

# THE EFFECT OF VIDEO GAMES IN ENGLISH LEARNING

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## Abstract

There has been a noticeable increase in the number of schoolchildren who are fluent in English during the last decade or so. The amount of English sessions each week is one of the explanations, but the media's effect is perhaps more crucial. Video games are heavily marketed to students. A survey was done in order to determine the relationship between video game playing and English competency in this research. Many student responded to the survey, which included a variety of questions about the frequency and quality of video game play. The researchers came to the conclusion that video games had a significant influence on language acquisition. Vocabulary and pronunciation were the most beneficial areas. Video games, as a type of highly valued entertainment, create a pleasant and motivated environment that is ideal for learning a foreign language.

**Key words:** video games, influence, English, second-language acquisition

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## INTRODUCTION

People from all over the globe have been studying English as a method to open as many doors in life as possible since it became a lingua franca in all sectors of commerce, science, diplomacy, information technology, and other aspects of our daily lives (Ayu, 2020; Mandasari & Oktaviani, 2018; Yuliansyah & Ayu, 2021). English has become a vital component of many people's life throughout the world, from employment options to vacation options to expanding the quantity of possible amusement (Mandasari & Oktaviani, 2018; Utami et al., 2020). The effect of English is felt worldwide after World War II, with the growth of the United States as a world powerhouse and the introduction of new communication methods.

The entertainment sector was the most essential aspect of American culture that allowed English to spread over the world. The American ideal went out from Hollywood to numerous music channels, bringing with it the English language. The emergence of video games was one sector of entertainment that became a consistent source of non-native English speakers across the world (Mandasari & Aminatun, 2020; Puspaningtyas & Ulfa, 2021). Since the very first video games were constructed out of outdated radar technology used to replicate a game of table tennis, video gaming was not always a means to learn a language. (Oktaviani, 2017; Zulkarnais et al., 2018). Video games were little more than a

bunch of forms firing or moving towards other forms on a black and white screen until the mid-1980s, with no substance to the action other than a reflex test (Oktaviani, 2012; Srianto, 2018). They were unable to include any story due to a lack of appealing visuals and a story. Games, on the other hand, have gradually gotten more complicated in terms of gameplay and plot, and as a result have become fantastic sources of passive, but increasingly active language interaction (Putri & Sari, 2021; Surahman et al., 2020). As a result, they've grown into a multibillion-dollar enterprise.

In recent decades, an increasing number of people, particularly youngsters, have begun to play video games, and many video game characters have become cultural icons. Video games have evolved to the point that they may be compared to movies, cartoons, and novels in terms of their ability to convey a compelling story and be well-presented and directed (Ahluwalia, 2020; Megawaty & Simanjuntak, 2017; Sari & Wahyudin, 2019). Interactivity and communication facilitation are two major advantages of video games over these other mediums (Ayu et al., 2017; Rido & Sari, 2018; Sari, 2015). Facilitating communication is particularly crucial in improving a non-native English speaker's skills. Most games contain a lot of internal backstory or a lot of different systems that interact with each other inside the bigger gameplay systems (Ardyanto & Pamungkas, 2018; Suryono & Subriadi, 2016). Both of these characteristics cause players to rush to various communication platforms to talk about the games or figure out how to get over a particularly difficult level, promoting language use. English is, of course, the worldwide communication language.

Another aspect of communication is the need for particular games to be played by a large number of people (Damayanti et al., 2019; Febrian et al., 2021). This has the advantage of allowing players to communicate “on the fly,” which is especially useful in team-based games like tactical first-person shooters. Not only do these games need quick reflexes and tactical thinking, but they also necessitate good communication and vocal synchronization with other players (Arpiansah et al., 2021; Damayanti et al., 2020). Video gaming has become the current realm of English as a world communication tool, in large part due to these benefits, and it seems acceptable, therefore, to attempt to analyze the effects video games have on learning English (Daun-Barnett & Affolter-Caine, 2005; Sanger et al., 2021).

As a result, the purpose of this study is to look at the impact of video games on English learning. After reviewing relevant studies, the link between video games and other forms of media will be established. In order to investigate the influence of video games on English-language acquisition, non-English-speaking video game players were asked to complete a survey about the influence of such games on their English competence. The survey's results will subsequently be analyzed. Finally, the contribution of specific characteristics of video games to language acquisition will be investigated.

## **LITERATURE REVIEW**

A few studies have surfaced in recent years attempting to analyze the impact of playing video games on the language-learning process. Concerning the beneficial effects of gaming, there have been assertions that video games offer benefits for things like anxiety and motivation, but the subject of video games' influence on language acquisition has yet to be properly examined.

There are few researchers that have been done on how digital gaming can aid with language learning in their paper, for example Gunawan D (2020) and Schrape (2018).

The authors offer a last significant remark concerning the desire to communicate. The main issue is that even if a sufficient quantity of "input" is received, the players will not always be willing to use it. Various past explanations include a tendency for linguistic conduct, timidity, or an unwillingness to communicate (Pranoto & Suprayogi, 2020; Utami et al., 2020). The willingness to communicate is crucial to learning a second language, and one of the greatest methods to do so is to enhance the possibility of individuals speaking the language in situations other than the classroom. As the researchers point out, one of these ways is to play video games, namely massively multiplayer online role playing games. People see video games as a fun, low-anxiety atmosphere, and because massively multiplayer online role playing games and other games include a multiplayer component, they give a simple and natural method to express themselves. As a result, they give the other half of language learning through interpersonal player interactions on the internet.

Finally, the theoretical corpus of study on the impact of video games on language learning appears to indicate that video games can be quite effective in language instruction (Purnama et al., 2018; Putri & Sari, 2021; Yuliansyah & Ayu, 2021). Based on the information provided above, video games can assist students in learning English.

Children's vocabulary isn't particularly useful, but how we handle an obstacle in a game might have an impact on our English. Video games, like any other kind of language learning aid, have its disadvantages (Pajar & Putra, 2021; Puspaningtyas & Ulfa, 2020). According to several research, many games, particularly older games, cannot be utilized for these reasons since they lack language or are scarcely relevant when playing (Erya & Pustika, 2021; Gunawan D, 2020; Pustika, 2021). Another issue with games as a learning aid is that they cause cognitive overload. If a game is too difficult or intricate, the brain simply lacks the capability to play it effectively and passively (or actively) learn a language.

## **METHOD**

The main technique utilized to examine the impact of video games on language learners was a questionnaire. A questionnaire that had previously been used to look into the impact of cartoons on foreign-language acquisition was extensively changed to look into the influence of video games on English language learning. It included fifteen questions about how people use video games and how it affects their English language learning.

### **1. Participant**

The data was analyzed using qualitative methods in this study. A questionnaire was employed as a study tool by the researchers. This study was carried out at the English Education batch 2018 Teknokrat Indonesia.

### **2. Instrument**

The main instrument of this research is a questionnaire form which consists of 5 questions, each of which has different answers with multiple choice. The researcher took this questionnaire from (Herison et al., 2019; Yudiawan et al., 2021)

### **3. Data Collection**

Permission was requested from the lecturer who conducted the course before giving the questionnaire, and a time was set with him. The students were told of the research's goals and importance before receiving the questionnaire. They were also asked to be truthful and honest in their replies. Furthermore, the individuals had the opportunity to ask any questions they had. The questionnaire was then given out.

#### 4. Data Analyse

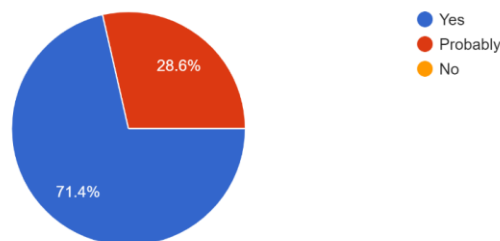
The researchers distributed the questionnaire form to the students. After the questionnaire was filled in, the researchers analyzed the data using applicable logic based on the results of the questionnaire data. Data in the form of graphs can therefore make it easier for researchers to analyze data. after the data is found, the researchers make a conclusion (Maskar, 2020).

### RESULTS AND DISCUSSION

The purpose of this study was to determine the influence on language acquisition. Before the researchers did the research, The researchers asked the lecturers for permission on the title they wanted to make, after that the researchers made a questionnaire form and distributed it to the students. The questionnaire form contained 5 questions with graph type and multiple choice. This section contains the results of performed on the collected data.

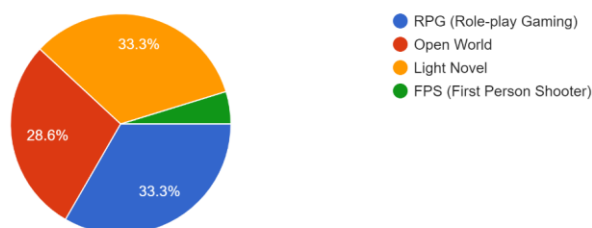
**Table I**

Do you think games can improve English language skills? (Menurutmu, Apakah game dapat meningkatkan kemampuan berbahasa inggris?)  
21 responses



**Table II**

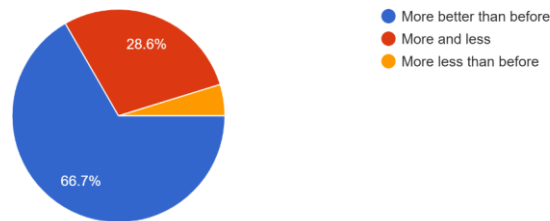
In your opinion, what genre of games can help to learn English? (Menurutmu, genre game apakah yang dapat membantu untuk mempelajari bahasa inggris?)  
21 responses



**Table III**

In your opinion, can a dialogue improve the players' English skills? (Menurutmu, apakah suatu dialog dapat meningkatkan skill bahasa inggris para pemain?)

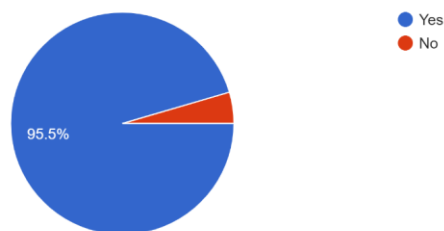
21 responses



**Table IV**

Is the ability to speak English very influential to carry out the instructions of the game? (Apakah kemampuan berbahasa inggris itu sangat berpengaruh untuk menjalankan instruksi dari game?)

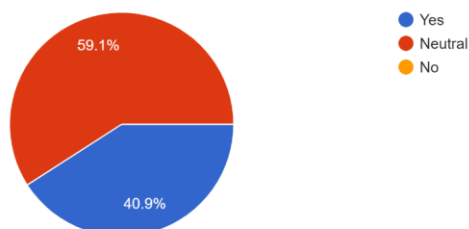
22 responses



**Table V**

In your opinion, is learning English through video games effective? (Menurutmu, apakah mempelajari bahasa inggris melalui video game itu efektif?)

22 responses



### Do you think games can improve English language skills?

Based on table 1, 71.4% answered "Yes" 28.6% answered "Probably" and no one answered "No". This shows that games have an important role in acquiring English. Games can

improve students' vocabulary with good language structure, interesting dialogues and good storylines. It can make students find out the purpose of the game and also learn a lot of vocabulary that can help acquire English.

**In your opinion, what genre of games can help to learn English?**

The results from table 2 are that RPG and Light Novel have the same value, which is 33.3%, Open World has a score of 28.6% and FPS is 4.8%. It can be concluded that games with RPG and Light Novel genres have a big role in acquiring English. RPG and Light Novel are types of games that have a lot of vocabulary and what students do can affect how a story goes, it is one of the interesting learning techniques because it can spur students to find out an ending in a game and also learn language. English at the same time

**In your opinion, can a dialogue improve the players' English skills?**

According to the results of table 3 data, More better than before has a score of 66.7% while More and less has a score of 28.6% and More less than before has a score of 4.7%. It can be concluded that games can help students to acquire English better than before. Because the game has a better English structure than what is taught in school. Usually schools only teach Tense, while games have a lot of instructions, dialogues that have a unique vocabulary that can help students to acquire English well.

**Is the ability to speak English very influential to carry out the instructions of the game?**

The results from table 4 show that the majority of students who filled out "Yes" were 95.5% while those who answered "No" were only 4.5%. This shows that English language skills can help us as players in carrying out an instruction in the game, such as: "Press the Circle button to regain your health." When we play a game, our English skills are also tested by how can the players understand the game instructions? If yes then we can finish the game faster and if not, maybe some players are confused. but when we do an instruction, we also learn English indirectly.

### **In your opinion, is learning English through video games effective?**

Table 5 shows the results, namely "Yes" by 40.9%, while "Neutral" by 59.1% and no one answered "No". This shows that for now, learning English is not very effective when compared to what is taught in schools. One of the reasons is that a game has English which is more complicated than what is taught in school, which causes students who sometimes do not understand English in a game.

Based on the analysis of the data above, we can conclude that video games can affect the acquisition of English. Video games themselves have a different way of teaching compared to what is applied in the classroom. One of its uniqueness is that we can take it in terms of the storyline. A good storyline will greatly affect the enthusiasm of students in playing the game which means it can improve their acquisition of English.

Dialogue is also very influential in the acquisition of English. Dialogue can improve the grammar and pronunciation skills of the players indirectly (Rido & Sari, 2018). If the players are connected with a story or the character of a character in a game, it can affect their language acquisition effect and they can enjoy the game well. Most players play games just to find entertainment, but most people who play games are smart in speaking English in the form of grammar, pronunciation and so on because by playing games, they learn English indirectly (Ayu & Pratiwi, 2021).

Several academics (Puspita, 2021; Sari, 2018) suggest that video games may be effective educational tools. In reality, whether the players are aware of it or not, they are continuously learning as they play. Their ideas have sparked a slew of research projects throughout the world that show how video games may be used as tools and activities in language learning, particularly vocabulary development.

### **CONCLUSION**

The purpose of this paper is to find out about the effect of video games on English language acquisition and our results are positive. Video games have a big role in the acquisition of English, video games teach English with a wider scope than classes. However, for now, video games cannot be used as the main means of learning English due to the lack of supporting facilities and some games may not teach enough English.



Video games provide a number of advantages when it comes to learning a language. The most apparent example is how video games use visual clues in addition to words to tell the player what an object is called, which is something that cannot be found in a movie or a book. Interactivity is another key characteristic of video games that aid language acquisition, as it is critical to comprehend what is going on and how to attain goals. This situation pushes the player to decipher what the game is trying to communicate. The player will begin actively learning the unknown words and phrases as a consequence of this encouragement.

As a result of the survey's findings, there is a strong relationship between video games and the good influence they have on English language acquisition.

Provide a statement that what is expected, as stated in the "Introduction" chapter can ultimately result in "Results and Discussion" chapter, so there is compatibility. Moreover, it can also be added the prospect of the development of research results and application prospects of further studies into the next (based on result and discussion).

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