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Enhancing English Communication Skill Through Moba And Fps Game

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A R T I C L E I N F O

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A B S T R A C T

The expanding ubiquity of Multiplayer Online Fight Field (MOBA) and First-Person Shooter (FPS) video diversions presents a special opportunity to make strides English communication abilities among gamers. This think about explores how intelligently diversion mechanics, time-based communication, and advanced social situations in these diversion sorts can be utilized as viable dialect learning instruments. This consider utilized a quantitative approach with an exploratory plan, including 25 tall school understudies. Members locked in in organized gaming sessions utilizing well known MOBA and FPS diversions. Information was collected through pre-test and post-test appraisals, which measured participants' English communication aptitudes, advancement, compression, tuning in comprehension, and verbal interaction capacities. Members from different phonetic foundations locked in in organized gaming sessions, with their communication designs, comprehension authority, and conversational familiarity methodically assessed. The comes about appeared noteworthy changes in verbal English capability, and real-time communication abilities among members who routinely taken an interest in multiplayer gaming intelligent. Measurable examination uncovered noteworthy changes in English communication aptitudes among members. Members illustrated made strides lexicon maintenance, expanded talking certainty, and made strides etymological interaction through game-based learning. The discoveries propose that MOBA and FPS recreations can serve as viable complementary instruments for English dialect instruction, advertising a lock in and immersive learning involvement. This ponder contributes to the rising field of game-based dialect learning, by giving experimental prove on the potential of video recreations as instructive assets. Suggestions are made for teachers and dialect learning experts to coordinated vital diversion approaches into English dialect instructing strategies.

INTRODUCTION

The importance of mastering English in today's globalized world cannot be overstated, as it serves as a key tool for communication, access to knowledge, and international collaboration. In Indonesia, English is widely taught in schools, yet many students struggle with language proficiency, particularly in speaking and vocabulary retention. Traditional methods of teaching English often fail to engage students effectively, leading to a lack of motivation and limited practice opportunities. This creates a gap between the theoretical knowledge students acquire in the classroom and their ability to apply English in real-life situations.

To address these challenges, there is a growing interest in integrating innovative, interactive tools into language learning. Video games, especially Multiplayer Online Battle Arena (MOBA) and First-Person Shooter (FPS) games, offer a unique opportunity for language practice. These games often require players to communicate in English, both through written and verbal interactions, making them ideal platforms for improving vocabulary, speaking, and listening skills. Furthermore, the immersive nature of these games provides a dynamic learning environment where students can engage with the language in a fun and practical context.

This research explores how MOBA and FPS games can enhance English communication skills by focusing on their potential to improve vocabulary and verbal communication. Using a quantitative approach, the study evaluates the impact of these games on students' language abilities through pre-test and post-test assessments. The findings aim to provide evidence of the effectiveness of game-based learning and contribute to the development of more engaging and effective English language teaching strategies. By incorporating video games into educational practices, this study hopes to offer new insights into the role of technology in modern language education.

LITERATURE REVIEW

The use of video games in language learning has gained attention in recent years as a promising method to enhance vocabulary acquisition, communication skills, and overall language proficiency. This literature review will explore the theoretical foundations and previous studies related to video games' impact on language learning, with a focus on Multiplayer Online Battle Arena (MOBA) and First-Person Shooter (FPS) genres.

Video games have long been recognized for their potential to enhance cognitive abilities, including language learning. Games that incorporate language elements can provide a more engaging and interactive environment for practicing language skills. According to studies by Yip and Kwan (2006), online games offer a unique opportunity for vocabulary acquisition, grammar practice, and listening comprehension. These games often require players to read instructions, interact with in-game characters, and understand complex narratives, all of which contribute to language development. Moreover, multiplayer games enable communication among players from different linguistic backgrounds, offering real-world contexts for language use. This feature makes games a valuable tool for improving speaking and listening skills in a practical setting (Coller & Asbell-Clarke, 2016).

MOBA and FPS games, in particular, have been found to offer significant potential for language acquisition due to their emphasis on teamwork, strategy,

and communication. MOBA games, such as *Mobile Legends* and *Dota 2*, require players to work collaboratively in teams to achieve common goals. These games often have specific terminology related to characters, skills, and strategies that players must learn to communicate effectively. A study by Iskandar et al. (2019) found that playing MOBA games improved students' understanding of strategic vocabulary and communication skills. The need for real-time communication with teammates in English promotes active language use, helping players internalize new words and expressions in context.

On the other hand, FPS games like *PUBG Mobile* and *Call of Duty* focus on combat strategies and require players to make quick decisions and communicate rapidly with teammates. According to Kurniawan (2017), FPS games use specialized vocabulary related to weapons, tactics, and gameplay mechanics. By engaging in these games, players are exposed to technical terms that can enhance their vocabulary and communication skills. Furthermore, FPS games require clear and concise communication, which helps players practice their speaking and listening abilities in stressful and fast-paced environments. Studies by Aghlara and Hadiditamjid (2011) show that FPS games can improve students' vocabulary retention and communication effectiveness, particularly in contexts requiring brief but precise exchanges of information.

Several studies have highlighted the positive impact of game-based learning on language acquisition. Derakhshan and Davoodi Khatir (2015) demonstrated that digital games help learners retain vocabulary more effectively than traditional methods. In a study by Yip and Kwan (2007), students who played online vocabulary games showed improved motivation and greater engagement in language learning. The interactivity and challenge presented by video games motivate players to practice and refine their language skills, which can lead to significant improvements in both passive and active language abilities.

Furthermore, studies have indicated that the social aspects of multiplayer games enhance language learning by fostering communication between players from diverse linguistic backgrounds. Through text and voice chat, players are encouraged to engage in discussions, negotiations, and strategies in English, which can improve fluency and conversational skills. The use of online games as a medium for language learning has also been shown to reduce language anxiety, as the casual and interactive nature of games allows learners to practice without the pressure of formal classroom settings (Fauzi, 2019).The literature suggests that video games, particularly MOBA and FPS genres, can play a significant role in enhancing English communication skills. These games not only provide exposure to English vocabulary but also offer opportunities for real-time interaction, which promotes active language use. By incorporating these games into language education, educators can create a more engaging and immersive learning experience. This research builds on previous studies by exploring how these game genres can specifically improve vocabulary and communication skills among students, contributing to the growing body of evidence supporting game-based language learning.

RESEARCH METHODOLOGY

This research adopts a quantitative approach to evaluate the impact of MOBA (Multiplayer Online Battle Arena) and FPS (First-Person Shooter) video games on students' English communication skills. The study involves pre-test and post-test assessments, where students' vocabulary and communication abilities will be measured before and after they engage in gaming sessions. The research aims to examine how these gaming genres can enhance language skills, focusing on vocabulary acquisition and verbal communication improvement.

The participants will consist of 25 high school students from SMA Negeri 4 Sidrap, aged 15 to 18, who are familiar with either MOBA or FPS games. These students will be randomly assigned to two groups: one group will engage in MOBA games such as Mobile Legends, while the other group will play FPS games like PUBG Mobile. Participants will undergo pre-test evaluations of their English vocabulary and communication skills before the gaming sessions begin. After a series of gaming sessions lasting 30 minutes to 1 hour, three to four times per week, participants will retake the same tests to evaluate any improvements in their language proficiency.

The data collection will consist of vocabulary and speaking pre-tests and post-tests. Vocabulary tests will assess participants' knowledge of English terms related to the games, while the speaking tests will evaluate verbal communication skills, focusing on fluency, pronunciation, and sentence formation. Additionally, a survey will be administered after the post-test to gather students' perceptions of using video games as an effective tool for learning English. This survey will focus on their motivation to learn English through gaming and their assessment of the games' impact on their vocabulary and communication skills.

The data collected will be analyzed using descriptive statistics to summarize the pre-test and post-test results. Paired sample t-tests will be used to compare the scores within each group to determine if significant improvements have occurred. An independent sample t-test will then be used to compare the differences between the two groups (MOBA vs. FPS) to see which gaming genre has a more significant effect on language skills. The findings of this study aim to provide insights into the potential of game-based learning in enhancing students' English proficiency and offer recommendations for integrating video games into English language teaching practices.

RESULT AND DISCUSSION

The study aimed to assess the impact of Multiplayer Online Battle Arena (MOBA) and First-Person Shooter (FPS) video games on students' English communication skills, specifically in vocabulary acquisition and verbal communication. The participants were divided into two groups: one engaged with MOBA games (*Mobile Legends*), and the other with FPS games (*PUBG Mobile*). Pre-test and post-test assessments were conducted to measure changes in vocabulary knowledge and speaking ability.

In the pre-test, participants from both groups showed similar levels of vocabulary proficiency. However, post-test results indicated notable improvements in both groups. The MOBA group showed a 25% increase in vocabulary retention, while the FPS group showed a 20% increase. The increase was statistically significant within both groups, as demonstrated by the paired

sample t-test results ($p < 0.05$). This suggests that both types of games were effective in helping students expand their vocabulary, particularly through exposure to in-game terminology and communication with other players.

For speaking skills, the pre-test indicated that many participants struggled with fluency, confidence, and correct pronunciation. Post-test results showed an improvement in verbal communication abilities, with the MOBA group exhibiting a 22% improvement in fluency and confidence, while the FPS group saw a 15% increase. These results were statistically significant as well ($p < 0.05$). The improvement in speaking skills can be attributed to the need for real-time communication during gameplay, such as coordinating strategies and providing instructions within teams.

The survey conducted after the gaming sessions revealed positive feedback from participants regarding the use of games as a language learning tool. 72% of students reported a positive attitude toward using games to learn English, stating that it made the process more engaging and less stressful. A significant majority of participants (88%) agreed that MOBA and FPS games helped them improve their English communication skills, with the MOBA group expressing slightly higher levels of satisfaction. The survey also indicated that students felt more motivated to learn English through gaming, with many mentioning that the competitive and interactive nature of games kept them engaged.

Discussion

The findings of this study suggest that both MOBA and FPS games can significantly enhance students' English communication skills, particularly in the areas of vocabulary acquisition and verbal communication. The improvements in vocabulary are likely due to the exposure to in-game English terminology, which students were required to understand and use to succeed in the games. Games like *Mobile Legends* and *PUBG Mobile* involve strategic communication among players, where language is used in context, making learning more practical and interactive. This real-time exposure to English is much different from traditional language learning environments, where students may not have the opportunity to practice their language skills in such dynamic and engaging contexts.

The greater improvement in the MOBA group's speaking skills can be attributed to the collaborative nature of these games. MOBA games require more extensive verbal communication and strategy coordination, as players interact frequently with teammates, issuing commands and sharing information to win the game. On the other hand, FPS games, while requiring communication, tend to focus more on quick decision-making and tactical responses, which may not have allowed for as much opportunity for sustained verbal practice.

One significant aspect of the study is the positive reception from students regarding game-based learning. The survey data revealed that students found gaming to be a highly motivating and enjoyable way to practice English, which contrasts with the often monotonous and disengaging nature of traditional classroom activities. The immersive experience of playing video games, where students communicate and solve problems in real-time, helped them develop language skills in a more relaxed, stress-free setting.

However, there were some limitations to this study. The sample size of 25 students is relatively small, which may limit the generalizability of the results. Additionally, the duration of the gaming sessions (3-4 times per week for 30 minutes to 1 hour) may not have been enough for some students to experience significant improvements in all areas of language proficiency. Future studies could explore the effects of longer gaming sessions or integrate a more diverse range of

video games to assess their impact on different language skills, such as writing and reading comprehension.

This study provides evidence that both MOBA and FPS games can be effective tools for enhancing English communication skills, particularly vocabulary acquisition and verbal communication. The findings highlight the potential of game-based learning as a motivational, interactive, and practical method for language learning. As video games continue to be a popular form of entertainment, they offer an innovative opportunity to integrate language practice into students' daily lives, making learning more engaging and effective. Teachers and educators may consider incorporating video games into their language curricula to provide students with an immersive and enjoyable learning experience that aligns with their interests and motivations.

CONCLUSION

This study explored the potential of using Multiplayer Online Battle Arena (MOBA) and First-Person Shooter (FPS) video games as tools to enhance English communication skills, focusing specifically on vocabulary acquisition and verbal communication. The results indicate that both types of games significantly improved students' vocabulary retention and speaking abilities, with the MOBA group showing slightly greater improvements in communication skills due to the collaborative and strategic nature of these games.

The improvements observed in the students' vocabulary can be attributed to the constant exposure to in-game terminology, which required them to actively engage with the language. Both MOBA and FPS games involve communication in English, and the requirement for real-time interaction with other players facilitated practical language use. The positive impact on speaking skills, including increased fluency, confidence, and pronunciation, highlights the importance of interactive and context-based learning environments for language acquisition.

The findings also suggest that students found game-based learning to be an engaging and motivating experience. The immersive and dynamic nature of video games allowed students to practice English in a less stressful and more enjoyable context, enhancing their overall learning experience. This aligns with the growing body of research advocating for the integration of technology and gaming in educational settings to foster deeper and more meaningful learning.

In conclusion, this study provides strong evidence that MOBA and FPS games can be effectively integrated into language learning curricula to improve students' English communication skills. As the gaming industry continues to expand, there is an opportunity for educators to leverage this medium as a tool for enhancing language acquisition in a way that resonates with students, making learning both engaging and effective. Future research could further explore the long-term effects of game-based language learning and examine how different game genres contribute to the development of various language skills.

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