

VIDEOGAMES TOWARDS ENGLISH ABILITY OF THE PLAYERS: A STUDY OF PERSPECTIVES

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ABSTRACT

In this study, the researcher discussed the impact of videogames in "Videogames towards English ability of the player: A study of perspectives" The purpose of this research is to analyze the impact of videogame on a player's English ability while in-game from the perspective of the player. The subject of the study is 33 players who have played video games for more than 2 years or more. The data were analyzed based on Krashen's monitor theory. In analyzing the data, the researcher used quantitative research to find as many respondents as possible using a survey and then analyze it. The procedure of the research is: first the researcher spread the survey while looking for a player who has played video games for more than 2 years. Second, the researcher analyzes and sorts the answer from the survey. Third, make the conclusion based on the survey. The conclusion is that videogames do indeed have a positive impact on English ability from the perspective of the player

Keywords: *Videogames; English ability; Perspectives*

INTRODUCTION

1.1 Background of the study

The researcher wants to make this study because of his own experience with learning through videogames, the researcher started playing when he is 4 years old and realized that he is capable of understanding English when he is 7 years old. Researcher want to know how the experience with other people who play videogames for a long time and what effect it can cause to other people

As one of the international languages, English plays an important role in our daily life. It is recognized not only as a means of communication but also as a scientific language. English usage is easy to find. For example, English is used in many books, articles, advertisements, TV shows, and job advertisements. Therefore, people who do not know English cannot communicate with others and may be left behind in science, education, and recruitment. According to Osma-Ruiz et al. (2015), this concept has only just started to acquire traction in the educational sector, becoming a significant study topic, thanks to the expansion of the Internet and various digital devices. Therefore, humans cannot live without language. To learn a language, humans have their way, one of which is by playing videogames.

In this era, video games can make an impact on a person from changing their perspective to even learning a new language. The diffusion of technology is spreading very rapidly. Influencing areas of education, such as learning to read using digital play. Videogames that people know today have so many genres from MOBA, Adventure, Horror, RTS, FPS, and many else. All of the videogames have one thing

in common that is all of the videogames mostly use the English language as their primary language from UI, Dialog, and even the title is using the English language. Researcher Sousa and Costa (2018) argues that video games are thought to be interactive experiences where players interact with their systems and receive feedback from those engagements.

The reason the researcher is doing this research is because firstly games can be played online meaning that you can encounter other people and even communicate with them from other sides of the globe and mainly speaking English. Horowitz (2019) said the capacity to communicate online becomes more and more prevalent as technology advances and online connectivity permeates many facets of daily life. Many people now utilize social media and text messaging as their primary methods of communication, and video games are no exception to this trend.

Video games have been increasingly popular in recent years, especially among youths, and many of the characters have entered popular culture. Video games have developed to the point that, in terms of their capacity to tell engrossing tales and effectively present and guide them, they can now be compared to films, cartoons, and books. (Winaldo and Oktaviani 2022)

Declos (2021) found that video games can prove epistemically valuable, showing them to be, respectively, sources of propositional knowledge, experiential knowledge, and understanding. With this people can know that video games can be valuable to the player who plays the game. Many people think of playing video games as a waste of time or even as a mindless activity. After all, there doesn't seem to be much to be learned by repeatedly pressing buttons to hop across platforms, shoot opponents, level up characters, and so forth. But as video games advanced and received more attention as a separate field of study, more and more academics grew to believe that the player might benefit from learning and other types of cognitive development through them. This conclusion makes intuitive sense given that it is conceivable to be aware of something without fully comprehending it.

Researchers Gamboa, Trujillo, and Chaves (2021) state that, although the game's learnability, and convenience of use received favorable evaluations. The gameplay evaluation findings revealed that players' motivation and engagement were negatively impacted by poor story comprehension, poor game performance, and poor game aesthetics. As a result, games are a good substitute for the conventional methods of teaching learners of a second language vocabulary.

Videogames are flexible learning media. That's why Della (2016) said that a good topic to spark attention is Videogames. Consequently, both the good and bad effects of videogaming on language learning exist. to learn a language, humans have a way. One of them is, playing videogames. According to players' perceptions, the study's findings indicated that using videogames to learn English has both positive and negative effects. Additionally, there are other learning techniques that gamers employ to improve their proficiency in learning English, including metacognition, cognition, attachment, and social.

The gap from the above is most of the research is that the research didn't use Krashen's theory and mostly only focus on one aspect that is vocabulary while In this research, using Krashen monitor theory mainly because the theory is perfect since videogames can also affect player mentally and with the longer they play the more exposure they will get. with this research the researcher concluded that to investigate

more about video games and also how learning more about video games can affect players' English ability, and which English ability is improved by the player. With different methods and theories from the statement above the researcher wants to find a different result that aims to reveal how effective playing video games is in learning or improving English ability from the perspective of the gamers.

The researcher's purpose of this study is to know the gamers' perspective on the impact of videogames on their English ability. It is expected that the results of this research are going to be useful both theoretically and practically. Theoretically, the results of this study are expected to be useful in developing speaking English through the videogames. To find out which English ability is going to be developed more between speaking, listening, increased vocabulary, or even grammar skills.

LITERATURE

Videogames

Simatupang (2017) stated that games are already part of human life, for example, physical games like hide and seek, and board games like Monopoly and chess. With the development of technology, videogames have become more and more popular these days because they are more fun and games include many categories. Meanwhile, Sousa and Costa (2018) said video games are seen as a fascinating medium, and maybe a relief in itself a factor in the learning process. But more than that, its complexity requires adjustment of some variables. Complex processes, understanding of management creative expression using various social networks (teams, clans, etc.) and digital tools. The use of video games to teach language skills and vocabulary is prevalent in several studies.

Video games have many positive effects, especially when it comes to learning new vocabulary. Some commercial games also offer reading, writing, speaking, and listening benefits, depending on the gaming experience, the learner's gender, specific educational goals, and second language skills. Rafidiyah, Adhitama, and Wianto (2019), said with this some player has their way of improving their English ability, and as mentioned by Arianti (2021) said all players make different efforts to learn English to improve their English skills. The hypothesis of this acquisition learning hypothesis or the idea of this hypothesis is that there is a difference between learning and acquisition. Language acquisition takes place in a naturalistic environment while language learning takes place It takes place in a classroom environment.

English Ability

Krashen's Monitor Theory in Vurdien (2019) Said five major theories form the foundation of the theory. The acquisition-learning hypothesis is the first one. According to this theory, there is a distinction between learning and acquisition. While language learning takes place in a classroom setting, language acquisition happens in a naturalistic setting. The monitor hypothesis is the second theory. The monitoring of one's spoken language when using a second language is the focus of this idea. Monitoring is placed when a language is learned, not acquired, and those who favor fluency over accuracy typically engage in less monitoring. The natural order hypothesis is the third theory. With the fourth is input hypothesis that is language learners pick up the language by comprehending spoken communication or by being exposed to intelligible material. Lastly is affective hypothesis is learning a

language with emotional state can affect someone to learn the language is either help the person or hindered the person to learn the language. Some researchers also support the statement that playing action video games has been shown to improve reading comprehension in both teens and adults by increasing the duration of visual attention (Risnawati, Salija 2557). The researcher mainly uses Krashen monitor hypothesis because it outlines how individual acquire second language

According to the Comprehension Hypothesis, "We acquire language and develop literacy when we understand messages, that is, when we comprehend what we hear and what we read when we receive "comprehensible information" (Ng, Renandya, and Chong: 2019). Krashen, Lee, & and Lao, (2018) in Ng, Renandya, and Chong (2019) said input must be at least interesting so that acquires will pay attention to promote language learning. Researcher Renandya 2012; Waring, (2008) in Ivone and Renandya (2019) said that because players listen to content they want to listen to, can understand, and enjoy, extensive listening is motivating. It gives players a lot of practice interpreting and interacting with the material in the target language, which enables them to enjoy listening, concentrate on doing so, and achieve a high level of language comprehension. Furthermore Hamsia and Roifah (2023) said one of the key learning tasks is listening.

Previous studies that have discussed this are rare. E-learning enables students to improve social skills, technology use, problem-solving, collaborative learning, and lifelong learning. (Wijaya 2016) they must cooperate with one another to effectively solve the problem by exchanging information. Student boredom in the learning process is caused by a lack of innovation in learning media (Prasetyo 2022). Interactive models reading theory by (Ngabut 2015) feels that both pictorial information and the reader's mental information are necessary for comprehension. Because of this, comprehension may be hindered when a necessary skill or knowledge is lacking. When this happens, a smart reader makes up for it by decoding a word, using context, or using both the word and context.

Individual Perspective

Different perspectives can result in different outcomes, and the same can be said for gamers who play the game, different gamers playing a different game will have a different opinion. Researcher Wijaya (2023) said The process of perceiving is referred to as perception. Perception is defined as "consciousness of anything related to background experience". Games are addictive and the players are going to choose a different game that they tend to play the most resulting in different games being played by a different player. Based on the research of Swiss developmental psychologist Jean Piaget, cognitive constructivism is an individualistic viewpoint. A "theory of development" that explains how children acquire cognitive skills and an "ages and stages" component that forecasts what children can and cannot understand at certain ages makeup Piaget's theory. According to Werstch (1997) in Aminah and Asl (2015) in addition to acknowledging the complexity and individuality of each learner, social constructivism supports, makes use of, and honors each learner as an essential component of the learning process. Social constructivism, also known as socio-culturalism, promotes the learner's interpretation of reality that is shaped by his or her upbringing, culture, or general knowledge of the world.

Different perspective also gets different results when the player starts at a young age or middle age also supported by (Adachi and Willoughby 2017) young adults may not adequately capture the developmental differences in the effects of video games. For instance, playing sports video games as a child might be advantageous if it helps kids get the confidence they need to participate in traditional sports in high school, preventing the typical fall in sports participation that is typically found during adolescence. Furthermore, it is unclear whether playing video games are going to benefit kids in the same way it benefits young adults because executive function abilities (including impulse control and self-monitoring) change from childhood to young adulthood. As stated by, the researcher above we know that different ages playing games are going to have different results.

The different perspectives mean people have their views towards video games. Some people prefer to learn a new language in school, and some people prefer to learn a new language with something they are comfortable with and this case is video games. Researcher Sykes (2004) in Adachi and Willoughby (2017) argue that videogames and its online communities offer a larger opportunity to study, acquire, and practice a second language. Learning a second language in school is constrained by the settings of the school itself, restricting the range of language use.

Foreign Language Acquisition

Language acquisition is easier for a young child to understand than an adult this statement is supported by Hoque (2017) in Arifin (2020) young children who frequently talk will find it simpler to analyze and identify the normal rules in the second language since they are adept at listening to and retaining second language terminology. However, through the process of induction, adults who are learning a second language will also search for solutions to questions in the target language. Adults, on the other hand, are more equipped because they have already acquired knowledge of a second language. Through the process of second language acquisition, English is learned. In actuality, a small child can pick up a second language more quickly than an adult can.

Learning a second language through games is more attractive so it can be learned easily this statement is supported by Arifin (2020) Since the focus of formal education is learning rather than play, children under the age of seven are typically not appropriate for it. One activity or method for making the delivery of linguistic material more appealing is through games. Language lessons can be used as a welcoming environment for learning, and students can inductively acquire a foreign language.

As non-English native people have little knowledge about the English language, learning a new language is not an easy task but, people have easy access to the internet to learn the language. People also can learn from other media such as videogames or with people inside videogames. Vygotsky (1978) in Moeller and Catalano (2015) said that maintaining contextual input in cooperative, meaningful interactions with other people when learning a language. Ellis and Larsen-Freeman (2006) in (Moeller and Catalano 2015) also said that Learning from exposure occurs "as a component of a human social context that is rich in communication." This means with the context above the more exposure people get the more people can learn the language, and by this standard the longer the player plays the English

language game the more exposure they get. Ratnadewi (2020) communication can also occur when English is not the first language “when the speakers employed a different language they use pragmatic transfer to understand each other”. Although Hamsia, Riyanto, and Arianto (2020) said that Online learning, which can be done at any time and from any location, is unquestionably necessary in the current digital world.

Researchers Kongmee, Strachan, Montgomery, and Pickard (2011) in Casañpitarch (2018) said that MMORPG are good games for practicing speaking skills. *World of Warcraft, League of Legends, Dota 2, Counter-Strike*, and *Destiny 2* is a game that allows one to talk to other players and discuss the strategy of the game. There are many other games than those listed above that have this feature. Another researcher Cummins (2009) in Casañpitarch (2018) said Video games should be viewed as a fully immersive virtual environment for education. Thus, exposure to a target language to develop it along with numerous cultural and social abilities associated with the same language might be described as language immersion.

The more we play videogames the more exposure we get, while people play videogames they also unconsciously learn new vocabulary through playing videogames, and according to Nation (2014) in Gizaw (2017) A non-deliberate method of learning vocabulary known as incidental learning involves exposing players to intelligible texts that, whether intentionally or unintentionally, prompt them to notice and learn new terms. This means, that with adequate exposure, learning vocabulary can happen just by reading a piece in a foreign language. While intentional vocabulary giving explicit vocabulary introductions is the process of purposeful vocabulary acquisition. As a result of communicating with other players or actively participating in the game, vocabulary can be acquired in gaming contexts. This implies that interacting with players or non-player characters in video games can help us learn or improve our English. According to deHaan (2013) in Gizaw (2017) It can be claimed that gamers who are motivated to play for a long time will be exposed to a lot of English-language input. This does, however, depend on the kind of game. A role-playing game is a type of video game that is fundamentally connected to requiring players to read a lot of text to achieve tasks.

People are living in a technological era where people have access to pretty much anything including learning something new like language. Video games are a perfect example of how we can learn something new outside school. The presence of the internet changes our view about what video games can do, with the internet, we can access video games. Researchers Rudis and Poštić (2018) said that it is tremendously encouraging to learn a foreign language while playing video games because of its entertainment value, and there are no pressure or evaluation procedures that would discourage players from openly utilizing the language. This means it's easier to learn English because of the entertainment value people get while playing video games this makes people unconsciously make them learn English while playing video games. In addition, researchers Rudis and Poštić (2018) add that Interaction, which is defined as all interpersonal activity that takes place in real life or over electronic channels like the Internet is a key component of playing video games. For language learning to be most successful, a learner must be able to provide "comprehensible output" in addition to receiving "comprehensible input" of the

target language. This means every interaction in-game even talking with (NPCs) can be very helpful in learning the target language

Previous Study of videogames towards English ability

There is a previous study that has a relation to this research. The researcher examines the influence of video games on English ability which is represented by gamers. Declos (2021) entitled "Videogame Cognitivism" This article examines and defends videogame cognitivism (VC). Video games, according to VC, can help their users achieve cognitive accomplishments like true beliefs, knowledge, or comprehension. The findings found that video games are not just a mindless form of entertainment and their cognitive contribution does not reduce the training and enhancement of various "skills".

Another study was conducted by Gamboa, Trujillo, and Chaves (2021) entitled "Strong Shot, a Student-centered Designed Videogame for Learning English Vocabulary". The research was conducted in 2021 and the objective of the study is to find a suitable methodology for learning English while meeting those preferences and needs. The findings of the research are that Although the game's learnability and convenience of use received favorable evaluations, the gameplay evaluation findings revealed that students' motivation and engagement were negatively impacted by poor story comprehension, poor game performance, and poor game aesthetics.

The other study was conducted by Della (2016) titled "Dampak penggunaan game online terhadap pembelajaran bahasa inggris (DITINJAU DARI PERSEPSI MAHASISWA)" The research was conducted in 2016 and the objective of the study is to identify and analyze the impacts and learning strategy by using online gaming in learning English. Using Cohen and Cammot's theory the findings of the research are that according to the findings of the study on the effects of playing online games while learning English, students experience both positive and bad effects from playing these games, especially when learning English. Nine out of the eleven participants felt that the favorable influence would help them become more fluent in English. On the flip side, participants complained that they picked up a lot of coarse slang that was demeaning and mocking. From all the previous studies on the above, we can conclude that video games are not just entertainment but it is more than that because video games can be used as a learning tool to learn or improve English ability. The different games can affect how they perceive the English skill they are going to learn and this also applies to the player because a different player will get a different effect from playing video games. Games are interesting because with games we can interact with players from different countries, this time by time the players play video eventually they will improve their English ability. The gap in the previous study is that they are focusing on one element of the English language meanwhile this study is more focused on which element of the English language is improved more

METHOD

Research Design

This study applies quantitative research. Franklin (2022) said that quantitative research is an uncertainty that offers a helpful vantage point for evaluating the changes in quantitative approaches, which are currently under transition. It used surveys to collect the data and measure the data using the Linkert scale.

Research Participants

The researcher gave the questioner to gamers forum/group. The subjects of this research are thirty-three people who consist of 21% female and 79% male with age range of 16-33 years old and also have 2 years of playing English language videogame online or offline. The researcher used demographic questionnaire to find the subject

Research Instrument

The questionnaire consists of two parts, first is to find the impact of playing videogames and second part, that is to find how the players gain English ability through playing videogames. The researcher makes his own questionnaire based on theory from chapter 2.

Validity and Reliability Instrument

The instrument that are used for the validity and reliability test is Spss 26. The data that are processed using Spss are going to be taken from the survey or questionnaire in the form of a google form. Decision-making criteria of validity

1. The instrument is categorized as valid if the sig value is less than 0.05
2. The instrument is categorized as invalid if the sig is greater than 0.05

The validity test uses Spss version 26 to determine whether the 30 questioners are valid or not

Research Procedure

This section is dedicated to show how the researcher find the data, selecting the data, and conclude the data

1. Observing the gamer community and then finding the case relating to games
2. Reading theories and some previous studies on the topic of language acquisition, video games, and Efl
3. Using the theory from chapter 2 to make the questionnaire
4. Making the questionnaire from chapter 2 for the correspondent
5. Validating the instrument with the expert
6. Holding try out
7. Finding the correspondent from videogames forum/groups using a demographic questionnaire using Google form
8. Summarizing the total data of 33 people
9. Analyzing the data using Spss and making the conclusion

Data Analysis

This section is how the researcher analyze the data that researcher got from the survey

1. Collecting the data from questionnaire 1 and 2
2. Placing the data to the Spss
3. Concluding the data

FINDINGS AND DISCUSSIONS

The result of a first survey searching for the impact of video games on English ability shows that 60,6% players agree that video games have a positive impact on English language skills. Meanwhile, 48,5% players agree that the longer they play the longer they start to understand English. Then 42,4% people agree that video games can improve reading comprehension. Furthermore, there's 63,7% people agree that reading in-game conversations can improve their English skills. More than 69,7% people agree that they learn new vocab by playing video games. A total of 48,5% people agree that through videogames they can speak more fluently, and a total of 63,7% people agree that they can figure out a meaning that they don't fully understand. Additionally, 66,6% people agreed with learning how to write unconsciously through typing features such as chat in-game

The result of a survey searching for how players gain English ability through playing video games shows that 39,4% people agree that they play the games longer than 3 hours. Meanwhile, 48,5% people agree with spending more than 4 days playing video games. Additionally, 48,4% people agree that they gain English skills from instruction/hearing the conversation in video games. Moreover, 72,8% people agree that they like to play different game genres. Furthermore, 57,5% people agree that video game learning is interesting. Then 60,6% people agreed that there's no pressure when learning while playing videogames. 56,5% people in total the instructions, conversation, and storyline aspects are very easy to understand. Similarly, 72,7% people agree that they play games that interest them. Although 57,6% people agree that learning English through videogames is always motivates them. 68,8% people in total agreed that they enjoyed listening to conversation or instruction in the video games. A total of 63,7% people agree that video games can improve one's English skills. With 57,6% people agreeing that playing video games can increase the duration of visual attention. Then 47,6% people agreed that they could gain English skills through text messages in videogames. Along with 36,4% people are playing video games since childhood. In addition, 54,6% people agree that playing video games for a long time can make them acquire English skills. Plus 72,8% people always interact using the English language whenever they play video games. Nevertheless, 51,5% people in total agree that communities offer great opportunities to learn a second language. At the same time, 43,6% people agree that interacting with NPCs can make them learn English. Furthermore, 78,8% people always socialize with other players in the game. Followed by 63,3% people agreed that they use translation tools to help

them understand the game. Lastly, 79,7% agree that exposure can make them learn English.

In conclusion people mostly gain their English ability by playing more than 4 days in total which increasing their duration of visual attention and with the amount of content inside the game which communicating, reading, etc player can gain their English ability this way

DISCUSSIONS

The implementation of video games towards English ability is revealed in this research most of the players know the positive side of the video games.

This research has revealed that video games can affect one's English ability through the player's perspective. The researcher uses theories from past research to show whether the theories are valid or not, the researcher uses researcher theories for the survey and the theories to make the questionnaire and put it in a survey. Rafidiyah, Adhitama, and Wianto (2019) Said that video games have a positive effect on English ability, with the result from the survey showing that the majority of (60.6%) people agree with the theories. Gizaw (2017) said that the longer they play the better they understand the English language, with the result of (48.5%) people agreeing with the survey. Krashen's monitor theories said that one's reading comprehension ability is improved as they increase the duration of their playtime, with result of (42.4%) people agreeing with the theories and the survey. Ivone and Renandya (2019) said that by reading and hearing the conversation in the videogames they can acquire English ability, with the result of (48.4%) people agreeing with the theories. Ng, Renandya, and Chong (2019) said that players can acquire English ability through reading the conversations and instruction from the videogames, with the result of (63.7%) people agreed.

The second part of the survey "How do the players gain English ability" was the result from the second survey with mostly than 50% percent agreeing with how the survey asked the participants. the additional obstacle with the research is finding the player, many people play the game but most of them are hard to reach unless the researcher has a group/friend who already plays the game. This research can be implemented in real life with people who want to learn English without being stressed and there are no limitations to people's preference since videogame has many genres. In today's era where everything is digital games can be a window to a learning opportunity and as long as the person enjoys playing the games, online multiplayer video games can provide safe spaces where non-native English speakers can hone their communication skills and lessen their fear of speaking a second language (Horowitz, 2019). It has been confirmed that language acquisition through video games is a natural process, as motivation comes from the players themselves rather than from external stimuli, especially when gaming is a choice rather than a task Vurdien (2019). According to Vurdien (2019) In order to increase their comprehension of the game and, inadvertently, the second language, video gamers devised their own methods for learning and mastering various language skills. Some of these methods included guessing the meanings of unfamiliar words, using dictionaries and notebooks, or even joining online communities.

What the researcher can recommend for future research is to make sure you have the target audience and at least a group of people who play games so the research is easier to collect the data. With this research data, the researcher hopes that future research with the same theme with this is they will be done in a qualitative method so it can give a better grasp from the perspective of the player

CONCLUSIONS

Videogames indeed have positive effects on English ability mostly affecting all aspects of English ability vocabulary, listening, and writing, and with today's era where mostly digital and almost everyone playing videogame it's inevitable that sooner or later people are going to develop the English language. This is not only affecting PC players but this research can affect the majority of the people who play online video games, the limitations do not only stop at the English language since video games can also be changed to another language. The players also have increased the duration of visual attention this means the longer the duration of their visual attention the they are going to play the game much longer and when they play the game much longer it will increase their English ability.

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