvement occurred because students received more opportunities to practice vocabulary through mobile games, repeated exposure to vocabulary items, and immediate feedback during the learning activities. The results also show that students became more familiar with the use of mobile games as a learning medium. Most students were able to complete the vocabulary activities successfully and demonstrated better understanding of the vocabulary materials. Therefore, the results of Cycle II indicate that the implementation of mobile games successfully improved students' vocabulary mastery and that the research success indicator was achieved.

e. Reflecting

Based on the observation, interview, documentation, and vocabulary test, the researcher concluded that the implementation of mobile games successfully enhanced students' vocabulary mastery. Students became more motivated, actively participated during classroom activities, and demonstrated better vocabulary understanding than in the previous cycles.

The researcher also found that repeated exposure to vocabulary through mobile games helped students remember new words more easily. Students encountered the same words repeatedly during the games, which strengthened vocabulary retention.

Since the research objectives had been achieved and students showed continuous improvement, the researcher decided to stop the research after Cycle II.

4. Achievement of the Success Indicator

In Chapter III, the success indicator stated that **at least 75% of the students must achieve the Minimum Criteria of Learning Objectives Achievement (MMC).**

In this research, the vocabulary test consisted of 15 items. Students' raw scores were converted into percentages to determine whether they achieved the MMC of 75.

Students who obtained scores of 14 and 15 were categorized as achieving the MMC.

Table 5 Students Achieving the MMC in Cycle II

Category	Number of Students	Percentage
Success MMC	25	100%
Fail	0	0%
Total	**25**	**100%**

Result:

All students (100%) successfully achieved the MMC. Therefore, the success indicator established in Chapter III was fulfilled.

5. Improvement of Students' Vocabulary Mastery

The implementation of mobile games resulted in continuous improvement from the preliminary study to Cycle II.

Table 6 Comparison of Students' Vocabulary Test Results

No.	Descriptions	Pre-Test	Cycle 1	Cycle 2
1.	Number of Students	25	25	25
2.	Correct Answer	341	351	371
3.	Incorrect Answer	34	24	4
4.	Mean Score	13.64	14.04	14.84

The mean score also increased from 13.64 in the pre-test to 14.04 in Cycle I and 14.84 in Cycle II. This improvement indicates that the use of mobile games helped students understand and remember vocabulary more effectively through repeated practice, interactive activities, and immediate feedback. The results of Cycle II show that most students were able to answer the vocabulary questions correctly, indicating that the research success indicator had been achieved. Therefore, the implementation of mobile games was considered successful in enhancing the vocabulary mastery of the tenth-grade students *of SMK Islam Yasnuhu NW Pringgabaya.*

B. Discussion

This section discusses the findings of the research based on the implementation of mobile games in enhancing students' vocabulary mastery. The discussion is organized according to the research questions presented in Chapter I and is supported by relevant theories and previous studies discussed in Chapter II.

1. Enhancing Students' Vocabulary Mastery through Mobile Games

The first research question was "How to enhance vocabulary mastery through mobile games for the tenth-grade students of SMK Islam Yasnuhu NW Pringgabaya in the school year of 2025/2026?"

Based on the implementation of Classroom Action Research (CAR), the researcher found that students' vocabulary mastery could be enhanced through a systematic teaching process using mobile games. The implementation consisted of two cycles, namely planning, acting, observing, and reflecting. During the planning stage, the researcher prepared lesson plans, learning materials, observation sheets, vocabulary tests, and selected appropriate mobile games. In the acting stage, students learned vocabulary through interactive activities such as identifying pictures, matching words with meanings, completing quizzes, and practicing pronunciation. Although some students initially experienced difficulties in using the application during Cycle I, improvements were made

after reflection by providing clearer instructions, increasing vocabulary repetition, encouraging peer collaboration, and giving additional practice. As a result, students became more confident, active, and independent during Cycle II. The learning atmosphere also became more enjoyable because students actively interacted with the learning materials rather than merely listening to the teacher's explanation.

These findings support Nation (2001), who states that vocabulary mastery develops through repeated exposure to words in different contexts. The mobile games used in this research provided repeated vocabulary practice through quizzes, matching activities, and vocabulary challenges that helped students remember new words more effectively. The findings are also consistent with Harmer (2008), who argues that games increase students' motivation and classroom participation by creating enjoyable learning experiences. Likewise, Schmitt (2000) explains that vocabulary mastery includes understanding meaning, pronunciation, spelling, and word usage, all of which were practiced through the mobile games. Furthermore, this finding is consistent with the studies conducted by Ariati and Iswahyuni (2023) and Amanda et al. (2025), which reported that game-based learning creates positive learning experiences, increases students' motivation, and encourages active participation in English vocabulary learning. Therefore, it can be concluded that mobile games provide an effective learning process for enhancing students' vocabulary mastery through interactive, meaningful, and enjoyable classroom activities.

The findings showed that the implementation of mobile games significantly improved students' vocabulary mastery. The students' mean score increased from 13.52 in the preliminary study to 13.84 in Cycle I and further improved to 14.84 in Cycle II. In addition, all 25 students (100%) achieved the Minimum Criteria of Learning Objectives Achievement (MMC), exceeding the research success indicator requiring at least 75% of students to achieve the learning objectives. The continuous improvement indicates that students became more familiar with the vocabulary presented through the games and were able to understand, remember, and use the words more accurately after receiving repeated practice and immediate feedback.

The improvement in students' achievement supports the findings of Apoko et al. (2023), who found that mobile-assisted language learning through Duolingo effectively improved students' vocabulary mastery and learning motivation. Similar results were also reported by Rezaei et al. (2014), who concluded that mobile applications positively influence vocabulary acquisition, learner confidence, and classroom participation. In addition, Budianto et al. (2022) emphasized that mobile applications increase students' interest in learning English and facilitate vocabulary acquisition. The present research confirms these previous findings, as students not only achieved higher vocabulary scores but also became more enthusiastic and actively involved in the learning process. Therefore, the action hypothesis stating that the use of mobile games can enhance students' vocabulary mastery was accepted because the research objective was successfully achieved, with all students meeting the established KKTP.

CONCLUSION

This Classroom Action Research was conducted to enhance the vocabulary mastery of the tenth-grade students of *SMK Islam Yasnuhu NW Pringgabaya* in the academic year of 2025/2026 through the use of mobile games.

Based on the research findings, it can be concluded that the implementation of mobile games successfully enhanced students' vocabulary mastery. The use of mobile games created a more interactive and enjoyable learning environment, encouraging students to participate actively in vocabulary learning. Through repeated vocabulary practice, immediate feedback, and interactive activities, students were able to improve their understanding and retention of English vocabulary.

The students' achievement showed continuous improvement throughout the research. The mean score increased from 13.52 in the pre-test to 13.84 in Cycle I and finally reached 14.84 in Cycle II. In addition, all 25 students (100%) achieved the Minimum Criteria of Learning Objectives Achievement (KKTP), exceeding the research success indicator, which required at least 75% of the students to achieve the KKTP.

Therefore, it can be concluded that mobile games are an effective learning medium for enhancing students' vocabulary mastery. The action hypothesis stating that the use of mobile games can improve students' vocabulary mastery is accepted.

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