

**TEACHING ENGLISH SKILLS USING GAME: MOBILE LEGENDS BANG BANG IN
SENIOR HIGH SCHOOL SMA N 1 SUKODONO**

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Abstrak

Penelitian ini berjudul “Teaching English Skills Using Game: Mobile Legends Bang Bang In National Senior High School 1 Sukodono”. Penelitian ini bertujuan untuk mengetahui apakah penggunaan game Mobile Legends Bang Bang dapat membantu siswa meningkatkan keterampilan bahasa Inggris mereka. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif. Untuk mendapatkan data, peneliti menggunakan observasi dan wawancara dengan siswa. Setelah mengumpulkan data, peneliti menemukan bahwa terdapat lebih banyak dampak negatif daripada dampak positif karena para siswa tidak mengetahui bahwa Mobile Legends Bang Bang dapat menjadi cara untuk belajar bahasa Inggris dan sebagian besar siswa justru mendapatkan dampak negatif dari game tersebut yang membuat siswa menjadi malas dalam lingkungan belajar di sekolah. Tujuan dari penelitian ini adalah untuk menyampaikan bahwa dari game Mobile Legends Bang Bang, siswa dapat memperoleh banyak pembelajaran bahasa Inggris dan mendapatkan lebih banyak dampak positif daripada dampak negatif.

Kata Kunci: Meningkatkan kemampuan Bahasa Inggris, Pembelajaran, Permainan

Abstarct

This research has a title Teaching English Skills Using Game: Mobile Legends Bang Bang in National Senior High School 1 Sukodono. This research aims to find out about the use of Mobile Legends Bang Bang game can help students improve their English skills. The method in this research is qualitative research. To get the data, the researcher uses observation and interview student. After collecting data, the researcher found that there were more negative impacts than positive impacts because the students did not know that Mobile Legends Bang Bang can be a way to learn English and most students only got more negative impacts from the game which made students lazy in the school learning environment. The purpose of this study is to convey that from the mobile game Legends Bang Bang, students get a lot of English learning in the game and get more positive impacts than negative impacts.

Keyword: Improving English skills, Learning, Game

1. INTRODUCTION

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).
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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.

2. METHOD

In this researcher selected descriptive qualitative because the layout of this observes. The qualitative studies specialize in Teaching pronunciation in Classroom. Qualitative research also can be interpreted as descriptive studies and then analyzed with an inductive technique. Qualitative studies have the meaning of exploring and knowledge individuals or corporations characterized by using social or human troubles. Researchers use qualitative case studies. A case observe is research that explores a phenomenon in its context and is demonstrated as a supply of data. based totally on this, case studies are generally performed in a query-and-solution session with the interviewees with an excellent interview guide and may be spoke back through an incident (Fiantika, 2022).

This study uses observation and interview research types with students at SMA Negeri 1 Sukodono to determine the impact of learning English language skills using the Mobile Legends Bang Bang game application. The subjects of the study were 23 students in grades XI and XII who were interviewed regarding their interest in learning English language skills through the game. The research data is in the form of qualitative information obtained from observations of the learning process and interviews with students. Data collection techniques used classroom observation and student interviews. Data validity was obtained through data triangulation by comparing the results of observations and interviews. Data analysis was carried out qualitatively by explaining the research results narratively. The purpose of this study was to determine the impact of learning English skills using the Mobile Legends Bang Bang game at SMA Negeri 1 Sukodono.

RESULT AND DISCUSSION

3.1 Findings

The researcher conducted direct observation in the classroom by closely monitoring and interviewing the students during their English lessons. This allowed the researcher to gather firsthand insights into their learning experience. Through this process, the researcher was able to observe both the positive

and negative effects the students experienced. It was noted how some students engaged actively and showed improvement, while others faced challenges in understanding the material. These observations provided the researcher with valuable information to assess the overall effectiveness of the lesson and identify areas where students may need additional support or guidance.

1. The positive impacts

a) Vocabulary Expansion

Peneliti: apakah anda mendapatkan kosakata baru di dalam game mobile legends dan dengan belajar kosakata baru dari game tersebut apakah memudahkan anda dalam mempelajari kosakata dalam bahasa inggris?

Student A: saya mendapatkan banyak sekali kosa kata baru melalui game aplikasi Mobile Legends Bang Bang, oleh karena itu saya mendapatkan kosa kata lebih banyak serta mudah untuk di mengerti dan dapat saya terapkan di sekolah khususnya pada saat pembelajaran bahasa inggris.

(I got a lot of new vocabulary through the Mobile Legends Bang Bang application game, therefore I got more vocabulary and it was easy to understand and I could apply it at school, especially when learning English.)

b) Reading Comprehension

Peneliti: dengan memainkan game mobile legends apakah dapat meningkatkan penulisan bahasa ngris anda dengan lebih baik, dan dapat anda terapkan di dalam pembelajaran bahasa inggris di sekolah?

Student C: saya menjadi lebih mudah dalam memahami kata-kata dalam bahasa inggris, contohnya: mundur, maju, berkumpul, serang dan lain sebagainya melalui game Mobile Legends Bang Bang. Dikarenakan di dalam game ini saya belajar dengan santai dan menyenangkan karena lebih mudah dipahami dan dibaca oleh saya pribadi lalu saya terapkan dengan pembelajaran bahasa inggris di sekolah.

(It becomes easier for me to understand words in English, for example: back, forward, gather, attack and so on through the Mobile Legends Bang Bang game. Because in this game I learn in a relaxed and fun way because it is easier for me to understand and read personally and then I apply it to learning English at school.)

c) Communication Skills

Peneliti: apakah teknik komunikasi anda meningkat dengan bermainnya game mobile legends dan komunikasi ?

Student E: Di saat bermain game saya banyak sekali berbagai informasi dengan rekan tim saya melalui fitur on mic di dalam game, seperti sudah waktunya war, set up turtle, set up lord, saatnya mundur, dan lain sebagainya, melalui game Mobile Legends Bang Bang ini saya menjadi lebih percaya diri serta dimudahkan dalam hal berkomunikasi di sekolah baik dengan teman maupun guru yang berada di sekolah lebih tepatnya pada saat mata pelajaran bahasa inggris berlangsung.

(When playing the game I get a lot of information with my teammates through the on mic feature in the game, such as it's time for war, set up turtle, set up lord, time to retreat, and so on, through the mobile legends game bang bang This has made me more confident and made it easier to communicate at school, both with friends and teachers at school, more precisely when English subjects are in progress.)

d) Listening Skill

Peneliti: dengan bermain game mobile legends apakah dapat meningkatkan pendengaran bahasa inggris anda dan apabila iya bisa kah anda memberikan contoh di dalam game mobile legends apa yang membuat teknik pendengaran anda meningkat?

Student G: dari game Mobile Legends Bang Bang saya melatih pendengaran, dikarenakan di dalam game saya mendengar suara dari beberapa hero di mobile legends yang menggunakan bahasa inggris, kemudian saat peperangan dimulai, saya mendengarkan suara dari teman satu tim melalui *on mic* yang juga dapat melatih pendengaran saya.

(From the mobile legends game bang bang I train my hearing, because in the game I hear the voices of several heroes in mobile legends who use English, then when the battle starts, I listen to the voices of my teammates via on mic which can also train my hearing.)

e) Sosial Interaction

Peneliti: apakah dengan bermain game mobile legends dapat meningkatkan interaksi anda dengan orang lain walau dengan sebatas on mic di dalam game dan apakah anda dapat berinteraksi dengan mudah pada teman teman anda di sekolah setelah bermain game tersebut?

Student H: melalui game Mobile Legends Bang Bang saya melakukan banyak interaksi dengan banyak orang yang belum saya kenal, dan dari situ melakukan interaksi dengan orang lain tidak sesulit yang saya kira. akan tetapi itu malah berbanding terbalik dengan apa yang saya kira sebelumnya, ternyata dalam wilayah sekolah pun saya cukup mudah berintraksi dengan teman sekolah lalu dengan pembelajaran bahasa inggris pun saya cukup mudah saat berinteraksi dengan guru pengajar bahasa inggris di dalam kelas.

(Through the Mobile Legends Bang Bang game, I interacted a lot with people I didn't know, and from there interacting with other people wasn't as difficult as I thought. However, this is actually the opposite of what I thought before, it turns out that even in the school area, I interact quite easily with my school friends, and when learning English, I also interact quite easily with the English teacher in the classroom.)

f) Problem-Solving and Critical Thinking

Peneliti: apakah dengan bermain mobile legends dapat membuat anda berfikir kritis tentang suatu masalah yang ada di dalam game serta penyelesaian masalah tersebut?

Student J: melalui game Mobile Legends Bang Bang saya mendapatkan banyak ilmu tentang berfikir kritis dan pemecahan masalah dalam game seperti contohnya saat kalah set up war kami satu tim harus berfikir lebih kritis bagaimana caranya tidak kalah dalam berbagai objektif di dalam game bagaimana pemecahan masalah yang harus kami ambil dengan satu tujuan untuk kemenangan tim. Kami juga dituntut untuk memecahkan masalah dengan lebih bijak dan tidak terbawa emosi saat pengambilan keputusan melalui diskusi yang harus diselesaikan dengan kepala yang dingin agar mendapatkan hasil yang positif untuk kami satu tim. Itu pun juga saya implemtasikan di dalam wilayah sekolah saat saya kerja kelompok kami satu kelompok harus memiliki satu tujuan satu visi dan satu misi yang sama agar mendapatkan hasil yang memuaskan dalam pembelajaran dengan nilai akademik yang bagus.

(Through the Mobile Legends Bang Bang game, I gained a lot of knowledge about critical thinking and problem solving in games, for example, when we lost our set up war, one team had to think more critically, how not to lose in various objectives in the game, how to solve problems, how to solve problems. we took it with one goal for the team to win. We are also required to solve problems more wisely and not get carried away by emotions when making decisions through discussions that must be resolved with a cool head in order to get positive results for our team. I also implement that in the school

area when I work in groups. We, one group, must have one goal, one vision and one mission in order to get satisfactory results in learning with good academic grades.)

g) Exposure to Different Accents and Dialects

Peneliti: apakah anda tahu bahwa tahu bahwa seorang player mobile legends dapat go internasional?

Student L: dari game Mobile Legends Bang Bang saya baru mengetahui bahwa dengan bermain game tersebut dapat go internasional dengan menjadi penerjemah dari bahasa indonesia ke bahasa inggris, lalu ada juga cara lain untuk go internasional melalui game mobile legends yaitu dengan menjadi pro player dan di import untuk bermain game di negara tersebut tapi sebelum go internasional harus menguasai basic bahasa inggris dengan baik dan benar serta memperbaiki vocab, pronouncation dan lain sebagainya. Hal itu yang menjadi tolak ukur pandangan saya bahwa belajar bahasa inggris dapat melalui berbagai faktor salah satunya yaitu dari game Mobile Legends Bang Bang dan masih banyak lagi aplikasi yang bisa menjadi bahan pembelajaran bahasa inggris.

(From the Mobile Legends game, Bang Bang, I just found out that by playing this game you can go international by becoming a translator from Indonesian to English, then there is also another way to go international through the Mobile Legends game, namely by becoming a pro player and being imported. to play games in that country but before going international you have to master basic English well and correctly and improve your vocab, pronunciation and so on. This is a benchmark for my view that learning English can be done through various factors, one of which is the Mobile Legends Bang Bang game and many other applications that can be used as English learning material.)

2. The Negative Impacts

a) Inconsistent Language Use

Peneliti: apakah di dalam game mobile legends terdapat kosakata yang anda sering temukan pada game lain?

Student N: pendapat saya mengenai bahasa dan tulisan yang berada di game Mobile Legends Bang Bang terlalu kurang pantas atau lebih tepatnya bahasa kasar yang membuat saya kurang suka dengan orang lain saat bermain game Mobile Legends Bang Bang karena dengan adanya kata kata atau bahasa yang tidak konsisten tersebut membuat saya terbawa dengan kata atau bahasa yang kurang pantas tersebut kadang saya juga menggunakan bahasa yang kurang pantas didalam lingkungan sekolah.

(My opinion regarding the language and writing in the Mobile Legends Bang Bang game is too inappropriate or more precisely the harsh language makes me dislike other people when playing the Mobile Legends Bang Bang game because of the inconsistent words or language This makes me carried away by inappropriate words or language. Sometimes I also use inappropriate language in the school environment.)

b) Toxicity and Negative Interactions

peneliti: setelah anda memainkan game mobile legends apakah terdapat bahasa yang kurang pantas dan interaksi yang kurang baik antara satu tim dan tim lawan?

Student O: dengan adanya bahasa yang kurang pantas atau lebih tepatnya bahasa kasar yang berada di dalam game Mobile Legends Bang Bang membuat saya meniru bahasa tersebut di karenakan saat posisi kalah dari team fight sering kali saya mendengar atau melihat kata kata yang kurang pantaas seperti contohnya ada yang bilang nama hewan ke saya saat bermain game lalu

ada juga yang membawa orang tua yang tidak mengetahui apa apa tetapi diikuti serta kan dengan bahasa yang kasar yang sangat menyinggung saya pribadi lalu ada juga yang membawa nama agama dan menjelek jelekkan agama lain seperti tidak adanya saling hormat antar agama dan sering kali merendahkan agama lain serta orang tua saya, dengan adanya bahasa tersebut sering kali saya mendengarnya di wilayah sekolah saya seperti sudah menjadi bahasa yang sangat formal bagi para kalangan para siswa.

(The existence of inappropriate language, or more precisely, rude language in the Mobile Legends Bang Bang game, makes me imitate this language because when I am in a losing position in a team fight, I often hear or see inappropriate words, for example, there are who said names of animals to me while playing games, then there were also those who brought parents who didn't know anything but followed along with harsh language which was very offensive to me personally, then there were also those who brought names of religions and vilified other religions, such as non-existence. mutual respect between religions and often denigrating other religions and my parents, with this language I often hear it in my school area as it has become a very formal language for students.)

c) Distraction from Structured Learning

Peneliti: setelah memainkan game mobile legends apakah anda sering tidak belajar saat berada dirumah?

Student P: sering kali gara gara terlalu banyak bermain game Mobile Legends Bang Bang saya, tidak melakukan pekerjaan rumah saya dari sekolah sering sekali saya lalai dalam pengerjaan tugas yang diberikan oleh guru kepada saya dan sering pula di marahi oleh guru dikarenakan tidak mengerjakan pekerjaan rumah lalu sering telat masuk sekolah karena jam tidur sering di pakai untuk bermain game Mobile Legends Bang Bang dan sering juga meninggalkan hal penting seperti telat makan yang membuat saya, sering sakit karena terlalu sering bermain game samapi larut malam dengan teman teman juga sering membantah omongan orang tua sering pula mementingkan bermain game dari pada kewajiban yang harus dilakukan terlebih dahulu.

(Often because I play too much mobile legends games, bro, I don't do my homework from school, I often neglect doing the assignments given to me by the teacher and I often get scolded by the teacher for not doing my homework then I often go to school late because I often use my bedtime to play Mobile Legends Bang Bang games and I often leave important things behind, like being late for meals, which makes me often sick because I play games too late at night with my friends and often argue against what my parents say. also prioritize playing games rather than the obligations that must be done first.)

d) . Limited Context

Peneliti: apakah anda bosan dengan game monile legends dikarenakan banyak sekali kata kata yang anda kurang sukai di dalam game tersebut?

Student Q: dalam belajar melalui game Mobile Legends Bang Bang sering kali mendapati kata kata atau bahasa yang sering saya, dengar dengan berulang kali sampai jenuh dan berasa kurangnya efektifitas yang seharusnya saya dapatkan melalui game mobile legends di karena sama hal halnya setiap bermain pasti voice dari game tersebut terulang lagi dan lagi dan itu tidak membuat saya menambah pengertian tetng bahasa inggris yang lebih luas.

(When studying through the Mobile Legends game, Bang Bang, I often come across words or language that I often hear over and over again until I get bored and feel like I don't have the effectiveness that I should get through the Mobile Legends game because it's the same thing every time I play it's definitely voiced. from the game repeated over and over again and it didn't make me increase my understanding of the wider English language.)

e) Repetitive Vocabulary

Peneliti: apakah anda mengalami kesulitan untuk mengingat dan merenarapkan kosakata baru?

Student R: di dalam game mobile legends sering sekali saya, mendapati pengulangan bahasa yang sama dari rekan satu tim dan juga dari tim lawan kosakata tersebut juga sering saya, dengar di dalam lingkungan sekolah kosakata tersebut sangat familiar di telinga saya dan membuat kosakata saya menjadi lebih sedikit dikarenakan kata kata tersebut yang sering saya dengar dan saya lihat oleh karena itu dalam menambahkan kosakata baru dalam pembelajaran bahasa inggris menjadi kurang serta kurang efektif dan dari game Mobile Legends Bang Bang karena kosakatanya terlalu sedikit.

(In the mobile legends game, I often find repetition of the same language from my teammates and also from the opposing team. I also often hear this vocabulary in the school environment. This vocabulary is very familiar to my ears and makes my vocabulary better. a little bit because these are the words that I often hear and see, therefore adding new vocabulary in learning English is less and less effective and from the mobile legends game bang bang because the vocabulary is too small.)

f) Time Management Issues

Peneliti: apakah anda sering lupa waktu saat bermain game mobile legends serta melupakan kewajiban anda sebagai siswa?

Students S: dari game mobile legends saya banyak membuang waktu belajar demi memainkan game tersebut dengan teman teman dan cenderung sering menyepelakan waktu entah itu waktu belajar waktunya makan waktunya istirahat dan sering kali saya lupa waktu beribadah juga karena terlalu seru saat bermain game mobile legends sering kali saya juga tidur didalam kelas karena kurang tidur saat berada dirumah game mobile legends ini sangat membuat waktu saya terbuang dengan percuma tanpa saya sadari.

(From the Mobile Legends game, I waste a lot of time studying to play the game with friends and tend to often take my time for granted, whether it's time to study, time to eat, time to rest and I often forget to pray because it's too exciting when playing the Mobile Legends game. I also sleep in class because the lack of sleep when I'm at home in this Mobile Legends game really means that my time is wasted without me realizing it.)

g) Stress and Frustration

Peneliti: apakah anda mengalami kejadian buruk setelah bermain mobile legends yang berdampak pada pembelajaran anda di sekolah?

Student U: saya sempat mengalami depresi dan frustrasi setelah memainkan game mobile legends dikarenakan mengalami kekalahan yang terus menerus tanpa ada menang sama sekali dan itu membuat saya sering berkata kasar dan tidak mengontrol emosi entah saat bermain game ataupun di dalam sekolah dan sering juga saat mengalami kekalahan yang beruntun itu masih terbawa ke sekolah dan membuat saya di jauhi teman teman saya karena tidak dapat mengontrol emosi dan perkataan saya entah itu saat berada didalam game maupun di dalam sekolah.

(I experienced depression and frustration after playing the Mobile Legends game because I experienced continuous defeats without winning at all and that made me often say rude things and not control my emotions whether when playing games or at school and often also when I felt tired. This streak still carried over to school and made me shunned by my friends because I couldn't control my emotions and words, whether in the game or at school.)

3.2 Discussion

In this chapter, the researcher explained the results of positive and negative learning English skill students from the Mobile Legends game.

effectiveness and adaptability according to the needs of English Foreign Learning (EFL) students.

1. Positive result

a. Vocabulary Expansion

Expanding vocabulary is essential for learning English, as it enhances communication skills and overall language proficiency. Robust vocabulary is closely linked to better reading comprehension and cognitive abilities (Rahmasari M et al., 2023). Effective strategies for vocabulary expansion include extensive reading, using flashcards, engaging in conversations, and utilizing language learning apps. Contextual learning, where new words are encountered in meaningful contexts, is particularly beneficial for retention and understanding. Moreover, technology has revolutionized vocabulary learning, offering interactive tools that make the process more engaging and effective. Research by Smith et al. (2020) in the journal underscores the significance of vocabulary in second language acquisition and highlights the cognitive benefits of mastering complex vocabulary, such as improved memory and critical thinking skills.

b. Reading Comprehension

Reading comprehension is a fundamental aspect of learning English, as it helps students understand written texts, expands their vocabulary, and improves overall language proficiency. Its significance in English language learning is multifaceted, encompassing vocabulary expansion, grammar and syntax understanding, critical thinking, and cultural awareness. When learners encounter new words in context, they retain and understand them better than through isolated study. Exposure to different sentence structures and grammatical patterns in reading materials helps internalize the rules of English. Additionally, reading comprehension activities like summarizing and analyzing texts foster critical thinking and analytical skills. Literature and other reading materials often reflect cultural nuances and idiomatic expressions, enhancing learners' understanding of English in real-world contexts.

Stephen Krashen's research, particularly his article "The Power of Reading: Insights from the Research" (2004), emphasizes the impact of extensive reading on language acquisition. Krashen argues that extensive reading, where learners read large amounts of material for pleasure, is one of the most effective ways to improve language skills. His findings demonstrate that students who engage in extensive reading show significant improvements in all areas of language proficiency, including reading, writing, speaking, and listening. Extensive reading also enhances motivation, as learners find reading enjoyable and intrinsically rewarding. Furthermore, students with strong reading

comprehension skills perform better academically, as they can understand and analyze complex academic texts more effectively.

Another notable study is Elley and Mangubhai's "The Impact of Extensive Reading on Second Language Acquisition: A Study of the Fiji Book Flood" (1981). This experiment involved providing students in Fiji with a large number of books and encouraging extensive reading. The experiment showed that students exposed to extensive reading made significant gains in their English language skills compared to those in traditional learning settings. Students who participated in the book flood developed better reading fluency and comprehension skills. Additionally, the study found that these students had more positive attitudes towards learning English.

c. Communication Skills

Communication skills play a crucial role in learning English as they encompass the ability to convey information effectively and understand others. These skills are essential for enhancing comprehension and expression, enabling learners to better understand spoken and written English while clearly expressing their thoughts, ideas, and emotions. This dual aspect is vital for mastering a new language. Moreover, effective communication skills boost learners' confidence, encouraging them to participate in conversations, ask questions, and seek clarifications, which are all essential for language acquisition. Interactive learning activities, such as group discussions, role-playing, and debates, heavily rely on communication skills. These activities not only make learning more engaging but also provide practical exposure to using English in real-life scenarios.

Research supports the significance of communication skills in learning English. A study published in the *Journal of Education and Learning Research* by Smith and Johnson (2020) examined the impact of communication skills on English language learning among university students. The study found that students with strong communication skills performed significantly better in English language proficiency tests compared to those with weaker skills, underscoring the importance of incorporating communication skill development in English language curricula. Another study by Brown and Lee (2019) in the *International Journal of Applied Linguistics* explored how communication strategies affect second language acquisition. The study emphasized the use of strategies such as paraphrasing, asking for clarification, and using non-verbal cues to enhance communication. It concluded that learners who effectively use these strategies demonstrate higher levels of language competence.

d. Listening Skills

Listening skills are fundamental to learning English effectively, as they form the basis for understanding and internalizing the language. Research, such as that by Vandergrift (2007), highlights the importance of exposure to authentic listening materials to help learners grasp natural speech patterns and cultural nuances. Active listening practices, as discussed by Rost (2002), involve decoding linguistic input and interpreting the speaker's intent, which are crucial for comprehension. The integration of technology, examined by Liu and Thorne (2018), provides diverse and engaging opportunities for listening practice, enhancing learners'

abilities. Additionally, Field (2008) emphasizes teaching specific listening strategies, such as predicting content and identifying key points, to improve understanding. These studies underscore that listening is an active process, essential for acquiring English language skills effectively.

e. Social Interaction

Social interaction is essential in the acquisition and enhancement of English language skills. Engaging in conversations and group activities allows learners to experience authentic language use, diverse vocabulary, and various sentence structures in real-life contexts. Peer interactions provide a supportive environment for practicing English, receiving feedback, and collaboratively solving language problems. Teachers play a crucial role in facilitating these interactions, ensuring that activities are structured to promote communication and equal participation. Technological tools, such as language exchange apps and online forums, further extend opportunities for interaction with native speakers and learners worldwide. Research, such as the study by Ellis (2012), highlights that social interactions lead to increased motivation, engagement, and cultural understanding, all of which are critical for effective language learning.

f. Problem-Solving and Critical Thinking

Incorporating problem-solving and critical thinking into learning English significantly enhances language proficiency and cognitive abilities. Problem-solving activities, such as decoding unfamiliar texts or negotiating meaning in conversations, engage students actively with the language, improving retention and comprehension. Critical thinking skills allow learners to analyze, evaluate, and synthesize information, leading to a deeper understanding and the ability to construct well-reasoned arguments. Research supports these approaches, with studies by Swain and Lapkin (1998) and Van den Branden (2000) demonstrating the benefits of collaborative dialogue and task-based language teaching in improving language skills. Practical applications, such as task-based learning, debates, and project-based activities, provide meaningful contexts for students to practice English while developing essential cognitive skills. Prioritizing these methods fosters more effective and engaging language learning experiences, equipping learners with the tools needed for real-world communication and understanding.

g. Exposure to Different Accents and Dialects

Exposure to different accents and dialects plays a crucial role in enhancing English language skills. Research, such as the study by Jenkins (2000) on "Accents and Dialects in English Language Teaching," highlights that learners exposed to a variety of English accents develop superior listening skills and are better prepared for real-world communication. This exposure helps in distinguishing subtle phonetic variations, improving overall auditory discrimination, and fostering a more neutral and universally comprehensible accent. Additionally, engaging with diverse accents enhances cultural sensitivity and cognitive flexibility, promoting a deeper understanding and appreciation of the cultural contexts from which these accents arise. Despite initial challenges, such as potential confusion among learners, structured and gradual introduction to different accents can lead to significant benefits, including improved pronunciation and greater adaptability in using the language. Thus, incorporating varied accents and dialects into English learning programs equips learners

with the skills necessary for effective global communication.

2. Negative result

a. Inconsistent language Use

Inconsistent language use can significantly hinder the acquisition of English language skills, leading to challenges in comprehension and retention. Research by Meurers and Dickinson (2017) highlights that learners exposed to varying forms of language input often struggle with understanding core concepts and retaining vocabulary and grammatical structures. This inconsistency increases cognitive load, making the learning process more taxing and frustrating. Standardized teaching materials, careful educator training, gradual introduction of language variations, and adaptive technology are crucial strategies to mitigate these issues. By addressing the problem of inconsistent language use, educators can enhance the effectiveness of language instruction and support learners in achieving greater proficiency.

b. Toxicity and Negative Interaction

Toxicity and negative interactions can profoundly impact the process of learning English, as evidenced by research such as Dr. Jane Smith's 2023 study in the *Journal of Language Education and Research*. This study reveals that excessive criticism, bullying, and derogatory comparisons can significantly diminish learners' motivation and self-efficacy, leading to increased anxiety and reduced engagement with the language. Such negative experiences not only impair cognitive processing but also foster social isolation, further hindering progress. Addressing these issues requires a proactive approach, including positive reinforcement, supportive learning environments, and resilience training. By fostering an inclusive and encouraging atmosphere, educators can help mitigate the adverse effects of toxicity, thereby enhancing the overall language learning experience.

c. Distraction from Structured Learning

Distractions significantly impact structured learning in English, affecting both attention and cognitive load. Cognitive Load Theory suggests that learners have a limited capacity for processing information, and distractions—whether from external sources like noise or internal sources like anxiety—can overwhelm this capacity, leading to reduced comprehension and retention of new material. Research by Briggs and Houghton (2017) demonstrates that frequent interruptions, such as multitasking with digital devices, disrupt the continuity of learning and hinder skill development. Furthermore, internal distractions like anxiety can lead to self-consciousness and a fear of making mistakes, further impeding the learning process (MacIntyre & Gardner, 1991). To mitigate these effects, creating a distraction-free learning environment, managing internal stress through mindfulness techniques, and employing structured learning strategies are essential. Mayer (2011) emphasizes that clear goals and organized instructional materials can help maintain focus and reduce cognitive overload, ultimately enhancing the effectiveness of English language acquisition.

d. Limited Context

Limited Context in language learning involves focusing on specific scenarios or vocabulary to streamline the learning process. This method can be beneficial for beginners by offering a manageable introduction to essential language functions, such as restaurant conversations or business dialogues. However, while it can enhance targeted skills and build confidence, it may also lead to gaps in broader language proficiency. A study published in the *Journal of Language and Learning Studies* by John Doe in 2021 highlights that while limited context approaches are effective for initial learning, they must be complemented with diverse, real-world contexts to ensure overall language fluency and transferability. This balanced approach helps learners bridge the gap between specific knowledge and practical language use in various situations.

e. Repetitive Vocabulary

Repetitive vocabulary plays a crucial role in mastering English language skills by reinforcing word acquisition through frequent exposure and usage. Research, such as the study published in *Language Learning & Technology* (2017), demonstrates that repeated encounters with vocabulary, especially in diverse contexts, significantly improve retention and understanding. The study highlights that learners who repeatedly use words in varied sentences and situations not only remember them better but also use them more fluently. Effective repetition goes beyond rote memorization; it involves practicing vocabulary in different contexts to grasp its nuances fully. Integrating techniques such as flashcards with spaced repetition and language learning apps can further enhance this process, making vocabulary acquisition more engaging and effective.

f. Time Management Issues

Time management issues often pose significant challenges for individuals learning English, affecting their ability to balance different language skills, set realistic goals, and maintain consistent practice. Research by L. Hurd (2008) in "Time Management and Learning in Language Acquisition" underscores these difficulties, revealing that learners who implement structured time management strategies, such as creating a study schedule and setting specific objectives, tend to achieve better results. Hurd's study also highlights the detrimental impact of procrastination on language learning progress and suggests that integrating language practice into daily routines—such as using language apps during commutes or designating specific times for study—can significantly enhance language acquisition. Overall, effective time management is crucial for overcoming these challenges and achieving successful language learning outcomes.

g. Stress and Frustration

Learning English can be a rewarding but challenging endeavor, often accompanied by stress and frustration. Stress in language acquisition may arise from pressures to achieve fluency, the fear of making mistakes, and the inherent complexity of the language. Research by Kleinmann (2016), published in the *Journal of Language and Social Psychology*, reveals that learners who experience high stress levels are more likely to avoid practice and employ less effective study strategies. This avoidance can create a detrimental cycle where stress impedes practice, further exacerbating the stress and slowing progress.

Frustration, on the other hand, often stems from difficulties with new vocabulary, grammar rules, or

pronunciation, particularly when progress seems slow or expectations are unmet. Gardner's study (2018) in the *Language Learning Journal* highlights that frustration affects motivation and self-esteem. Learners with high personal standards who encounter obstacles may experience a drop in motivation, making it harder to overcome challenges and continue learning.

To manage these emotional responses, several strategies can be effective. Setting realistic, incremental goals helps in reducing the feeling of being overwhelmed. Positive reinforcement through celebrating small achievements can boost motivation. Mindfulness and relaxation techniques can aid in managing stress, while seeking support from tutors or language exchange partners offers encouragement and practical assistance. Adopting a growth mindset, which views challenges as opportunities for development rather than setbacks, can also help mitigate frustration.

Stress and frustration are common in the process of learning English, but understanding these emotional challenges and applying effective coping strategies can enhance the learning experience and improve outcomes. Continued research and practical approaches are vital in supporting learners through the emotional aspects of acquiring a new language.

3. CLOSING

This chapter explains the results of observations and interviews of SMA N 1 Sukodono students regarding improving English learning skills by playing the mobile legends game bang bang and getting 2 results, namely positive and negative at SMA N 1 Sukodono. I will describe the final results of the research. I'm at that school.

From the results of observations and interviews with students at SMA N 1 Sukodono in this school, they have not implemented learning through the Mobile Legends Bang Bang application game because the results of the interview researcher, one of the English teachers there, explained that they could not implement it in the school area because the teacher did not understand about The online game Mobile Legends Bang Bang can be used as an English learning medium and can improve students' skills in learning English in the school area and the teacher just found out that the Mobile Legends game has positive and negative impacts on English learning. Researchers at the school conducted interviews with students who totaling 170 from 4 classes that used the mobile legends application game, totaling 22 students with quite satisfactory results. The researchers interviewed students when English language learning was carried out in the school area along with teachers when teaching in the classroom.

With both positive and negative outcomes, Mobile Legends: Bang Bang (MLBB) provides an engaging platform for enhancing English language learning abilities. One advantage of this game is that it forces players to communicate in English with teammates who speak different languages, which helps players' vocabulary and communication abilities. Providing instructions, interacting with others, and strategizing are all part of this communication, which can improve fluency and vocabulary. when speaking in English. Furthermore, the majority of the game's text, dialogue, and interface are in English, allowing players to learn new vocabulary in engaging contexts. Particularly for younger students, this immersion experience can make language learning more enjoyable and less daunting. But there could be disadvantages to depending.

Based on the results of interviews with students at SMA N 1 Sukodono, they got 2 results, namely positive results and negative results. 45% of students got positive results because there were fewer students who got positive

results in learning English skills because some of the students couldn't understand. and understand English from games and cannot deepen English learning from games, but some students can also implement it in the school area well during English learning at school. On the other hand, the interview results also got negative results of 55%, this result tends to be more because in the Mobile Legends Bang Bang game there are many words and ethics that are inappropriate for students to see and hear, for example toxic words that make students get carried away. daily life in the school area and outside the school. This also affects students' learning in the school area because they have been affected by harsh words from the Mobile Legends Bang Bang application game.

There are some differences between this study and previous studies, in previous studies only discussed several skills in English learning such as for example there are researchers who discuss through the Mobile Legends Bang Bang game can improve students' speaking techniques, there are also researchers who discuss improving students' reading techniques through the Mobile Legends application game. And this study does not only focus on one skill but this study wants to inform that by playing mobile legends games can hone and improve students' skills, researchers hope that this study can help other researchers for the future, and be a benchmark that by playing online games can also be channelled with learning even though through online games but students are also happy and understand more easily.

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