

DOI: <https://doi.org/10.21009/ijlecr.v8i2.32013>

Received: 16 July 2022
Revised: 25 September 2022
Accepted: 10 December 2022
Published: 15 December 2022

THE ROLE OF VIDEO GAMES IN LEARNING ENGLISH

Fenny Yutika Seli

(Corresponding Author)

Universitas Media Nusantara Citra, Indonesia

Email: fenny.yutika@mncu.ac.id

Imam Santosa

Universitas Media Nusantara Citra, Indonesia

Email: imam_santosa@mncu.ac.id

ABSTRACT

The aim of this study was to elucidate the role of video games as medium to be applied in a technique of learning English in Indonesia. Playing games has a vital role as a means of enhancing learners' reading, writing, listening, and speaking capabilities. In addition, video games offer unique opportunities for learners to master English grammar and expand their vocabularies. Furthermore, playing video games has a pivotal role in motivating EFL learners to communicate using EFL through their challenges, active player interaction, audio and visual elements, as well as contexts. The qualitative descriptive analysis was employed to explore the roles of video games as an EFL acquisition technique through the distribution of a Google Form questionnaire containing 39 questions, to which 57 respondents gave their opinions. Through the analysis, the researcher was able to confirm the validity of the aforementioned roles; the average values of the responses indicated that, in overall, the respondents were either in agreement or strong agreement with the provided statements. However, the results of the questionnaire were only able to illuminate the roles of video games as a medium to be applied in technique of learning English specifically in Indonesia. Thus, the researcher suggests that there is an opportunity to utilize the presented data to support future studies of larger scopes.

Keywords: EFL, learning English, linguistics, video games, video game roles

INTRODUCTION

Up to now, there has been a considerable amount of research regarding EFL acquisition and its approach, including methods. Feeling the importance of this topic in the academic field, researchers have conducted numerous studies which highlighted several aspects of these methods, two of which are the methods' practical effectiveness in the academic field as well as their drawbacks. For instance, the methods under Communicative Language Teaching (CLT) approach, a widely used teaching method, is practical since it focuses on establishing real and meaningful conversations, yet it is also ineffective because insignificant conversations and grammatical errors are disregarded (Baydikova & Davidenko, 2019). In other words, it sacrifices grammatical accuracy for oral fluency, which does not constitute effective language acquisition. On a similar note, the methods under Content-Based Instruction (CBI) approach has practicality and drawbacks relatively akin to CLT: It introduces language in specific contexts, but grammatical and vocabulary improvements may prove to be lacking due to the

nature of the method (Kem, 2017). Another common method would be under Cooperative Learning (CL) approach. While this method does promote cooperation and elevated levels of motivation among students, it makes long and meticulous planning a necessity, especially in making balanced groups; another finding is that it is rather difficult to manage in an actual classroom (Ghufron & Ermawati, 2018). Other teaching methods that are currently in use such as the audio-lingual method and the methods under Text-Based Instruction (TBI) approach may counteract some of these drawbacks but introduce other limitations such as boring classroom atmospheres and low levels of student creativity expression (Richards & Rodgers, 2014). This may result in lower learning motivations and reduced learning effectiveness.

To date, there have been a number of studies pertaining to the role of video games in the acquisition of EFL. A large number of researchers believe that video games are a vital part of language learning, as they could provide vast amounts of tools for EFL acquisition and increase learning motivation. A study by Rudis and Poštić (2018) linked video game-based learning to Task-Based Language Teaching (TBLT) where students will receive, decipher, and complete in-game tasks given by the characters. In this study, it is also discovered that the vocabulary and language expressions acquired from these tasks can be applied elsewhere to be put into authentic use. A different piece of research by da Silva (2014) highlights the opportunity for students to identify formal, colloquial or ungrammatical speech, as well as recognize accents and dialects of characters speaking in English. It is also found that the majority of video games contains multiple contexts in which language is utilized, allowing students as players to familiarize themselves with the nuances.

Additionally, a study conducted by Reinders and Wattana (2011) also showed that as opposed to face-to-face interactions, the students are more motivated to communicate with each other in English using the in-game chat feature when asking each other how a certain task should be completed, allowing for more dynamic learning processes. Moreover, in a study conducted (Alrajhi, 2020), it is uncovered that acquiring EFL through video games may happen naturally: Two of the interviewees revealed that they were able to subconsciously improve their English through playing video games, one of whom managed to improve his pronunciation and achieve native-like proficiency. These studies further support the presumption that merging video games and EFL acquisition will produce desirable results; video games provide interactive tools with which students can acquire EFL, which in turn heightens their language comprehension and learning motivation.

So far, there has been a relatively low amount of research regarding the topic of EFL acquisition through video games specifically in Indonesia. Sensing the need for an innovative method through which EFL can be acquired, few researchers have conducted studies regarding the role of video games in EFL acquisition in Indonesia. One paper written by Ningtyas and Suganda (2020) hypothesized that utilizing hobbies, namely video games, could potentially improve Indonesian students' vocabularies and reading skills. Through the experiment mentioned within this paper, they found that the video game utilized was able to increase the students' learning motivation in addition to improving their vocabulary and reading skills. Furthermore, Amin and Wahyudin (2022) were able to prove this method's effectiveness in improving Indonesian students' reading comprehension: Utilizing the game titled "Age of Empires 2", they were able to demonstrate that using the narrative of a video game would engage students to a higher degree and improve their reading skills effectively. Additionally, unfamiliar vocabularies are introduced, and critical thinking is incentivized in order to understand the game's narrative. Furthermore, video games could assist learners in improving their pronunciation. In another research conducted by Putri and Muryanti (2020), it is revealed that video games play an important role in EFL acquisition in the sense that it allows learners to acquire new vocabularies and practice pronunciation by listening to the characters' speech and mimicking it. Supporting the previous discussions even further, Ramadhan (2016) stated

that the elements contained within a video game constitute authentic contexts for language acquisition; the language learned from said game can be applied in real-life contexts.

Based on the results of the existing studies discussed previously, video games have shown a great amount of potential in being an effective alternate method through which EFL can be acquired. Utilizing the English learning tools provided within games may raise student motivation and assist them in acquiring English as a foreign language in a variety of aspects. However, there is a severe lack of studies regarding the role of this technique in Indonesia; the complexities and issues related to this technique are not yet fully explored. Therefore, this paper will seek to elucidate the role of video games as an EFL acquisition technique in Indonesia.

Language Acquisition

The matter of language acquisition has been studied by a large number of researchers. The concept of language acquisition is defined in Krashen (1981)'s Monitor Theory as a subconscious method through which language is "acquired". In the case of children, they learn the pronunciation, grammatical, and semantical aspects of a language without receiving any form of teaching; it is inferred that the human brain is pre-programmed for acquiring languages naturally (Kramiņa, 1999). Numerous theories have been formulated regarding language acquisition. The first theory would be Skinner's (1957) Behaviorist Theory. This theory states that language acquisition is a result of environmental influence: Positive reinforcements are attained when an individual successfully produces language, enhancing language development (Chinyere, 2022). The next theory is the Universal Grammar Hypothesis. It is a theory that perceives language acquisition as a natural and biological process; one is capable of acquiring a second language without direct instructions and copious amounts of social exchanges (Friedrichsen, 2020). The other theory of interest is the Cognitivism Theories. The Cognitivism Theories view language acquisition as a byproduct of the various processes that take place within the human brain; these theories emphasize the mental aspects of learning (Osma-Ruiz et al., 2015).

The topic of English as a foreign language has sparked great interest in researchers, as reflected in the massive quantity of studies surrounding it. EFL is a term used to refer to English teaching and learning activities in countries where English is not the native tongue of its populace (Hasanah & Utami, 2019). On the other hand, English as a Second Language (ESL) is defined as a language of which one has some knowledge and is exposed to on a regular basis, as it is one of the most prevalent languages in a certain community (MIRANDA, 2016). Moreover, In order to successfully acquire English as a foreign language, students are necessitated to master the four basic language skills known as "macro skills" in addition to "micro skills" (Jenpradab & Kongthai, 2017). Moreira and Montes (2021) describe macro skills as the competency to listen, speak, read, and write. Conversely, micro skills are complementary skills which amplify the aforementioned macro skills, such as grammatical accuracy and vocabulary (Supina, 2018).

It is discovered that a variety of methods have been employed to stimulate students' linguistic skills. For instance, For example, Rofiq (2016) explained that CLT is a valid method because it utilizes the language as a means of communication, training students for communication in real contexts. However, it was also mentioned that the method's heavy emphasis on macro skills leaves little room for improvements to students' micro skills. Another common method would be the audio-lingual method. Fithriani (2018) identifies this method as a process of language acquisition through drilling and practice of language structures; this method is proven to be rather ineffective, however, as students are made to memorize patterns and not given the ability to create their own sentences as required. Yet another popular EFL learning method would be TBI. In this method, students are introduced to text structures, after which they will produce texts under teacher supervision and eventually independently (Richards & Rodgers, 2014). The book also mentions that although the students' macro and

micro skills are stimulated in this method, the students may feel bored and unmotivated due to tedious repetition and limited personal creativity.

Video Games' Roles in Learning English

A large number of researchers have highlighted video games' roles in English as a foreign language acquisition, reflecting its importance in this type of research. It has been found that generally, video games are perceived as computerized games which require player input to manipulate certain elements within (Wilén-Daugenti, 2009). Video games facilitate active EFL acquisition and learning by presenting authentic situations in which language is used in accordance with various contexts, allowing for linguistic skill enhancements (Toufik & Hanane, 2021). Furthermore, video games provide features such as visuals, texts, sounds, and usage of lexical items. In addition, video games provide features such as visuals, texts, sounds, and usage of lexical items. Utilizing video games, EFL acquisition occurs naturally through motivating, entertaining, and more streamlined procedures with which students are familiar (Ningtyas & Suganda, 2020).

Numerous studies have explored the roles of video games in the acquisition of EFL. First of all, video games possess the role of being motivators of EFL acquisition. An experiment performed by Ningtyas and Suganda (2020) revealed that video games are beneficial to the improvement of students' reading skills and vocabulary due to elevated levels of learning motivation. Through the experiment, it was discovered that the students were able to earn higher reading comprehension scores due to the player immersion and visualization provided by the game. In addition, the results of the questionnaire revealed that the integration of a video game into the learning process made the students feel more motivated and interested in reading and learning the language, especially for those who scored high in the test. However, results show that many of the students failed to achieve outstanding scores mainly due to insufficient experience with the game's genre. Therefore, the authors concluded that the teachers will need to be mindful of the students' interests to ensure effective learning facilitation.

In addition to being motivators in EFL acquisition, video games are also facilitators of active language acquisition among students. In their study, Reinders & Wattana (2011) used *Ragnarok Online*, a popular multiplayer game in Thailand, to observe undergraduate IT students' disposition toward communicating in English. The results of the study indicate that students are more inclined to talk to each other online through in-game text chat and skype voice call compared to during face-to-face interactions. It is also discovered that during the course of the research, developments in terms of grammatical accuracy and lexical complexity did not occur due to the need for concurrent communication flow. Be that as it may, various types of communicative discourse were displayed: Greetings, small talks, and question utterances were shown in the data. Bearing the aforementioned points in mind, video games have been confirmed to increase active engagement among students, which may result in higher willingness to use English not only for the purposes of learning, but also for communicative purposes.

Video games have also been discovered to be effective facilitators in the acquisition and development of various micro and macro skills. To begin with, video games play an important role in improving students' reading comprehension. Amin and Wahyudin (2022) conducted a study in which they analyzed the impact of the video game titled *Age of Empires II* on students' reading comprehension in relation to narrative text. The results of this study indicate that the designated video game had a positive impact on the students' reading comprehension of narrative text; the experimental class's post-tests results surpassed the control class's results by a significant margin. Also, the authors assumed that the text and visual elements of the video game assisted the students in identifying references, highlighting the inherent advantages of video game features. Lastly, the authors suggest that games with compelling narratives show great potential as media of learning, especially as a means of improving reading comprehension.

Apart from being facilitators of reading comprehension development, video games play a significant role in improving listening skills, pronunciation skills, and vocabulary. Putri and Muryanti (2020) wrote a paper which indicates that video games play an important part in improving pronunciation skills and vocabulary. This study uncovered that that video games provide a unique opportunity through which pronunciation can be practiced. Learners may listen to the in-game characters' speech and mimic it, training their pronunciation capabilities; this is especially true in moments where learners grow attached to certain characters. Additionally, vocabulary acquisition through video games occurs frequently and naturally; new words and phrases are utilized in contexts.

Moreover, video games possess a crucial role in facilitating the development of receptive skills and expressive skills in addition to vocabulary. In a study by da Silva (2014), it is mentioned that video games could provide contexts in which certain expressions and types of speech may be used. Da Silva (2014) used the game *Breath of Fire IV* to illustrate how video games could develop students' receptive skills: The players are given pieces of advice in the form of dialogues, which may produce detrimental results if not followed properly. Additionally, it was discovered that accents as well as grammatical and colloquial speech patterns can be observed at certain times. This study also referenced Reinders and Wattana's (2011) study to prove that video games could facilitate the acquisition of expressive skills: Certain video games encourage students to communicate in English in order to cooperate and overcome in-game challenges.

Furthermore, video games play a pivotal role in enhancing students' grammatical skills, vocabulary, and learning motivation. N. M. Amin and Bakar (2022) wrote a paper in which they discovered that video games made considerable contributions to students' grammatical accuracy, vocabulary, and learning motivation. The results of this study indicated that the visual elements of video games made it easier for the students to memorize grammatical patterns. It was also discovered that the students felt more motivated to acquire new vocabulary so that they would be able to communicate more effectively with other players; observing others with higher levels of English proficiencies motivated the students to improve, whether it be in terms of grammatical accuracy or vocabulary.

Additionally, video games are revealed to be effective facilitators in developing writing skills and learners' motivation. A study by Hashim et al. (2019) revealed that integrating certain genres of video games into the English classroom in accordance with the students' interests may increase students' writing skills. In this study, the researchers sampled Malaysian military cadets of a public university. Utilizing the video game *PlayerUnknown's BattleGrounds (PUBG)* as the topic, each of the students were composed a page of writing to gauge their writing skills. From the results, it was discovered that by utilizing a game genre in which the students are interested, the students were able to produce creative pieces of writing, as they were more motivated and eager to do so. In addition, they were able to relate more closely to the contexts portrayed within the video game, leading to heightened levels of learning effectiveness.

The previously discussed pieces of research indicated that video games play important roles in the acquisition of EFL by enhancing learners' reading comprehension skills. Moreover, playing video games can be means of boosting learners' writing capabilities. It is also a medium of learners' listening skills development. Playing video games also facilitate of pronunciation and speaking skills practice for learners. It is valid alternatives as media of improving learners' grammatical accuracy. Most of the previous researchers also believe that video games can be used as a medium of vocabulary acquisition, expansion, including media of receptive and expressive skills acquisition. By playing the video games, the learners can motivate themselves in the acquisition of EFL. Most of them also assume that it can establish challenges and competition for them and also facilitate the active language learning among them. The use of

video games provides the audio and visual cues in EFL acquisition. It is means of improving willingness to communicate among learners by providing genre and contexts in language acquisition.

METHOD

The aim of this study was to elucidate the role of video games as a technique of learning English in Indonesia, particularly in enhancing the students' linguistic skills and learning motivation. This research utilized the qualitative approach. According to Wittenberg (2000), qualitative research is defined as a form of empirical research where data are not presented in the form of numbers or statistics. On the other hand, quantitative research employs mathematical models in order to procure numerical data (Bhardwaj, 2017). Therefore, the use of qualitative research was exhibited in this paper to obtain descriptions as to how video games influenced EFL acquisition in Indonesia.

In order to answer the research question, the qualitative descriptive analysis was employed. Qualitative descriptive analysis is a form of descriptive data presentation in which the details of the data are summarized and organized logically (Lambert & Lambert, 2012). Therefore, the researcher employed the qualitative approach with the qualitative descriptive analysis; the procurement of qualitative data was valuable in illuminating the details of how video games affect EFL acquisition. The data were then summarized and organized into logical descriptive data.

To procure usable data, this study utilized a closed-ended questionnaire which contained six major categories. Closed-ended questionnaires refer to a type of questionnaire which contains questions as well as a set of predetermined answers; the respondents may then choose the answers which best represent their situation (VEDASTUS, 2018). Furthermore, the Likert scale was employed in this questionnaire. In relation to the definition of closed-ended questionnaires, the Likert scale is defined as a psychometric scale containing multiple categories from which respondents may be able to choose to express their opinions regarding a particular topic (Nemoto & Beglar, 2014). Moreover, for accurate measurements of the data, the four-point Likert scale was integrated into the questionnaire, which included the following options: strongly disagree (1), disagree (2), agree (3), and strongly agree (4). The aforementioned questionnaire included 39 statements pertaining to:

1. *Whether video games supported the respondents' acquisition and development of reading and writing skills*
2. *Whether video games supported the respondents' acquisition and development of listening and speaking skills*
3. *Whether video games supported the respondents' mastery of grammar and vocabulary expansion*
4. *Whether video games improved the respondents' motivation in the EFL acquisition process*
5. *Whether the audio and visual elements of video games supported the respondents in EFL acquisition*
6. *Whether the genres of video games, as well as the contexts they provide, supported the respondents' EFL acquisition*

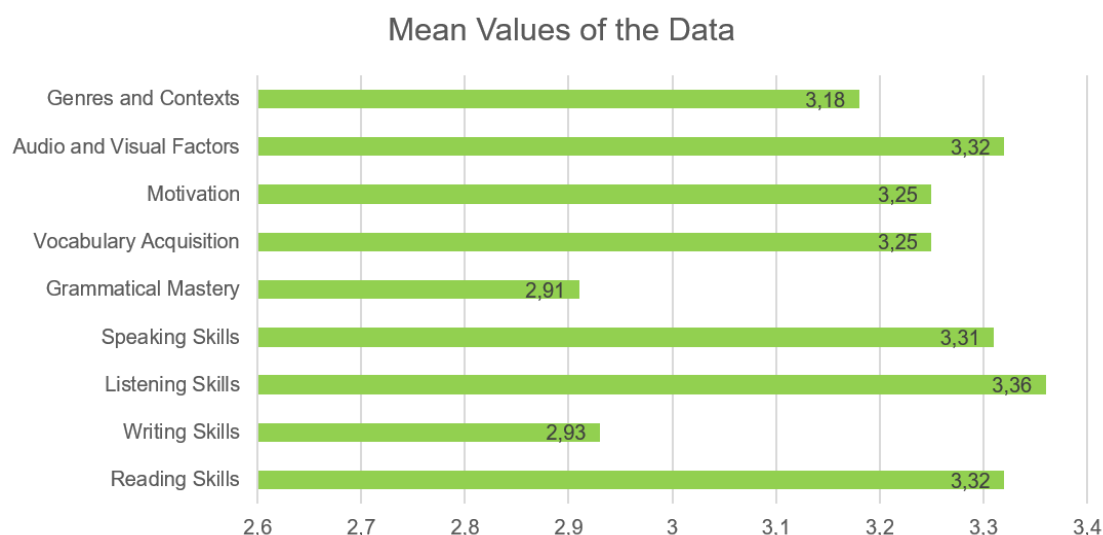
Moreover, the source of data for this questionnaire were EFL students in Indonesia to ensure the authenticity of the data. EFL students are English learners who reside in countries where English is not officially recognized as their first or second language (Hasanah & Utami, 2019). Therefore, Indonesian English learners who are also avid players of video games would be the main target of this questionnaire. Furthermore, the purposive sampling technique was employed in this study. Purposive sampling is a sampling technique in which the researcher selectively chooses his samples based on the presumption that the selected group of individuals, due to their characteristics, would provide the required data (Etikan, 2016). The sample group chosen for this research would be EFL learners in Indonesia who are experienced in gaming. The researcher believed that EFL learners who are experienced gamers would be able to provide the most authentic responses, valuable to the purposes of this research.

In order to collect the data, the researcher first formulated questionnaire questions based on the Krashen theory regarding English as a foreign language acquisition. These questions

covered the impacts of video games on the students' linguistic skills as well as their perspectives in relation to learning motivation and willingness to communicate. Then, the researcher selectively chose the participants for the questionnaire: Based on the purposive sampling technique, the researcher chose to sample Indonesians who are part of various gaming groups. This purposive sampling was employed under the presumption that individuals who are associated with gaming communities are interested and relatively experienced in gaming; the target sample was able to provide the necessary data as stated by Etikan (2016). Finally, the researcher compiled all of the answers from the respondents, summarized them into logical and usable data, and drew a conclusion from the aforementioned data in regards to how video games influence the development of Indonesian EFL students' linguistic skills and their learning motivation, as proposed by Lambert and Lambert (2012).

RESULTS AND DISCUSSION

The close-ended questionnaire utilized in this research was able to provide valuable insights as to how video games influenced the acquisition of EFL in Indonesia; 57 respondents answered all 39 questions spread across six major categories regarding the roles of video games in influencing the respondents' acquisition of EFL.



The first set of questions in the first category included statements as to whether video games had beneficial impacts on the respondents' reading skills, namely the ability to identify main ideas, structures, and vocabularies they had never seen before. Based on the data, the researcher concluded that the respondents, in overall, strongly agreed to the statements pertaining to the sentiment that video games had positive influences on their reading skills, with a mean value of 3,32. The second set of questions in the first category concerned whether video games impacted the respondents' writing skills positively, specifically in their ability to utilize appropriate structures and write various types of essays and other texts. The data showed that the respondents generally agreed to the idea that video games were able to impact their writing skills in a positive way, with a mean value of 2,93.

Next, the first set of questions in the second category was related to whether video games had influenced the respondents' listening skills in a positive manner, especially their capability to comprehend and follow instructions, determine the main ideas of conversations, and understand various accents and dialects. In reference to the data, the respondents were in strong agreements with the idea that video games positively influenced their listening skills, with a mean value of 3,36. Then, the second set of questions in the second category concerned the beneficial effects of video games on the respondents' speaking skills in terms of their ability to

improve their pronunciation through mimicking the characters' dialogues and their ability to use a variety of expressions to give and ask for information. The researcher analyzed the data and found that the respondents strongly agreed to the notion that video games played a vital part in improving their speaking skills, as seen in the mean value of 3,31.

The first set of questions in the third category revolved around whether video games were able to positively impact the respondents' mastery of English grammar, especially in their utilization of grammar in the proper contexts and their ability to identify as well as correct various grammatical errors. Upon reviewing the data, it was inferred that the majority of the respondents agreed with the sentiment that video games were able to enhance their grammatical capabilities, showing a mean value of 2,91. Furthermore, The second set of questions in the third category regarded the beneficial effects of video games on the respondents' acquisition of English vocabulary, namely in their acquisition of new vocabulary and their ability to utilize a wide array of vocabulary according to formal and non-formal contexts. The results of the questionnaire indicated that the respondents were in strong agreements with the idea that video games played a pivotal role in expanding their vocabulary, as reflected in the mean value, 3,25.

The fourth category explored the respondents' opinions regarding whether video games were able to improve their motivation in their EFL acquisition processes. To achieve this, the questionnaire included statements regarding whether the immersion, active interaction between players, linguistic challenges, and feelings of competitiveness provided by video games were able to influence the respondents' motivation in learning English. In addition, the questionnaire also included a statement regarding whether video games were able to improve the respondents' willingness to communicate in English. Upon examining the data, the researcher found that the respondents were in strong agreements with the aforementioned notions, showing a mean value of 3,25.

The fifth category of the questionnaire served as a means of studying whether the audio and visual factors found within video games had productive impacts on the respondents' EFL acquisition experience. This category included statements as to whether the audio and visual elements of video games had positive impacts on the respondents' listening and speaking skills. Moreover, this category also explored the respondents' opinions regarding whether or not the audio and visual elements in video games positively affected their grammatical mastery, vocabulary acquisition, as well as learning motivation. The data procured from the questionnaire indicated that the respondents strongly agreed to the statements provided, with a mean value of 3,32. And, the last category of the questionnaire investigated whether the genres of video games as well as the contexts they provide had beneficial effects towards the respondents' reading, writing, listening, and speaking skills. This category also explored whether video game genres and contexts had positive impacts on the respondents' mastery of English grammar, vocabulary acquisition, and learning motivation. Through their responses, the respondents showed strong agreements with this sentiment, yielding a mean value of 3,18.

From the data, it could be concluded that the respondents strongly agreed that video games were able to assist them in improving their reading skills, which included identifying the main ideas of a text, identifying the structures of texts, and understanding difficult vocabularies. This is in line with F. Amin & Wahyudin (2022) and Ningtyas & Suganda (2020)'s previous research which highlighted that video games could assist in improving learners' reading skills.

Additionally, the results of the questionnaire revealed that the respondents were also in favor of the notion that video games were able to boost their skills in terms of writing formal and non-formal essays, especially in terms of utilizing the correct writing structures. These results were able to further prove Hashim et al. (2019)'s research through which it was discovered that video games were able to boost the students' writing capabilities.

Moreover, The data procured from the questionnaire in regards to whether video games positively impacted the respondents' listening and speaking skills showed that the respondents

were of the disposition that they strongly agreed with the aforementioned statements. Through video games, they were able to comprehend and follow expressions, comprehend main ideas, and understand accents and dialects. In addition, they were able to improve their speaking skills by mimicking the characters' words and utilize a variety of expressions to ask for information and give information. This further reinforced Putri & Muryanti (2020)'s study regarding the roles of video games in improving learners' listening and speaking skills in addition to expanding their vocabulary. In addition, the data also supported da Silva (2014)'s study regarding the utilization of video games to develop receptive skills and expressive skills.

On average, the respondents seemed to agree with the notion that video games play a considerable role in assisting them in the mastery of English grammar. This is in line with N. M. Amin & Bakar (2022), da Silva (2014) and Reinders & Wattana (2011)'s studies which discussed about the role of video games in allowing the learners to master English grammar. Furthermore, the respondents strongly agreed that video games play a significant role in vocabulary acquisition, especially pertaining to the acquisition of formal and non-formal vocabularies. These responses further support N. M. Amin & Bakar (2022), da Silva (2014), Ningtyas & Suganda (2020), and Putri & Muryanti (2020)'s studies which touched upon the role of video games in vocabulary acquisition.

The respondents' responses to the statements in the questionnaire were able to provide a rather deep insight into the roles of video games as a learning motivator; the respondents were, on a large margin, in strong favor of the idea that video games have had positive impacts on their learning motivation, as discussed by N. M. Amin & Bakar (2022), Hashim et al. (2019), and Ningtyas & Suganda (2020). This was caused by, among other things, the immersive aspects, the active interaction between players, the linguistic challenges, and sense of competitiveness provided by video games. Additionally, the questionnaire revealed that video games increased the respondents' willingness to communicate in English, further supporting the research conducted by Reinders & Wattana (2011) regarding the effects of digital games on interaction and willingness to communicate in a foreign language.

The data, which showed massively positive responses, were able to demonstrate the effectiveness of the audio and visual elements in video games in not only improving the respondents' listening and speaking skills, but also in assisting them in mastering English grammar, acquiring vocabularies, and attaining higher levels of learning motivation. These findings further verify the validity of F. Amin & Wahyudin (2022), Ningtyas & Suganda (2020), and Putri & Muryanti (2020)'s studies which linked the audio and visual elements in games to the effectiveness of EFL acquisition.

And the last one, based on the data procured from the questionnaire, it was concluded that video game genres and contexts play a pivotal role in improving the respondents' reading, writing, listening, and speaking skills. Moreover, these genres and contexts were able to positively influence their grammatical mastery, vocabulary acquisition, as well as learning motivation. Therefore, this research was able to not only further support Hashim et al. (2019)'s study that the integration of video game genres and contexts could improve learners' writing skills and motivation, but it was also able to prove that this integration of video game genres and contexts into EFL acquisition may help the learners improve other linguistic skills.

CONCLUSION

The results of this study were able to elucidate the roles of video games in learning English specifically in Indonesia. After reviewing the data procured from the questionnaire, the researcher found that all of the statements in the questionnaire yielded agreements and strong agreements. Therefore, the researcher proved and came to the conclusion that video games are able to enhance learners' reading comprehension skills. It also includes as a means of boosting learners' writing capabilities. Video games can be used as a medium of learners' listening skills

development and it also facilitates of pronunciation and speaking skills practice for learners. The use of video games can be seen as valid alternatives media of improving learners' grammatical accuracy, vocabulary acquisition and expansion, including receptive and expressive skills acquisition. It is also motivators in the learning English by establishing challenges and competition for learners through facilitating active language learning among learners. Video games also provide audio and visual cues in learning English so it can improve learners willingness to communicate among them by providing genre and contexts in learning English.

The results of the study were able to explore and verify the roles of video games in the acquisition of EFL in Indonesia. However, there are still gaps for future studies to occupy; this research was limited not only in scope but also in terms of content. The researcher suggests that there is an opportunity to conduct further research on a larger scale, including not only Indonesia but also other countries. Furthermore, while the roles have been mentioned and explained, there are still other issues to be discussed such as the implementations, drawbacks, and limitations of video games as a technique or method of acquiring EFL.

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