

# CHAPTER I

## INTRODUCTION

### A. Background

In today's globalized world, mastering the English language has become an essential skill. English is not only the most widely spoken second language but also the primary language of international business, science, technology, and diplomacy. Its proficiency opens up vast opportunities for academic and professional advancement. According to David Crystal (2003) in his book *English as a Global Language*, English has achieved unprecedented global status, functioning as a lingua franca for communication between people of diverse native languages. Moreover, the ability to speak English fluently is often associated with better career prospects and access to a broader range of information and resources. This makes English an indispensable tool in the modern era (Vidal et al., 2022).

In English language learning, there are four fundamental skills: listening, speaking, reading, and writing. These skills are essential for comprehensive language proficiency and are often categorized as receptive and productive skills.

**Listening :** This receptive skill involves understanding spoken language. It is crucial for communication, as it allows learners to comprehend and interpret the meaning of spoken words and sentences. According to Brown (2004) in *Language Assessment: Principles and Classroom Practices*, effective listening skills are foundational for successful language acquisition. **Speaking:** As a productive skill, speaking involves expressing thoughts, feelings, and information orally. It is essential for verbal communication and interaction. Ur (1996) in *A Course in Language Teaching: Practice and Theory* emphasizes the importance of fluency and accuracy in speaking, highlighting its role in effective communication. **Reading:** This receptive skill involves decoding written texts to understand their meaning. Reading enhances vocabulary, comprehension, and critical thinking skills. Grabe and Stoller (2011) in *Teaching and Researching Reading* discuss the significance of reading for language development and academic success. **Writing:** Writing is a productive skill that involves creating written texts to communicate ideas. It requires a good command of grammar, vocabulary, and coherence. Hyland (2002) in *Teaching and Researching Writing* points out that writing is essential for academic and professional communication. These four skills are interconnected and

collectively contribute to overall language proficiency (Richards & Renandya, 2002).References: Brown, H. D. (2004). Language Assessment: Principles and Classroom Practices. Longman. Grabe, W., & Stoller, F. L. (2011). Teaching and Researching Reading. Pearson Education. Hyland, K. (2002). Teaching and Researching Writing. Longman. Richards, J. C., & Renandya, W. A. (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University Press. Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge University Press.

Speaking skills are a crucial component of language proficiency and play a significant role in effective communication. The ability to speak fluently and accurately in English is essential for several reasons: **Communication:** Speaking is the primary mode of communication in everyday interactions, professional environments, and social settings. Effective speaking skills allow individuals to convey their thoughts, ideas, and feelings clearly and confidently, facilitating better understanding and collaboration (Ur, 1996). **Professional Advancement:** In many fields, strong speaking skills are vital for career progression. Professionals often need to participate in meetings, give presentations, and communicate with colleagues and clients. Mastery of speaking skills can enhance one's ability to persuade, lead, and negotiate (Richards & Renandya, 2002). **Academic Success:** In educational settings, speaking skills are important for participating in discussions, presenting research, and collaborating on group projects. Students who are proficient in speaking can engage more effectively in classroom activities and contribute to their learning community (Brown, 2004). **Social Integration:** Speaking skills are essential for social integration and building relationships. Being able to communicate effectively in social contexts helps individuals form connections, express their identity, and navigate different social situations (Crystal, 2003).

Online games, a major facet of digital entertainment, have their roots in the early days computing and networking. The origins of online gaming can be traced back to the 1970s and 1980s with the development of early networked computer games and Bulletin Board Systems (BBS). One of the first examples was the game "Maze War," which allowed users to navigate a 3D maze and engage in multiplayer combat over ARPANET, an early form of the internet (King, Delfabbro, & Griffiths, 2010). The 1990s saw the rise of the internet, which significantly advanced online gaming. This era introduced MUDs (Multi-User Dungeons), text-based multiplayer games that laid the foundation for MMORPGs (Massively Multiplayer Online Role-Playing Games). Games like "Ultima Online" and "EverQuest" were pioneers in this genre, offering persistent online worlds where thousands of players could interact simultaneously (Bartle, 2003). The 2000s and beyond witnessed exponential growth in online

gaming, with significant titles such as "World of Warcraft" setting new standards for MMORPGs. The evolution continued with the advent of high-speed internet, enabling more complex and graphically rich games. Mobile gaming has further expanded the reach of online games, making them accessible to a broader audience worldwide (Juul, 2010). References: Bartle, R. A. (2003). *Designing Virtual Worlds*. New Riders. Juul, J. (2010). *A Casual Revolution: Reinventing Video Games and Their Players*. The MIT Press. King, D., Delfabbro, P., & Griffiths, M. (2010). Video Game Playing and Internet Use During Adolescence: Preliminary Findings from a British Survey. *International Journal of Cyber Behavior, Psychology and Learning*, 1(1), 15-29.

Learning English can extend beyond traditional classroom settings and tutoring through immersive experiences in online games. Research has shown that online gaming can significantly enhance language learning, particularly in speaking skills. When students play games, they often interact with international peers, creating opportunities to practice English in a natural, engaging context. For example, while playing multiplayer games, students make new friends from abroad and communicate using English as the lingua franca. This informal interaction helps students to learn and practice new vocabulary, phrases, and conversational skills by mimicking the language used by others (Peterson, 2012). Studies, such as those by Reinders and Wattana (2015), have found that online games can create a low-stress environment that encourages language use without the fear of making mistakes. This organic method of learning fosters gradual improvement in English proficiency, as students are motivated to communicate effectively to achieve game objectives (Vidal et al., 2022).

**References:** Peterson, M. (2012). Language Learner Interaction in a Massively Multiplayer Online Role-Playing Game. *ReCALL*, 22(1), 55-70. Reinders, H., & Wattana, S. (2015). Affect and Willingness to Communicate in Digital Game-Based Learning. *ReCALL*, 27(1), 38-57. Vidal, J., Jaramillo-Alcazar, Á., & Luján-Mora, S. (2022). A Hybrid Methodology to Improve Speaking Skills in English Language Learning Using Mobile Applications. *Applied Sciences*, 12(18), 9311.

Reading in English, according to academic journals and books, includes a multifaceted process involving recognition, comprehension, interpretation, and integration of written texts. This process is critical for language acquisition, cognitive development, and overall literacy. Cognitive and Linguistic Processes Reading is not just about recognizing words; it involves deep cognitive engagement. According to *The Science of Reading: A Handbook* (Snowling & Hulme, 2005), reading is a complex cognitive task that involves various brain functions, including memory, attention, and language processing. Readers translate written symbols

(letters and words) and integrate them with previous knowledge to construct meaning. Reading Components Reading in a Second Language by Grabe (2009) highlights several main components of reading: Decoding: The ability to translate text into sound or a visual representation of speech. Fluency: The ability to read text fluently and at an appropriate speed. Vocabulary: Understand the meaning of words and their use in context. Comprehension: The ability to understand the meaning of sentences, paragraphs, and the larger structure of text. Reading strategies: Academic literature emphasizes the importance of strategic reading. According to Teaching Reading in a Second Language (Anderson, 1999), effective readers use a variety of strategies, such as searching for general ideas, scanning for specific information, predicting content, and summarizing information. These strategies help readers manage complex texts and improve comprehension. Reading for Various Purposes The purpose of reading also influences how a person engages with a text. Day and Bamford's Extensive Reading in the Second Language Classroom (1998) distinguishes between intensive reading, which focuses on detailed comprehension of short texts, and extensive reading, which involves reading longer texts for general comprehension and enjoyment. Both of these forms are important for developing reading skills. Socio-Cultural Context: The sociocultural context of reading is also important. According to Literacy and Language Teaching (Urquhart & Weir, 1998), reading practices are influenced by the reader's cultural background, previous experiences, and the context in which reading occurs. This perspective highlights the importance of considering the reader's environment and experiences in reading instruction. In conclusion, reading in English is a complex and multifaceted process that involves decoding, comprehension, and strategic use of cognitive skills. It is influenced by the reader's linguistic and sociocultural context, making it a dynamic and important component of language proficiency and literacy. Listening in English, as defined by academic journals and books, is a dynamic, interactive process that involves recognizing, understanding, and interpreting spoken language. This process is essential for effective communication and language acquisition.

Listening is more than just hearing sounds; it requires active engagement. According to Teaching and Researching Listening (Rost, 2013), listening involves multiple cognitive processes, including perception, parsing, and utilization. Perception involves recognizing sounds, parsing refers to analyzing the speech stream for linguistic units (words, phrases), and utilization is about making sense of these units in context. Components of Listening Listening in Language Learning by Brown and Yule (1983) outlines several critical components: Phonemic Awareness: The ability to recognize and differentiate sounds in speech. Prosodic Features: Understanding intonation, stress, and rhythm which convey meaning beyond

individual words. Contextual Interpretation: Using context to interpret meaning, including non-verbal cues and situational factors. Active Processing: Engaging in predictive and inferential thinking to anticipate and understand spoken messages. Listening Strategies Academic literature emphasizes the importance of strategic listening. According to *Listening in the Language Classroom* (Field, 2008), effective listeners use various strategies to enhance comprehension: Predicting: Anticipating content based on context or prior knowledge. Listening for Gist: Identifying the main idea or overall meaning rather than focusing on every word. Listening for Specific Information: Focusing on particular details or pieces of information. Note-taking: Writing down key points to aid memory and understanding. Questioning: Asking questions to clarify and deepen understanding. Teaching and Developing Listening Skills *Practical English Language Teaching* by Nunan (2003) suggests that teaching listening skills involves providing diverse listening experiences, from conversational exchanges to media broadcasts. Exposure to various accents, speeds, and styles of speech helps learners become more adaptable listeners. Sociocultural Context The sociocultural context plays a significant role in listening. According to *Sociolinguistics and Language Teaching* (McKay & Hornberger, 1996), listeners interpret spoken language through the lens of their cultural background and social experiences. This understanding emphasizes the importance of incorporating culturally relevant materials in listening exercises. In conclusion, listening in English is a complex, active process that involves recognizing, interpreting, and responding to spoken language. Effective listening requires a combination of cognitive skills and strategic approaches, influenced by the listener's cultural and contextual background. Developing these skills involves diverse and meaningful practice, essential for successful communication and language learning.

Writing in English, as described in academic journals and books, is a multifaceted skill that involves generating and organizing ideas, structuring sentences, and paragraphs, and using correct grammar, punctuation, and vocabulary to communicate effectively. It is a crucial component of language proficiency and plays a significant role in both academic and professional contexts. Cognitive and Process-Oriented Nature Writing is a complex cognitive activity that requires planning, drafting, revising, and editing. According to *Writing: Research, Theory, and Applications* (Grabe & Kaplan, 1996), writing involves a series of processes where the writer generates ideas, organizes them coherently, drafts the text, and then revises and edits to improve clarity and correctness. This iterative process helps refine and enhance the quality of the writing. Components of Writing *Exploring Second Language Writing* by Silva and Matsuda (2001) outlines several key components: Generation: Developing thoughts,

arguments, and concepts to write about. Organization: Structuring ideas logically, using paragraphs and linking sentences cohesively. Language Use: Employing appropriate vocabulary, grammar, and syntax to convey meaning accurately. Revision and Editing: Refining the text to correct errors and improve readability. Writing Strategies Effective writing in English involves several strategies. According to *Teaching ESL Composition: Purpose, Process, and Practice* (Reid, 2000), writers can enhance their skills through: Prewriting: Activities such as brainstorming, free-writing, and outlining help generate and organize ideas before drafting. Drafting: Writing the initial version of the text, focusing on getting ideas down without worrying about perfection. Revising: Making substantive changes to content, organization, and clarity to improve the overall quality. Editing and Proofreading: Correcting grammatical errors, punctuation, and spelling to ensure accuracy and readability. Peer Review: Sharing drafts with peers for feedback to gain different perspectives and suggestions for improvement. *Teaching and Developing Writing Skills Second Language Writing* by Hyland (2003) emphasizes the importance of teaching writing through a process approach that encourages iterative development and feedback. Providing diverse writing tasks, from essays to reports, and integrating reading and writing activities can help learners develop their skills holistically. Sociocultural Context The sociocultural context significantly influences writing. According to *Writing in a Second Language: Insights from Research* (Hinkel, 2002), writers bring their cultural backgrounds and experiences to their writing, affecting their style, tone, and approach. Understanding these influences helps in creating more inclusive and effective writing instruction. In conclusion, writing in English is a dynamic and complex process that involves generating ideas, organizing content, and refining language use. Effective writing requires strategic approaches, including prewriting, drafting, revising, and editing, and is deeply influenced by the writer's cultural context and experiences. Developing writing skills involves continuous practice, feedback, and adaptation.

This research takes a place at SMA N 1 Sukodono distinguishes itself from other studies by focusing not only on improving students' English language skills but also on enhancing their teamwork and communication abilities through the online game Mobile Legends. The primary research question investigates whether playing Mobile Legends can help students improve their English proficiency. This study also examines how the game fosters teamwork and communication skills among students. Through surveys and interviews, students reported positive outcomes, indicating that playing Mobile Legends significantly improved their understanding of English. They found that learning English through this interactive and engaging platform was not only more effective but also more enjoyable. Students highlighted

that the game's real-time communication requirements with other players enabled them to practice and enhance their language skills naturally. This method of learning is aligned with studies by Peterson (2012) and Reinders and Wattana (2015), which show that online gaming environments can facilitate language learning by providing authentic communication opportunities and reducing the anxiety associated with making mistakes. Moreover, students appreciated the self-directed aspect of learning through Mobile Legends, which made the process more dynamic and tailored to their interests. This approach not only improves English proficiency but also develops critical soft skills such as teamwork and communication, essential for their overall growth and future success.

The integration of digital games into educational settings has gained considerable attention as an innovative approach to enhance learning outcomes. At SMA N 1 Sukodono, a public senior high school in Indonesia, educators are exploring novel methods to improve English speaking skills among students. One such method involves the use of the popular mobile game "Mobile Legends: Bang Bang" (MLBB). This approach aims to leverage the engaging and interactive nature of the game to create a dynamic and motivating learning environment. Rationale for Using Games in Education Games have long been recognized for their potential to facilitate learning through engagement, interactivity, and motivation. Educational theories such as constructivism emphasize the importance of active learning, where students construct knowledge through experiences and social interactions. Games like MLBB offer rich, immersive experiences that can stimulate students' interest and motivation to learn. They provide opportunities for problem-solving, critical thinking, and collaborative learning, which are essential skills in the 21st century. Why Mobile Legends? "Mobile Legends: Bang Bang" is a multiplayer online battle arena (MOBA) game that has gained immense popularity globally, particularly among teenagers. The game requires players to communicate effectively, strategize, and work as a team to achieve objectives. These elements make MLBB an excellent tool for developing speaking skills, as students must articulate strategies, negotiate roles, and provide feedback in real-time. Objectives of the Program The primary objective of incorporating MLBB into the curriculum at SMA N 1 Sukodono is to improve students' English-speaking skills. Specific goals include: Enhancing Fluency and Confidence: By engaging in real-time communication during gameplay, students can practice speaking English in a low-pressure environment, helping to build their confidence and fluency. Expanding Vocabulary and Phrases: The game environment introduces students to specific terminology and phrases related to gaming, strategy, and teamwork, broadening their vocabulary. Promoting Collaborative Learning: MLBB requires teamwork and collaboration,

encouraging students to interact and communicate effectively with their peers. Fostering Critical Thinking and Problem-Solving: The strategic nature of the game promotes critical thinking and problem-solving skills, as students must devise and articulate strategies to succeed. One of the applications of information technology and computers as a medium in introducing and teaching English vocabulary to children is the use of information technology and computer games, such as mobile games and educational games. Online games are games that are usually used for internet networks and the like and always use current technology, such as modems and cable connections. The meaning of online games in Indonesian is online games. Usually, online games are provided as additional services from online service providers, or can be accessed directly through a system provided by the company that provides the game. An online game can be played simultaneously using a computer connected to a particular network.

## **B. Limitation**

This study is limited to the student's learning English skill through games Mobile Legend Bang Bang at SMA N 1 Sukodono.

## **C. Research Problem**

Based on the context of the study mentioned earlier, the research problem can be framed as follows.

1. What are the positive impacts of learning English skills through the Mobile Legends Bang Bang game?
2. What are the negative impacts of learning English skills through the Mobile Legends Bang Bang game?

## **D. Research Objectives**

In line of the problems outlined, the objectives of the current study are as follows.

1. To find out if students can understand learning English skills more easily from game Mobile Legends Bang Bang.
2. Looking for the positive and negative impacts of Mobile Legends Bang Bang on students' English skills.

## **E. Benefits of the Study**

This study is expected to give some benefits both theoretically and practically:



1. Theoretical : Findings from research results can help for further research and become a reference for teaching speaking with many game applications.
2. Practical : Students mostly get a positive impact in learning to speak English through games and to show that learning English can be through application games for the future.