

Chapter Four

Finding and Discussion

In chapter four, the researcher presents the findings and the discussions of this research. The findings of this research have classified into several points. In this chapter, the researcher uses some related statement from previous studies to strengthen the participant statement. In addition, the researcher uses initially to each participant such as Reno, Ijal and Aldo.

The student`s perception on the use of video games for English language learning in general

Based on the data which have been found by the researcher, there is a finding of the student`s perception on the use of video games for English language learning in general. According to all participant`s statements, they agree that video games can be used as a tool which help the student in learning English. There are some statements according to Reno, Ijal and Aldo perception about the use of video games for English language learning and the explanation about their statement. Participant Reno stated said, “I agree on using the video games for English language learning because besides having fun we can learn English”. Next is the participant Ijal stated, “In my opinion on using video games for English language learning is good, because a lot of games are in English, so we can learn something”. From the statement of Reno and Ijal, they agree on using video games for English language learning, because they believe can learn something from English video games while having fun. Last, participant Aldo stated, “In my opinion it is important, but it is applied to students under the junior high school ages because at that time they love playing video games and their curiosity is very high”. Based on those statements above, there are three points which the researcher found on their statement. First, video games can help the student in learning English while having fun. Second, the video games that use English helped the student on learning English.

Last, English video games can be applied at early ages because their curiosity is high about something they never played or something they do not know. In addition, the researcher classified the three-participant statement into two conclusions. First, the participant Reno and Ijal think that English video games can be used for English language learning in general. However, the participant Aldo thinks that English video games only can be used by under senior high school student, because of that the age who curious about something.

The student`s perception on the benefits of playing video games for language learning.

In this point, the researcher presents a finding of the student`s perception on the benefits of playing video games for English language learning which have been collected from the participant through the interview. For the result of the data that has been collected, the researcher found some related statement of the benefit that can players get from playing English video games.

Increasing the student's vocabulary. Based on the data, the researcher found the same statement on increasing vocabulary from participants Reno, Ijal and Aldo. Participant Reno stated: "I learn new vocabulary from the instruction in *Uncharted* game through searching the meaning of the vocabulary in the online dictionary". Participant Ijal stated, "I found a new vocabulary that I do not know its meaning in video games instruction and so I am gaining new vocabulary trough find the meaning of the vocabulary". The last is participant Aldo stated, "I learn new vocabulary because I read the video games instruction and I interested to find the meaning of the vocabulary". Based on all participant`s statements, they found new vocabulary by playing video games and read the game`s instruction. The new vocabulary found by the participant increases their vocabulary knowledge. From those findings, the researcher concluded that video games provide many new vocabularies on video games instruction and help the student to learn new vocabulary. This resonates what Vahdet

and Bahbehani (2013) found that video games have great value in learning vocabulary than traditional ways.

Having exposure to English conversation. Based on the data collected by the researcher, there is another benefit according to participant Reno. Participant Reno said, “I learn good conversation about how to answer the question and how to ask the question through following the conversation between virtual characters in *Uncharted* games”. From the participant Reno statement, it can be seen that video games help the student to learn about English conversation through following the conversation between virtual characters in video games. In addition, the researcher concluded that the conversations or dialogues between virtual characters in the video games teach the student how to do English conversation such as how to ask and response by imitating the language expression and what virtual character says. According to Rankin (2006), computer games provide an authentic environment that can support the student to learn, practice, and develop their communicative skill by listening or imitating the dialogue from what virtual characters say in games.

Increasing the student's motivation. There is another benefit which participant Ijal get from playing video games. Participant Ijal stated, “I got motivated by playing video games to learn new vocabulary and grammar from video games instruction while having fun by completing the video games quest”. Based on the statement participant Ijal stated, video games motivate the students to learn while they are playing and having fun with video games. In addition, the researcher concluded that video games provide some quests or missions that motivate the student on playing and learning something while having fun. The finding is similar to Sakic and Varga (2015) who found that video game can motivate the student in the learning activity and help the student to adapt to the lesson.

Facilitating English language acquisition. Based on the result that has collected, participant A gets another benefit from playing video games. According to participant Aldo, “I learn English without realizing it because I was enthusiastic about playing video games and completing the video games”. Based on the participant Aldo statement, players can learn something without they realize through playing and completing the game’s quest. In addition, the researcher concluded that video games could make players to learn something without the players realize. It is because the players focus on playing video games and the players do not know if they learn something like English vocabulary or sentence. According to Genevieve Roth as cited by Petrovic (2014) “games are a very useful tool for fluency in a language since learners tend to forget that they are learning and so they use their language abilities in a more spontaneous way” (p.13).

The influence of playing video games to student`s English language skills.

With regard to the English language skills that influenced by playing video games and how do the video games influence the skills, the researcher found some statement which shows the video games influence the English language skill on improving the language skills. According to participant Reno, video games influenced four English skills. The English skill that influenced by video games are speaking skill, reading skill, listening skill and writing skill. For the participant Ijal only two skills that can be improved, participant Ijal stated, “Speaking skill and reading skill”. The last is according to participant Aldo, “there are reading skill, speaking skill, listening skill, and writing skill”. based on the statement above, the researcher concluded that the influence of playing video games can improve student`s language skill such as listening, reading, speaking and writing skill. According to Da Silva as cited by Rubis and Postic (2017) “two particular types of skills that video games help cultivate: receptive skills (reading and listening) and expressive skills (writing and speaking)” (p.116). In addition, for the result of the data that presented how the video games influence the English skills explained below.

Reading skills. From the data collected by the researcher through the interview, there two participants who have the same idea about the influence of playing video games can improve their reading skill. First, participant Reno stated, “English video game instructions help me to learn how to read properly for one paragraph with the fast tempo and improve my reading comprehension by reading the video games instruction that I found in video games”. Second, participant Ijal stated, “Video games instructions or subtitle help me to get used to on reading and how to pronounce correctly through reading the instruction carefully and listening to the virtual charter conversation or narrator”. Third, participant Aldo stated, “Video games help me to learn how to read correctly and fluently through reading the video games instruction”. Based on the findings above, participant Reno, Ijal and Aldo have the

same opinion about the video game that it can improve their reading skill through reading the video games instruction or subtitle. In addition, the researcher concluded that video games can improve student`s reading skill through video games which use reading principal facilities such as video games instruction, subtitle, and dialogue text. Indeed, the video games that use the reading principle can improve the reading rate (Thanyawatpokin, 2017).

Listening skill. For the listening skill, participant Reno and Aldo have the same statement about the listening skill. Participant Reno stated, “video games help me to improve my listening skill and my listening comprehension through listening carefully on the narrator and players conversation”. According to participant Aldo, “Video games help me to identify the differences between words that have the same pronunciation through listening carefully to the conversation in video games and reading video games subtitles”.

Based on the statement participant Reno and Aldo, video games narrator, the conversation between player, and virtual character conversation in video games influenced their listening skill and listening comprehension. In this point, the researcher concluded that video games which provide audio with clear sound on the narrator or virtual character dialogue conversation can improve student`s listening skill and listening comprehension. According to Valencia (2015), “the fact that this happens with non-teaching-designed video games points at the fact that students improving listening comprehension is inherent to the video game, as long as the video game contains the proper input.”(p.19).

Speaking skill. The next skill that influenced by playing video games is speaking skill. Based on the data that have been collected, all participants think that video games influenced their speaking skill through video games voice chat. First, participant Reno stated, “The online video games which use voice chat help me to practice my speaking and to be more confident on speaking English by communicating with the foreign player in my teammate”. Second, according to participant Ijal, “video games help me to be more confident

on my English speaking skill through video games voice chat and communicate with the foreign player in my teammate who speaks English”. Third, participant Aldo stated, “Playing video games which use voice chat force me to communicate with a foreign player using English and it helps me to be more confident on speaking English”. Based on those result above, participant Reno, Ijal and Aldo agreed if video games can improve their speaking skill. So, the researcher concluded that the online video games which provide communicative facilities such as voice chat or text chat can improve student`s speaking skill by forcing the student to communicate with the foreign player using English. According to Dewi, Kultsum, and Armadi (2016) “The study revealed that using a communicative game as means of instruction improved the students’ achievement and results of speaking skill”(p.62).

Writing skill. Besides improving speaking, listening, and reading skill, some participants who learn about basic writing such as the past tense, sentences structures, and grammar that can improve their writing skill after playing video games. The participants who learn about the basic writing are participant Reno and Aldo. According to participant Reno, “there are some sentences in the *Uncharted* game instructions which structured well and help me learn how to arrange good sentences”. Next, participant Aldo stated, “Playing video games help me to improve my writing skill, gain more knowledge about the past tense, also how to write correct grammar through video games instruction”. Based on the participant Reno and Aldo statement, video games provide a good example of the past tense, sentence structure, and grammar. Also, the researcher concluded that video games can influence a student`s writing skill by learning the basic writing from playing video games. the student`s writing skill can be improved through learning some example in video games instruction such as grammar or past tense. In writing skill, the researcher did not found any reference that related to the video games can influence writing skill. In addition, this result might be the first find that shows if video games can influence the writing skill.