

## **Student`s Perception on the use of Video Games for English Language Learning**

Muhammad Zikri

20130810220

### **Abstract**

The video game is one of entertainment media that is popular for all ages such as children, teenagers, and adults. Based on the researcher`s observation in English Language Education Department at a private university in Yogyakarta, there were some students who play video games using various media. The students who play the video game feel some improvement in English skill and get new vocabulary from playing games. Based on the phenomenon, the researcher interested to conduct this research. The aims of this research are to know the student`s perception on playing video games for English language learning based on the student point of view. In this research, the researcher formulates two research questions. First, what is the student`s

perception on the benefits of playing video games for language learning? Second, how do video games influence the student`s English language skill? In the literature, the researcher used some literature from some previous researchers to support the material in chapter two. In this research, the researcher used a qualitative research design and used the interview to collect the data. the criteria of the participant are the student of English Language Education Department batch`s on 2015, the student who has experience and often playing video games and feel some improvement on their English from playing video games. Based on the data which have been collected by the researcher, Video games can give some benefits and influence student`s language skills. First, the benefits students get from playing video games are increasing the student`s vocabulary, increasing the student`s motivation in learning, having exposure to English language conversation and facilitating

English language acquisition. Second, the researcher found that video games influence the student's language skill on improving the student reading, speaking, and listening skill by playing video games that use instruction/subtitle, voice chat, games chat, virtual character conversation, and narrator.

*Keywords:* video games, English learning, language skills, benefits, influence

### **Introduction**

The Videogame or digital game is a tool designed by game maker using audio-visual materials and it can be played individually or in a group. Reviewing in terms of the development of video games, video games, or digital game once only can be played using SEGA, PlayStation (PS), and XBOX. Because of technology development, video games can be played offline or online using Smartphone and laptops. In addition, the player can play video games anywhere using a Smartphone or laptop. There are some examples of famous offline and online video games such as

Grand Theft Auto (GTA), Need for speed, and DOTA 2.

The purpose of the video game makers on designing video games is to entertain and give satisfaction for all game users. Because the video game created to entertain, Aji (2014) stated, in 2000 the video game sales reached 20 million US dollars for 100 million units Game Boy and 75 million units Play Station. Based on the sales of the video games in 2000, it shows if a lot of people buys the video games. In addition, According to Mitchell and Smith (2004) computer games is popular with children, teenagers, and adult. From those stated above, the researcher concluded that video games are quite popular for all ages such as children teenager and adult.

There are some findings of the video games that have conducted by previous researchers about the video game as an educational tool. First, according to Sakic and Varga (2015), the video game can motivate the student in

the learning activity and help the student to adapt to the lesson. Second, according to Griffiths (2002) playing video games can be an effective learning strategy that may have several advantages that not be found in other learning strategies.

Based on the research findings above, explain the benefits of the use of video games as a learning tool. However, the use of video games also has a weak point and there is research that found if video games also have weaknesses. A game has advantages and limitation based on the application method, which makes the game might not be the best tool to motivate students or as a teaching tool (Felicia, 2011). From the research findings conducted by Felicia, the researcher concludes if the video games have limitation based on the application. However, from the researcher point of view, the video game might give some benefits for the game user on language learning especially English video games.

Because video games are quite popular and based on researcher's observation in English Language Education Department (ELED) at a private university in Yogyakarta, the researcher found some students playing English video games at their free time or after doing a discussion. The student played the video game using various media. Furthermore, because this phenomenon happens to some students of ELED, the researcher conducted an informal interview with a student of ELED. According to the student, he feels some improvement in English skill and gains new vocabulary from playing games. In addition, the student also said that playing English video games is difficult. The reason it difficult to play because the students need to understand what the instruction tries to tell, the online video games force the student to interact with other players from different countries. From the background explanation above, the researcher is

interested in conducting research that uses video games as the theme and focused on the students` perception on the use of video games for English learning in English Language Education Department at a private university in Yogyakarta.

In the ELED some students use various ways to learn English. Nowadays learning language can be done in fun ways, one of the fun ways to learn English is by playing video games. Based on the researcher`s observation in ELED, there are some students who love playing a video game as a hobby. The video games that students play mostly use English as the language. The video game that is played by students is both online and offline video games. The online video game has text chat and voice chat as the communication tool with other players around the world. Mostly, the students use English to interact with other players from different countries.

With this regard, the researcher identified several issues. First, playing

video games that use English is not easy to play because the player might found some new words or vocabulary from video games instruction. Based on the researcher found in ELED at the private university in Yogyakarta, in general, some students who play video games use various vocabularies in the classroom than the student who does not play. Second, playing online video games challenge the player to interact and communicate with other players from different countries through video games text chat or voice chat. In order to understand each other, video games indirectly force the players to learn some language that can be used to communicate with the foreign player. According to researcher observation at ELED, there are some students who play the online video game speak English fluently and more confident to communicate with the foreign player than the student who does not play.

Based on the issues above playing video games might give some benefits for language learning and influence the student's language skill like improve the language skill. However, there are some students think that video games cannot give a benefit and only use for fun. Therefore the researcher is interested to conduct the research on this topic specifically finding the student's perception about the benefits and how do the video games influence the student's English language skill.

### **Research question**

The aims of this study are:

1. What is the student's perception on the benefits of playing video games for language learning?
2. How do video games influence the student's English language skill?

### **Objectives**

The objectives of the research are:

1. To find out the student's perception on the benefits of playing video games for language learning
2. To know English skill that influenced by playing video games and how the video games influence the skill.

In this chapter, the researcher reviews some literature related to the research. The literature review of this research will discuss the video games including the definition and type of video games platform. Then, English language learning, video games for language learning, the benefit of video games for language learning, English skill improvement on playing video games, related studies and the last is the conceptual framework.

## **Video games**

For the video games it is already mentioned before, the video game is medium that is used to entertain and can be played individually or in a group. In addition, video games are quite popular for all ages such as children, teenager, and adults. The video game once can only be played in the game console. However, currently, video games can be played on electronic media such as Smartphone and laptop. Also for the video games, there is some information that explains the definition of video games, classification purpose, and types of video games device.

**Definition.** The video game quoted from two words, “video”, and “game”. First is video, according to Sasmia, Widodo, and Sulistyorini (2012), the video is some display of ideas or films that put on a digital screen. Second is game, a game is something that can be played with some roles, opponent, and an achievement. According to Crawford as cited in Martono (2015), “Games are

interactive activities centered on achievements, active actors, and opponents.” (p.23). Based on the definition above, the video game is one of the digital media that can be played using audio-visual such as television, personal computer and etc. (Esposito, 2015).

**Video games classification purpose.** Furthermore, there are some classifications based on game purpose. According to Martono (2015) first, the game as the game is a game that made to entertain or have fun. Second, the game as media is a game that made to convey messages to players from game makers. Third, game beyond game or gamification. Gamification is a game designed by game maker based on their need and for example, is a game designed for studies or surveys to reduce user saturation.

**Type of video games device.** In order to play video games, the users need some tool as an operating device. The devices that used to operate and play video games, according to Martono

(2015) the types of games device are Personal Computer (PC), console games and mobile games. The PC game is a video game that is played using Personal Computers and for the games, the player can download it on the internet, buy a game program, or copy file from other PC. The Console game is video games that can be played using a specific console such as PlayStation 2, PlayStation 3, XBOX 360, and Nintendo Wii. Commonly console game is using a disk as the program to start the game and one disk only for one game, also to get the game disk player need to buy it in the game's store. The mobile game is a game that can be played using a Smartphone and to get some games application the user needs to download at the application store.

## **English language learning**

Nowadays, English is a language that used by a lot of people as the first and second language, according to Mehu (2012), there are 380 million native speakers, 300 million use English as a second language and 100 million use English as a foreign language. In addition, English in Indonesia commonly used as learning material at the schools and it is can give some benefits for the learners. According to Mehu (2012), the benefits that learners get from English language learning helps on traveling, discover the foreign entertainment media, help on a professional career, etc.

**Four basic skills.** Before the learners learn about English language learning, they need to understand the four basic skills that have a vital role in English language learning. According to Xhuvani (2015), there are four necessities on a language known as four skills such as reading, listening, speaking, and writing. There are some explanations about the four skills:

**Reading skill.** Reading skill is an ability reader's comprehension of understanding written text from what they read. According to Bojovic (2010), reading skill is a cognitive ability of the reader on reading written text. In addition, according to Davies as cited by Bojovic (2010) reading skill are involving on identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, and finding answers to questions.

**Writing skill.** Writing skills are the ability to construct correct sentences and can be understood by the reader (Javed, Juan, and Nazli, 2013). Writing is more complicated than other language skill because there are many aspects that must be considered when writing. According to Hedge as quoted by Alves (2008), the writer should be considering about the ideas or the information, writing accuracy, grammatical error, selecting the vocabulary and the structure of the sentence.

**Speaking skill.** According to Huebner as cited by Hendrawan (2012), speaking is a skill used by people to communicate in society. For the student, there are many strategies that student can use to improve the student speaking skill and one of the strategies is using Task-based learning. According to Al-Eiadah et al (2016), task-based learning can enhance learner's communication ability through problem-solving activities.

**Listening skill.** According to Rost, as quoted by Gilakjani and Sabouri (2016), listening is a process of interpretation that listeners hear and understand what they hear. In this case, according to Nadjah (2013), there are two types of listening such as extensive and intensive listening. First, extensive listening refers to the listening for pleasure or some other reasons and for the example are music, movie etc. Second, intensive listening refers to identifying the details and focus on every piece of



information of a text that delivers to the speaker.

### **Video games for language learning**

In video games for language learning, present some literature about the benefits of video games for language learning and the influence of video games on improving the English language skill. First, the benefits of video games for language learning, it explains the possible benefits that student get form playing video games. Second, the influence of video games on improving the English language skill, it is explained about the possible language skill that can be influenced by playing video games to improve.

**The benefit of video games for language learning.** As well as media to entertain, the video games can be a learning tool that gives some benefits for the student in English language learning. Video games have advantages in term of feature which is cannot be found in other media and might give a chance for the player to learn in new ways. According to

Rudis and Postic (2016), the video games use audio-visual and words to show some hint or clue on the game, which is not something can be found in another medium such as a movie or a book. In addition, there are benefits that can a player get from playing video games for English language learning:

***Motivate the students.*** In order to increase the student`s motivation in English language learning, video games can be an option for the teacher to motivate students on learning. According to Sakic and Varga (2015), the video game can motivate the student in the learning activity and help the student to adapt to the lesson. Therefore, the use of video games as a learning tool can be the best way to motivate students.

***Vocabulary acquiring.*** The use of video games on English language learning might the best way to help the students on acquiring new vocabulary and playing video games is enjoyable for the students so it can motivate the students on

language learning. According to Vahdet and Bahbehani (2013), stated, video games have great value in learning vocabulary than traditional ways.

***Facilitating English language acquisition.*** Video games might give a chance for students to improve their skill in language without they realize, 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 video games on improving English language skill.** Playing video games might give some benefits and potentials that can be used as a tool for language learning, communication, and other essential skills. There are some benefits that video games can be used in developing the language skills, 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). The possible language skill that might be improved from video games influence:

***Reading skill.*** Playing video games required the player to read more because video games use some instructions to give the hint and what should the player do in video games. The video games that use the reading principle can improve the reading rate (Thanyawatpokin, 2017). In addition, according to Eskelinen (2012) stated, the use of video games can help the user to learn skimming skills without having to know every word in the text. So, playing video games may help the player to pursue practicing and developing their reading comprehension.

***Listening skill.*** The video games that use a lot of dialogue with speaking virtual actors might a chance for the player to improve their listening skill

because the player should listen to what virtual actors say. 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 online video game is requiring interaction with other players. Online video games that use chat or voice chat feature can be used as a communication tool to interact with other player and it can be a great way to develop speaking skill. 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). Through video games, the expression of thought and articulation in conversation are some skills that may be improved.

## **Related studies**

In the related studies, there are two studies that have been conducted by previous researchers which is discusses video games as an educational tool that use on language learning. First, the study by Sedigheh Vahdat and Amin Rasti Behbahani (2013) aims at finding the effectiveness learning vocabulary of English foreign language through video games as a new educational tool. To collect the data, the researchers use the experimental method that has tested on 40 Iran students that are 20 students on traditional vocabulary learning and 20 students in video games. For the finding of the study, those researchers found if the students who learn vocabulary using video games have great value on acquiring new vocabulary then using traditional way for learning vocabulary. Based on this research and the study was conducted by Sedigheh Vahdat and Amin Rasti Behbahani, the researcher found similarity if the video games have great potential for increasing vocabulary and

also, the researcher would like to adopt the ideas on the use of video games for language learning.

Second, the study by Satu Eskelinen (2012) aims of the research was conducted by Eskelinen are to find out student`s perspective on the use of entertaining video games for language learning and teaching. In addition, to know wheatear video games it can be used or not for language learning. The experiment methodology used by Eskelinen to collect the data, also the participant of the study is a Finnish high school student who has studied formal English foreign language. The findings of the research have 4 points. First, the participants learn about the new common vocabulary and special vocabulary in the game. Second, participants understood different sentences. Third, the participants practice skimming skills without having to know every word in the text, and the last is the participants have learned about literacy from different games (Eskelin,

2012). By comparing the study between the researcher and Eskelinen studies. the researcher found similarly on the objective of the research, which is to know student`s perception about the use of video games for learning. Also, the researcher would like to use Eskelinen`s findings which are related to the language skills as a comparison between these research findings.

Based on those related studies above between this research that conducted by the researcher, the researcher found some differences. First, the studies conducted by Vahdat and Behbahani are focused on finding the potential of video games for vocabulary acquisitions. Second, the studies conducted by Eskelinen finding are focused on vocabulary acquisitions and the reading skill. However, the differences this research between those researches is the researcher focused on finding the benefits and what English

language skills that influenced from playing video games.

### **Methodology**

In this chapter discusses several main topics about the methodology that used for research including the research design, research participant, and research setting. In addition, this chapter discusses how the researcher collects and analyzes the data in conducting the research. In order to support the research, the researcher quoted some statements that related to the main topic.

### **Research Design**

For the research design, the researcher use qualitative approaches. The reason why the researcher use qualitative approach was that this research was based on the phenomena that researcher found at ELED. The phenomenon that the researcher found at ELED is some of the students of ELED playing English video games using various media. According to Siyoto, and Sodik, (2015) the qualitative approach is a research process based on the analysis of social phenomena and

problems found in the human environment. In addition, qualitative research produces descriptive data in the form of written or verbal from the participant (Siyoto, and Sodik, 2015).

Because this research focuses on finding student`s perception on the use of video game in term of benefit and the influence of the video games on improving the student`s language skills for English language learning, the researcher use descriptive qualitative. The researcher considered that descriptive qualitative is the best research design to know about the student`s opinion and experiences dealing with video games for language learning. According to Clissett as cited by Tavallaei and Talib (2010) “qualitative research covers a wide range of approaches for the exploration of human experience, perceptions, motivations, and behaviors” (p.571).

## **Research Setting**

The researcher conducted the research at the ELED in a private university in Yogyakarta. There were two reasons the researcher choose ELED in a private University in Yogyakarta. First, from the researcher`s observation at the English language education department, the researcher found the phenomenon that some of the students used their free time for playing English video games online or offline using various medium such as Smartphone and laptop. The last, the researcher has access at Yogyakarta in a private University and it helped the researcher to collect the data. The researcher has conducted the research in November 2018.

## **Research Participant**

Because the phenomenon of playing English video games is happening at English language education department in private university Yogyakarta, the subject of the research is three students of ELED batch on 2015 who were then in their 8th semester. The reason why should the students` batch on 2015 who were then in their 8<sup>th</sup> semester is because they already took ICT for language learning and Digital Technology in Education course. Therefore, they already learn how to design a game for education and how to use digital technology for language learning. In order to get as much data as possible related to the use of video games for language learning, the participant should have experienced and they often playing English video games. In addition, the participants of this research are the students who already feel some improvement in their language learning from playing English video games. In selecting the participant who already feels the video games influence on improving

on their English language learning, the researcher only asked the participants if they felt some influence of the video games on improving their language skill from playing video games before telling the participant about this research. Gathering the data with the specified subject will be useful in order to know the use of video games for language learning. In addition, the researcher used pseudonyms on the participant such as Reno, Ijal and Aldo.

### **Data Collection Method**

As mentioned before, this researcher used a qualitative approach. The method used by the researcher is the open-ended interview on collecting the data. The open-ended interview is suitable for this research because according to Turner (2010) open-ended interview allowed the participants to contribute as much detailed information as they desire and it allows the researcher to lead the interview. The interview that was conducted by the researcher was face to face with the participant using *Bahasa*

*Indonesia* in order to prevent some miscommunication. In addition, both the researcher and the participant used *Bahasa Indonesia* as the first language. In doing the interview, the researcher did one on one interview with different times for all participants. The reason why the researcher did the interview at different times, it is because the participant has different free time to do the interview. In addition, doing the interview at different times help the researcher get different information about the data from all participants. The researcher and participant do the interview three times in order to get the best information to answer the research question. The length of the first interview duration is eight until fifteen minutes for all participants, but it still lacks the information and has many wrong answers. However, for the second interview duration is thirteen until eighteen minutes and lack little explanation. The last interview duration is eight until fifteen minutes and gets more

explanation about the information that still lacks explanation.

### **Research instrument**

Research instrument is a tool used by the researcher to collect the data. According to Arikunto as cited by Natalia (2015), the data collection instruments are tools used by researchers to collect data in order for the activities to become systematic and facilitated. The research instrument that used by the researcher are the interview guidelines and recorder to collect the data. For the interview guidelines, the researcher used some literature from previous research to arrange the interview guidelines for the interview. The questions of the interview focused on the benefits and the influence of video games on language skill improvement. When the researcher and the participant are doing the interview, the researcher records the conversation using the recorder in order to prevent the loss of some participant's statement.

### **Data Analysis**

The next step after doing the interview with the participant, the researcher analyzed the data. The data that researcher found from interview need to read or listen repeatedly on purpose to understand and get valid information about the research topic. According to Powell and Renner (2003), the analysis processes get to know your data, focus on the analysis, categorize information, and identify patterns and connections within and between categories, interpretation. Before analyzing the data, the researcher has been transcribed the interview record into the written form and helped the researcher to analyze the data.

After transcribing the data, the researcher does the member checking. The member checking purposes is to review or measure about the participant statement it is accurate or not and in order to gain valid information from participant opinion. According to Harper and Cole (2012), member checking gives the opportunity for the participant to verify



their statement in order to gain validity. The results of the interview have been clarified to the interviewee at the member checking to measure the transcript of the participant's statement in accordance with what was conveyed by the participant. According to Rager as cited by Harper and Cole (2012) "Member checking is also known as participant verification" (p.2). In the result of member checking, the researcher and the participant feels need to add more information. In addition, there was some information that needs to be changed because it did not answer the research questions. Therefore, the researcher did re-interview the participants for three times to collect the data that answered the research question.

The last step in analyzing the data is coding. According to Strauss and Corbin as cited by Wardhono (2011) stated, the coding process has three different types and steps such as open coding, axial coding, selective coding. In the open-coding process, the researcher

identifies the main idea of the participant's answer. After the researcher understands the main idea of all participant's answer, the researcher does the axial coding. Axial coding is the process classified and categorized the same main idea from all participant's statement to make compression between different answer. The last is selective coding, which the results of axial coding are classified into conclusions and described in descriptive form. In the coding process, the researcher only uses two steps of coding, the steps that used by the researcher are open-coding and axial coding, the reason why the researcher only use open-coding and axial coding because the researcher already concluded the participant statement in axial coding.

### **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.

## **Conclusion and Recommendation**

In chapter five, the researcher presents the conclusion of this research. The conclusion of this research is based on several main points from the background, the research question, how to manage the data and the results obtained by the researcher. In addition, this chapter also provides recommendations based on the result of this research.

### **Conclusion**

The aims of this research are to know the student's perception on playing video games for English language learning based on the student point of view. In this research, the researcher formulates two research questions. First, what is the student's perception on the benefits of playing video games for language learning? What are the English skills that influenced through playing video games and how video games influence language skill? In this research, the researcher used a qualitative research design. To collect the data, the researcher used the Interview. Based on the data

which have been collected by the researcher, Playing video games can give some benefits and improved the student`s language skills.

From the result of the data that been collected by the researcher, the researcher found the answer of the research question. For the answer, the researcher concludes into two points and the answer is based on the participant`s perception and experience in playing video games. First, video games can give some benefits, the benefit which might student get from playing video games are increasing the student`s vocabulary, increasing the student`s motivation in learning, having exposure to English conversation, and facilitating English language acquisition. Second, the researcher found if video games influence the English skill on improving the student English skill such as reading, speaking and listening skill by playing video games which are use instruction/subtitle, voice

chat, games chat, virtual character conversation, and narrator.

### **Recommendation**

Based on the result of this research, the researcher purposes some recommendation related to playing video games for English language learning among the Student who loves playing video games. The recommendations are present as follows:

**The student.** Based on the result of the student`s perception on the use of video games for English language learning, the researcher would like to recommend the student to play the English video games. However, there are three opinions that student needs to know about playing video games. First is try to read and understand the video games instructions/subtitle while playing video games, by reading and understanding the video games instruction might help improve the reading skill and get some benefits. Second is try to practice speaking skill or writing skill by communicating with the foreign player through voice chat

or games chat on online games. By practicing on communicating with foreign player through chat or voice chat, might help to be more confident in using English in speaking. Last, try to listen to what foreign player say in-game voice chat or games virtual character conversation in order to improve listening skill and listening comprehension.

**The teacher.** Based on the result of the student's perception on the use of video games for English language learning, shows if video games give benefits and improved participant's language skills. In this case, the researcher would like to recommend the teacher to consider using video games as supporting tools that might help the teacher on teaching language learning and make fun classroom for the student. There are some criteria of the video games that the teacher needs to know if the teacher wants to use video games for teaching language learning. The criteria of the video games are the video games that use a lot of

instruction, communication tool, and good conversation material between virtual characters for English language learning. However, the teacher needs to monitor and give specific purpose to students why they have to play video games.

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