**Adult EFL Learners Experiences on Playing Massively Multiplayer Online Role-Playing Games for English as a Foreign Language Learning**

**A Thesis**

**Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Thesis Proposal Defense Class in English Language Education**

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**APPROVAL SHEET**

**Adult EFL Learners Experiences on Playing Massively Multiplayer Online Role-Playing**

**Games for English as a Foreign Language Learning**

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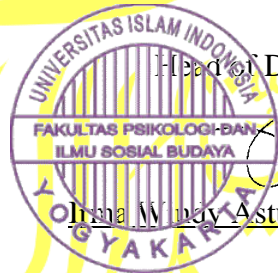
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# STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 27 May 2022

The Writer

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**MOTTO**

"I do not know why I have to live, but let's have a decent life while I'm alive."


*-My Liberation Notes-*

# DEDICATION

Greatefully ang thankfully, I dedicate this thesis to:

1. My lovely mother: Retno Proborini, my lovely father: Yuswardi who give me true love and money so I can live until this day, and my brother that I hate him, but I love him too.

2. My "Daebak bestie" Dhinda Azizah who give me advice and motivation for my thesis. I don't care how many friends I lose as long as it is not her.

3. My cutest friend Naseha El Sakinah who always in my sides when I cry. Im so glad having you as my best friend.

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5. And for I would like to say thank you for my pretty supervisor, Miss Intan who give her best support and help for my thesis.

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## ABSTRACT

This research aimed to describe the experiences adult EFL learners have of playing massively multiplayer online role-playing online games, can it make incidental learning or not. The data were collected by interviewing the participants. In conducting this study, the researcher used indirect interview as the method of the research. The data was analyzed by using thematic analysis. The findings of the research indicated that playing online games can make incidental English learning or not, both of participants said playing online games is not influential to make incidental learning English learning if we are playing online games without reading the instructions, so if we are not skip the instructions in thegames, we can know English word that may not be known. The result of the interview showed that regardless of the number English vocabularies or English exposure in massive multiplayer games, yet it depends on the players themselves. It was whether the players wanted to learn English.

*Keywords: Online games, Adult EFL learners, Massive multiplayer*

# CHAPTER 1

# INTRODUCTION

## 1.1 Background of the Study

Current studies about game-based language learning tends to find that learning English can improve the ability to communicate with players in chat group (Gass, 2000, Long, 1996), can practice teamwork, because in virtual game chat, group discuss about strategy how to win (Rankin et al., 2006). From the current study, game-based language learning tends to be able to improve communication skills in English, in view of the fact that participants can play a game with someone from abroad, from the interaction in game virtual chat, participants get a new vocabulary Reinders and Wattana (2011).

In Indonesia, Rudiyansyah (2014) explain that playing games online has two impacts, positive and negative effects. Playing massively multiplayer online games has a positive effect and can make players build good communication with other players, for example foreign players. A more complete explanation stated by Rudiyansyah (2014), he mentions several positive effects of playing games online. They are (a) build good communication, (b) build up teamwork, (c) connect with players from abroad. But there are also negative effects from playing games online.

Dananjaya & Kusumastuti (2019) found that 74% of players massively multiplayer online games use incidental learning. In this case Mobile Legend gives positive effects such as increasing new sentence. This is partly because of the modulation of the online game instructions which make it easier for players to understand simple English text (Juniato, 2019). Based on the study, it can be concluded that although there are negative effects from playing games online, besides

negativeeffects, games online indicate the potential for learning fun English.

Previous study found that playing massively multiplayer online games can make the player increase their vocabulary mastery and communication skills Dananjaya and Kusumastuti (2019). Not only the written ones, but also the spoken skills, because sometimes players will meet foreign players. In the Indonesian context, the studiestend to be conducted by using qualitative methods (Rani et al., 2019). Rarely was the study conducted in a qualitative method, while qualitative method can find creative solutions to the age-old issues of how we persuade adults EFL learners to learn, and more importantly, how do we get adults EFL learners to learn (Rankin et al., 2014). Thus, to fill these voids, this study aims to analyze that increasing vocabulary can make the players understand how to pronounce and spell the vocabulary correctly. Whether new vocabulary from playing games can be transferred to learning in the real world.

## 1.2 Formulation of the Problem

This research was conducted to answer a question about:

How is the process of incidental English learning through massive multiplayer online games?

## 1.3 Objective of the Study

This research aimed to describe how playing games can be incidental learning through massively multiplayer online games

## 1.4 Significance of the Study

This research is expected to give an empirical contribution for adult EFL learners that playing games gives a positive effect for learning English, especially in providing the process of English learning. And adults EFL learners can make incidental learning from online games, especially mobile legends.
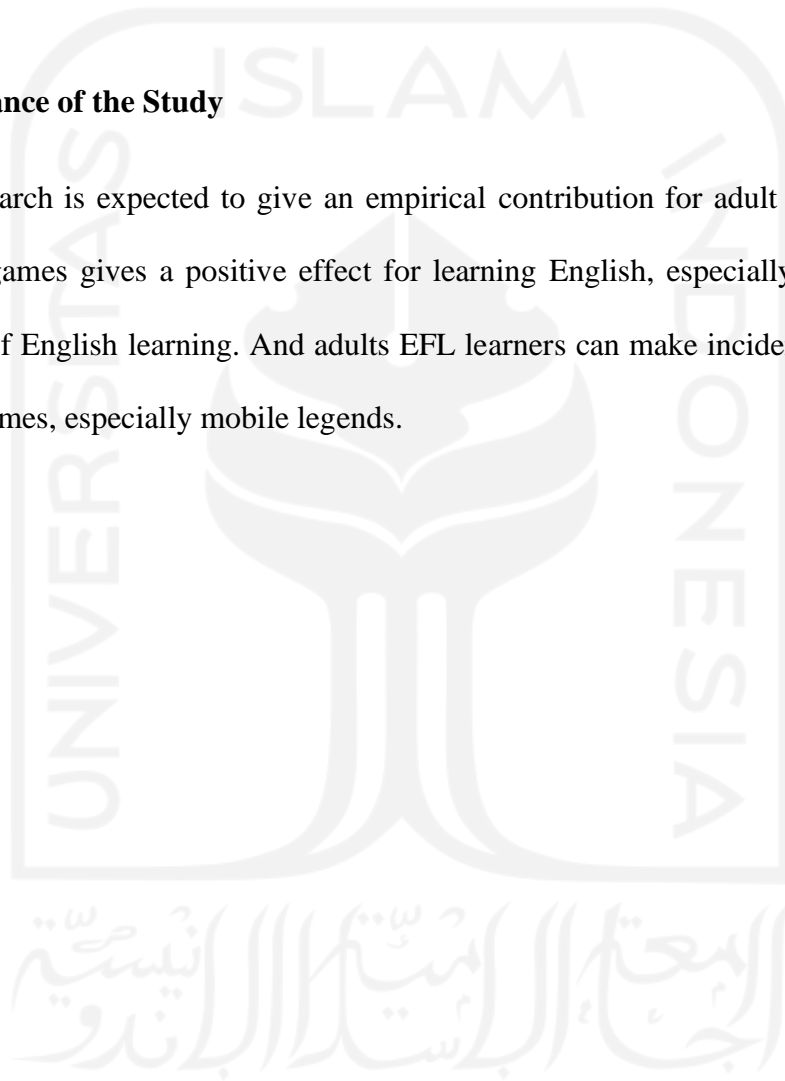
# CHAPTER II

# LITERATURE REVIEW

## 2.1    Conceptual Review on Mobile Incidental Learning

The discussion about game-based learning was begun by Kerka (2000) who proposed the concepts of incidental learning. It is defined as the unplanned and unintentional learning because of doing an activity. Incidental learning is getting varied since the development of technology. It happenednot only in traditional settings, but also in online settings. Laufer (2003) defined that incidental learning does not imply that learners are not paying attention to the words during the task. They may pay attention to the words, such as using them inphrases or looking them up in a dictionary, but they do not memorize them on purpose. Many studies have indicated that computers can facilitate incidental learning.

Since this study discusses the online setting, one of the most prominent social supports forincidental learning is mobile-based learning, especially by playing online mobile games. Rankin,Gold, and Gooch (2006) explained that adults EFL learners would experience greater learning outcomes if such built in language support assistance were easily available during the game like audio being included for all NPCs, for example helping adults EFL learners understand how to pronounce new words. This indicates that playing games has many positive effects for learning English. Playing online games can be learning tools for successful practice of English skill. Activities that are called incidental are when adults EFL learners learn vocabulary as a by-product of activities that do not have a primary focus on vocabulary development (Nakata, 2008). To this extent, learning a foreign language through playing games tends to happen incidentally. It is not a learning process that is based on lesson plans or any

syllabus. In its development, this kind of phenomenon is called mobile incidental learning.

Kukulska-Hulme (2012) explained that mobile incidental learning is learning with technology. Kukulska-Hulme (2012) proposed a framework of mobile incidental learning, where there is activity, time, and place. She explains that learning activity in playing games online is when the player has a conversation when playing games with other players. Kukulska-Hulme (2012) also explained that learning activity undertaken by utilizing interactions in online games can make a new vocabulary and make players open the dictionary to know the correct pronunciation. That is a challenge to players to produce something new. She explains that we can gain our knowledge by using our free time, spotting a possibility to learn. Kukulska-Hulme (2012) suggested that typical durations of time available for learning were commonly indicated as fifteen or twenty minutes. The participants in Kukulska-Hulme's research described that free time refers to the time when they are waiting for other activities. For example, waiting for transit flights or waiting for buses and trains. While waiting, they will open their smartphone and take advantage of that waiting time, for example playing online games. In terms of places, Kukulska-Hulme (2012) suggests that places have an important role too for learning. Kukulska-Hulme (2012) described place might be related to comfort or a relaxed state of mind, with a few interviewees reporting that they preferred to learn on their bed, or in the tub. Learning whilst sitting in the front of the television also indicates a secure putting. A comfortable place can make adults EFL learners relax when they are learning English.

## 2.2 Empirical Review on stimulating English Learning through Massive Mobile Games by Adults EFL learners

Some empirical studies have used this theory to adults EFL learners that playing games can make adults EFL learners more interested in learning English. Modern developer has created user-friendly gadgets which have been broadly circulated among users (Hung et al., 2011). Chia-Liang Hung (2018) states that gadget permits massively multiplayer online game enthusiasts to interact with eachother. With the gadgets, it can make easier for players to playing online games anywhere and anytime.

The first study is by Dongwan Ryu (2013). He analyzed the sixth player interaction in playing the game. He finds gamers can improve their language skills by immersing themselves ingaming culture. While playing games, they can pick up simple words or phrases relating to thegame's content. Following the game, they can engage in language learning activities with nativeor more proficient peers, practicing advanced forms of language such as sentences or paragraphs. Playing games have positive effects. Dananjaya & Kusumastuti (2019) explained that playing games makes adults EFL learners learn new vocabulary from the game instruction, thelanguage is easy to understand.
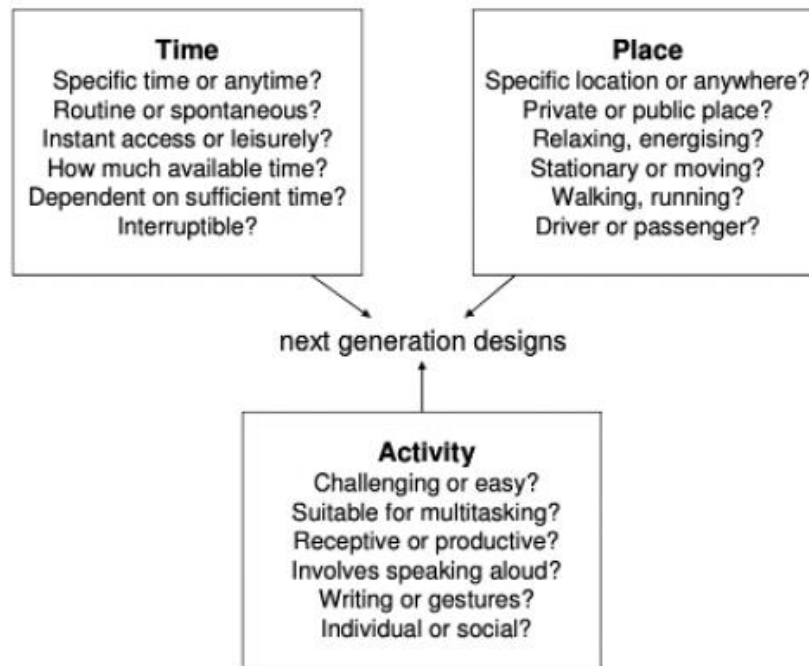
## 2.3 Theoretical Framework



**Figure 1.1 Theoretical Framework**

The reason researcher that framework is because this theory is related to what will be research, mobile phone only as an intermediary to support the existence of this theory, for example is digital dictionary just to find the meaning of a word.

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1 Research Design

This research implemented a qualitative research method and used thematic analysis to investigate how adults EFL learners perceive playing games online in their study to make incidental learning English. The study passages were obtained from indirect interview via voice note in WhatsApp. I chose this design because thematic analysis may be used to analyze and identify their opinion. Clarke, et al. (2015) explained that many qualitative analysis techniques are best described as methodologies since they are based on specific theoretical frameworks that inform the data collection and analysis methods that might be applied within that approach, this makes thematic analysis suitable for qualitative research.

## 3.2 Settings and Participants

The setting of this research is in a higher education context that makes playing games online to make incidental learning adults EFL learners in learning English. In this research, the researcher will interview twostudents who often play online games. In this study, there are two adults EFL learners, their names areJoko and Dodo, they are adults EFL learners from one university in Yogyakarta. Their age is 24, and they are from one of the cities in Central Java. They are almost every day play online games (mobile legends) and make a lot of English conversation so they are justifiable to be participants in this study because this study discusses how playing games can stimulate learning English.

## 3.3 Data Collection and Research Instrument

In this study, the researcher used an in-depth interview as the study's instrument. The interview was conducted in semi-structured format. This interview will highlight opinions from learners toward playing games online during their learning English. In-depth interviews were chosen by the researchers to enable obtaining more detailed information simpler. An interview was used to gather the information. The data was collected by the researcher using voice note in WhatsApp platform. The data transcript will be included in the appendixes.

The components and table of research instruments are adopting from Kukulska-Hulme (2012)

*Table 3.1: Interview Questions*

| Construct | Conceptual Definition | Components | Interview Questions |
|---|---|---|---|
| Mobile incidental Learning | Adults EFL learners experience in learning English has a perspective on time, place and activity as a mobile device to support mobile inci | 1. Place | 1. Where do you usually play online games? |
| | | | 2. How is the place where you play the online |

| | | game? |
|---|---|---|
| dental | | |
| learning, Kukulska-Hulme (2012) | | 3. What is the place usually when playing online games? |
| | | 4. How do you feel when you play online games? |
| | | 5. How did youarrive at the place where you usually play online games? |
| | 2. Time | 1. How long have |

| | | |
|---|---|---|
| | | you been playing games online? |
| | | 2. How do you usually play online games? |
| | | 3. Do you use your free time to play online games? |
| | 3. Activity | 1. Did you feel challenged when playing online games? how challenging is that? |
| | | 2. How is playing games stimulating to learn English? |
| | | 3. When you play |

| | |
|---|---|
| | games, is there any interaction with other players? |
| 4. | If you find new vocabulary in interaction? |
| 5. | When you are playing online games, did you enjoy playing alone or playing with your group? |
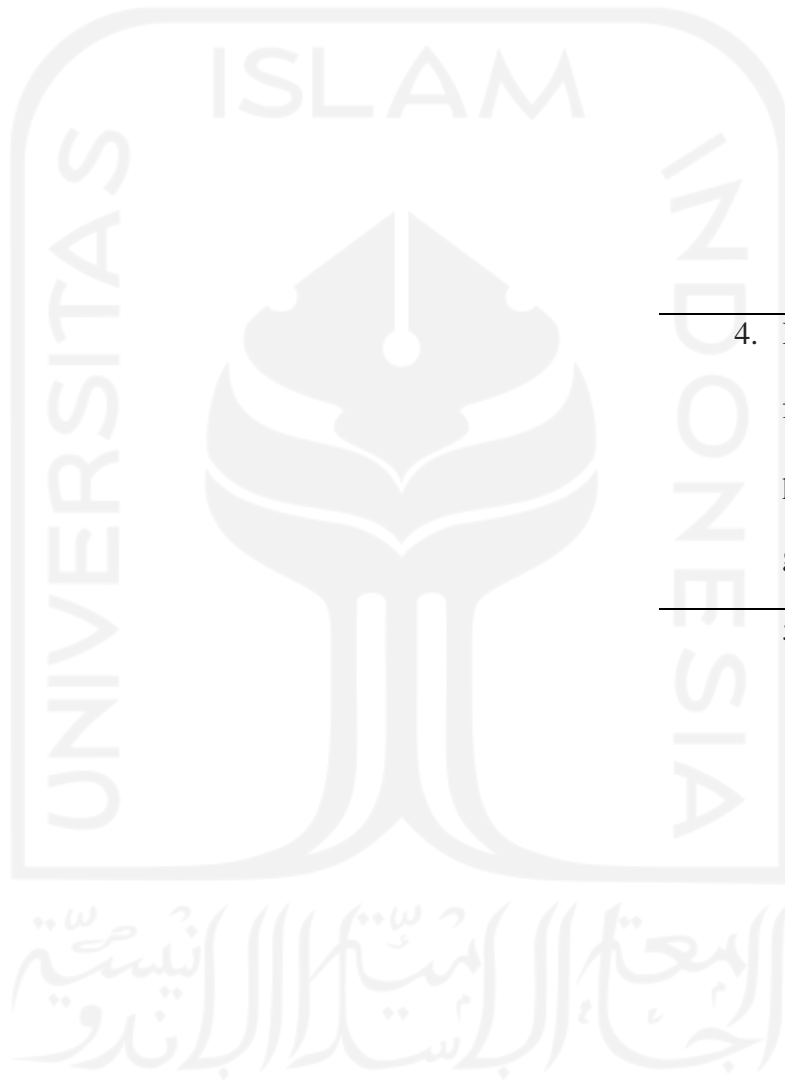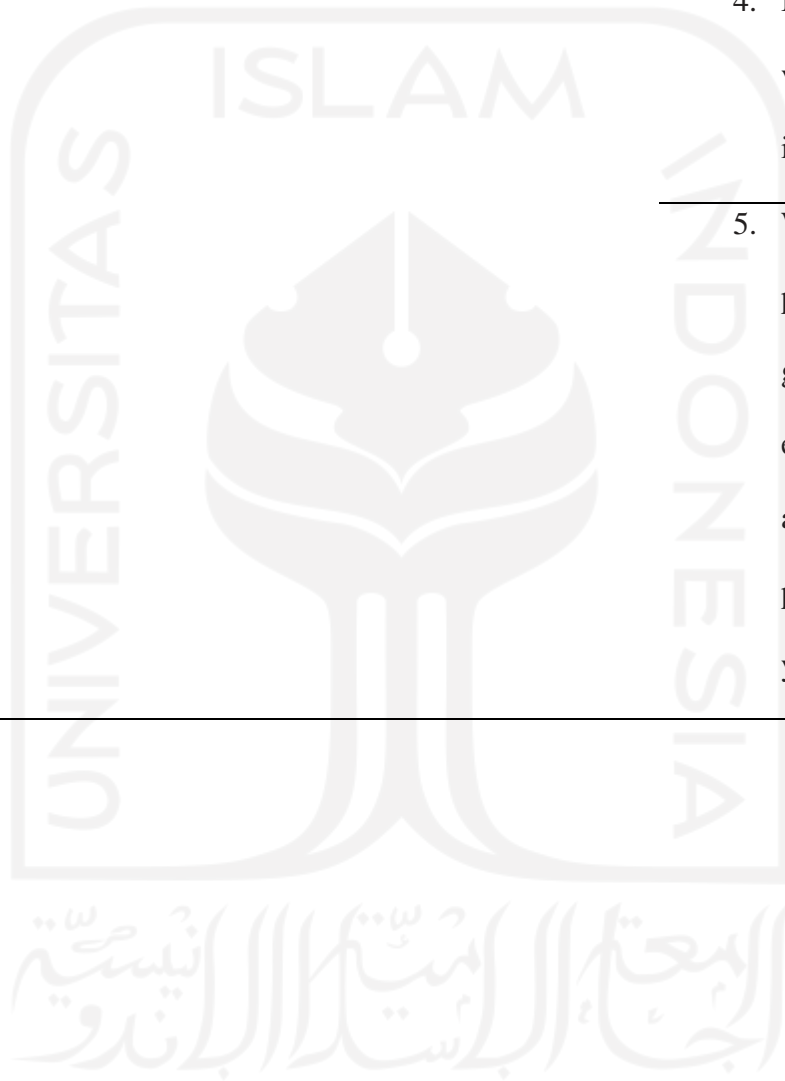
## 3.4 Data Analysis

In this study, the researcher will analyze interaction between the players. In this research, rchers used thematic analysis to find, analyze, and summarize the data (Braun & Clark, 2006). Thematic analysis was once thought to be a trustworthy and independent qualitative approach to analysis.

There were six steps to analyze data when using thematic analysis:

- Phase 1 : The researcher will re-read the data after transcribing the interview.
- Phase 2 : The researcher will do coding based on the theoretical framework from Kukulska-Hume (2012). When the researcher is familiar with the data, the researcher will start the coding.
- Phase 3 : The researcher will analyze the data and make the data in one file or drive.
- Phase 4 : The researcher will refine and make a map of the data that will be presented.
- Phase 6 : The researcher will produce the report.

## 3.5 Data Trustworthiness

The indirect interview will be conducted in this study. To establish trustworthiness in this study, the researcher refers to (Lincoln & Guba, 1985). The first one is through credibility. To gain credibility, the researcher will triangulate the data through using activities such as prolonged engagement and do member checking to get feedback from the participant on the findings and interpretations.

# CHAPTER IV

## RESEARCH FINDINGS AND DISCUSSION

### 4.1 Findings

In this research, data that the researchers used is an indirect interview via WhatsApp (voice note). The reason for using voice note is because when interview with participant 1 (Joko), the researcher is on the way when participant 1 has free time, so the best way is for researcher to type all the questions and participant 1 can answer by typing too, but he chooses to use voice note. And participant 2 (Dodo) asks the researcher to just type and he answered via voice note, because participant 2 was more comfortable like that. This can be used as evidence of the interview because there has been an agreement by the researcher and participants. The interview was done in a session which ended around 30 minutes (Joko), and 50 minutes (Dodo). Based on the result of an interview with the subject of the study, the researcher shows the finding of the study, whether playing online games can make an incidental English learning or not, both of participants said playing online games is not influential to make an incidental English learning. The interview transcriptwas written in Bahasa Indonesia and then translated into English topically. An example of a translated transcription of the interview is shown below.

"All games generally can be used to stimulate English learning, it depends on us, if the way to play is just skipping without reading it is a little bit difficult".

From the transcript above, as we know, many people think that online games can improve the ability to learn English, but the argument is broken by participant B, participant B said that it is alldepends on us, it is useless if we are playing online games without reading the instructions, so if we are not skip the instructions in the games, we can know English word that may not be known.Regardless of the huge number of English vocabularies or English exposure in massive multiplayergames, yet it depends on the players themselves. It was whether the players wanted to learn English. The following researcher shows the findings of the study that are divided into three things
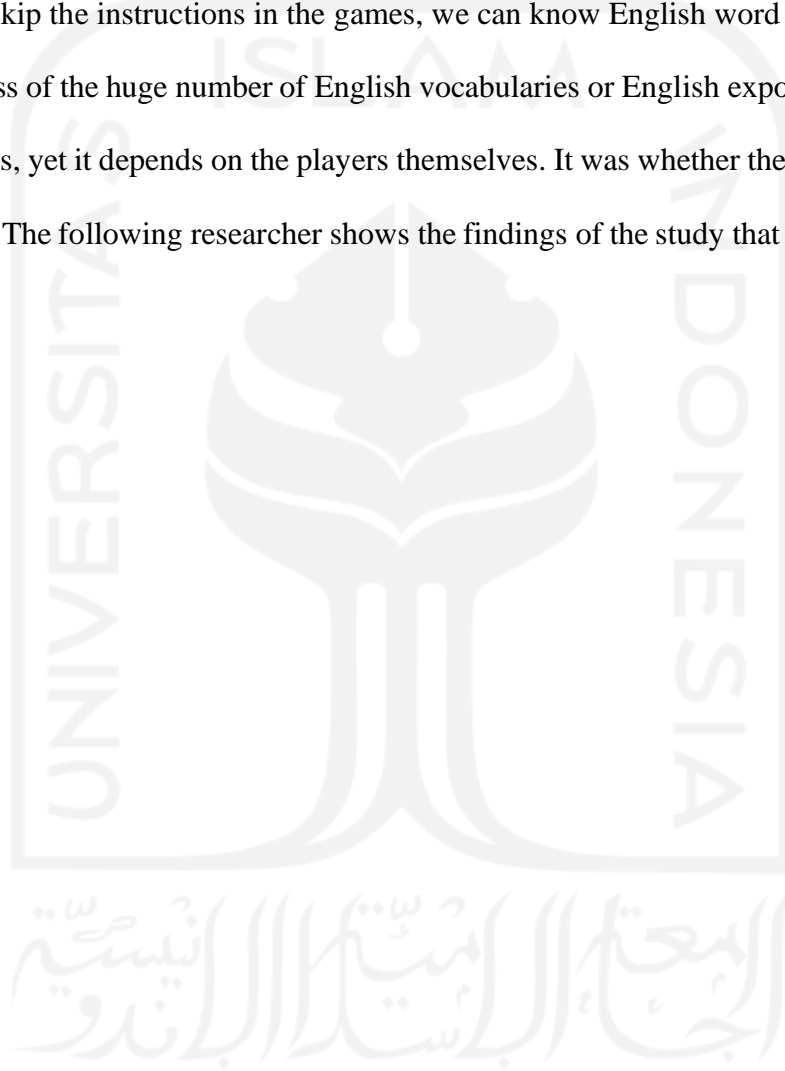
### 4.1.1. Time

In this part of the study the participant said that the most used time for playing online gamesis at night, because in the night is their free time, in the free time they do not think about anything other than playing online games, as said participant A and participant B from the translated transcription of the interviewis shown below.

> "I usually play online games at night"
> (Joko,10)

> "I usually play online games in my free time, but now most of the time at night"
> (Dodo,11)

Playing online games also requires the right time, for example is free time or time that makes participants comfortable. available time, recognizing an opportunity to learn, or the individual's mood and preparation for learning all influenced spontaneous learning Kukulska-Hulme (2012). In the right time participants will find a point of comfort when playing online gamesand spontaneously play the online games well.

### 4.1.2. Place

In this part of the study the participants said that the most comfortable place to play onlinegames is at home, as said participant A and participant B from the translated transcription of the interview is shown below.

"I usually play online games at home, because home is the most comfortable place than others" (Joko, 04)

"I usually play online games at home or boarding house, quiet place, which is not too crowded" (Dodo, 04)

Based on both statements above, Joko and Dodo feel comfortable when playing online games at home. Kukulska-Hulme (2012) explained that home is comfortable place, when players feel comfortable, it can make spontaneous learning.

### 4.1.3 Activity

In this part of the study the participants said that there are many of activities that can stimulate their English learning:

"Because the language used in the online games is English, so we have to learn it, butnowadays many people use Indonesian, but I still use English, because I usually play online games with global server and will often meet foreign people, so we will be more trained to learn English, but usually the English used is profanity" (Joko, 014)

"Because games in general use English so we inevitably have to understand the languagebecause starting from the menu, appearance, or characters, or skills or items using English"

(Dodo, 015)

In this statement it can be inferred that if we want to have more English exercise, the games should be played with a global server and the instructions should be in English, but online communication with international players mostly is in the form of profanity.

"Yes, sometimes, it just depends on the communication between teams, rotation, andstrategy to win the game. In the online games, the communication is about the game, of course the words are almost the same" (Joko, 016)

"Yes, that is for sure, especially the terms in certain games, usually for strategy and coordination" (Dodo, 019)

From the data above, we can see that playing online games did not directly add much new vocabulary, because the words in online games were almost the same with daily English languages. The most significant improvement of English learning is the collaborative skills when they use English to discuss the strategies. However, the participants agreed that if only they wanted to have more English exposure in speaking or writing, they should play with global players. The encryption was displayed below:

"Because usually in the online games that I usually play is using global server and will often meet foreigner, so we will be more trained to use English" (Joko, 014)

Thus, the players are more familiar with English vocabularies. However, it is limited to vocabularies that are related to the winning strategies. For example: *rotate, you left, you right, f\*ck you, you know.*

Besides massively multiplayer online games, the participants also said that the games can improve new vocabularies are story-based games as stated by the participants below

"Yes, it is getting easier, but not online games, if it makes learning English easier, it islike game story games, like movies, you know, usually in games, there are no Indonesian subtitles, so you definitely do not want to learn English directly via games, if there are words that are difficult to use, you can use a dictionary or the Indonesian dictionary if you do not know it yet" (Joko, 018)

"Yes, games can make you understand English, but not online games, if it makes learning English easier, it is like a game story" (Dodo, 016)

From the participants' statement we can see the type of game that stimulate English learning more isstory-based massive multiplayer games (Persona 5, Life is Strange, The Last of Us, eg.) because the story and the instructions were in English.

## 4.2  Discussion

This research was conducted to find out if the online game makes incidental English learning. The research that had been done by the researcher indicated that online games can improve the ability to learn English, but it depends on us. Hapsari, et al. explained that the social interaction in group chat to discuss strategy how to win can motivate players to make English practice. Furthermore, from the results of interviews with the participants, they said playing online games can improve their English learning, but it depends on what we want to read or not. They mean if we play online games without reading the instructions, it is very useless, because if we do not skip the instructions in the games,we can learn English words that may not be known. This study found that there were two types oflearning English in online games and one the most important thing when playing online games.

### 4.2.1 Learning English through Collaborative Activities in Massive Multiplayer Games

According to Long (1991) the application of these strategies allows for the resolution of a communication problem involving unknown vocabulary or content by producing comprehensibleinput and modified TL output, a process that is perceived to facilitate second language learning. This is related to the data, participants said playing online games is more comfortable with friends,because playing with friends can discuss strategies to win the game,

these findings are in line withMark Peterson (2010) that massively multiplayer online role-playing games (MMORPGs), like

earlier networked games, necessitate communication and teamwork among players as they form alliances to complete required quests. Based on the findings above, both participants experienced the same thing about communication with another player and making some strategy to win the games. Like participants said, the form of the strategy is like where they want to go and what theywant to do.

According to Bryant, (2006), preliminary research involving language learners, a friendly,non-threatening environment prevails, indicating enjoyment and reduced inhibition. This is relatedto the Dodo statement that playing games more comfortably with friends, by playing games with friends, will make it more enjoyable and when players in good mood, they can spontaneously leaning.

**4.2.2 Learning English through Massively Multiplayer online games**

This section shows that playing online games can make new vocabulary. According to Reinders and Wattana (2011), the effects of online games on outclass language acquisition are both negative and positive. It is a plus because the game allows them to interact with foreign players, who must communicate in English. It provides opportunities for increased vocabulary andgrammar use because of the interaction's impact.

Based on the findings above, both participants said that playing online games can increasetheir vocabulary but with exception. Like the Dodo statement, if you play games without reading and just skip the instruction, it does not increase vocabulary.

### 4.2.3 The importance of curiosity

To make participants incidentally learn English, participants must have curiosity about English words that may not be known. These findings are related to Kukulska-Hulme (2012) thatcuriosity also serves as an incentive, with learners recording fascinating language samples. Dictionaries, verb conjugation tables, and translation tools were all highly praised, with free options being highlighted. This is related to Joko's statements, he prefers to use English language,although there is an option to choose Indonesian language, so it makes him more trained. From curiosity creates incidental learning.
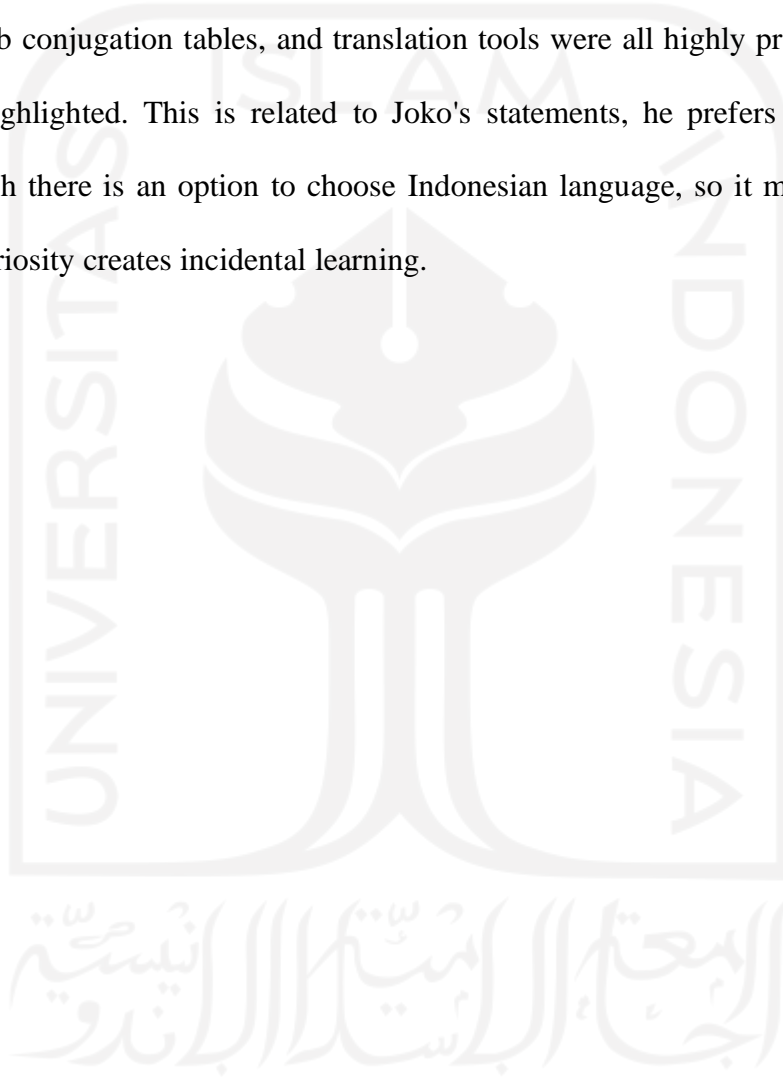
# CHAPTER V

# CONCLUSION

Based on the finding and discussion of the research, it can be concluded that playing online games influences the students' English learning. Based on the study, English learning can be from 2 things, first is learning English through Collaborative Activities in Massive Multiplayer Games, for example is communication, playing online games create a communication to discuss strategy to win. and secondly is learning English through Story-Based Massive Multiplayer Games. In this study, the researcher found that game stories can improve English vocabulary more than online games. And everyone can play online games, but not everyone can make playing online games create incidental learning, so it all depends on us. However, this study was limited to the participants location. Thus, further research can expand to various locations. This study implied that when playing online games, better not skip the instructions, because from there it can create incidental learning.

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# APPENDICES

## Appendix 1. Permit Letter

## Appendix 1.1. Permit Letter 1

**FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA**

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Nomor            : 060/DPS/70/DURT/I/2022

Hal              : Permohonan Izin Pengambilan Data Skripsi

Kepada :

Yth. Dekan Fakultas Psikologi dan Ilmu Sosial Budaya

Universitas Islam Indonesia

Yogyakarta

*AssalamualaikumWr. Wb*

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data, baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa              : Meulia Permata Putri

Nomor Induk Mahasiswa      : 18322065

Program Studi               : Pendidikan Bahasa Inggris

Pembimbing Skripsi          : Intan Pradita, S.S., M. Hum.

Judul Skripsi               :

**"Higher Education Students' Experiences on Practicing Massively Multiplayer Online Role-Playing Games for Second Language Learning."**

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

*WassalamualaikumWr. Wb*

Dosen Pembimbing Skripsi

Intan Pradita, S.S., M. Hum.

**Appendix 2. Interview Transcription**

Appendix 2.1. Interview Transcription 1

INTERVIEW DATA TRANSCRIPTION

Interviewer          : Meulia Permata Putri

Participant          : Joko

Time                 : Thursday, Mar 10, 2022

Place                : Whatsapp (voice note)

Length of Interview  : 20.55 - 21.33

1. Place        (PC)
1. Time         (TM)
2. Activities   (AT)

| Data Number | Interview Questions | Interview Transcription | Data Reduction | Coding |
|---|---|---|---|---|
| | | | | |

| 001 | M: Assalamualaikum Joko, good night. How are you today? | J: I am fine, thank you | I am fine, thank you | |
|---|---|---|---|---|
| 002 | M: Jadi, malam ini saya mau interview kamu tentang pengaruh online games terhadap pembelajaran bahasa inggris. Apakah anda bersedia? | J: Yes, tapi kenapa jadi ganti bahasa? | Yes, tapi kenapa jadi ganti bahasa? | |
| 003 | M: Bahasa Indonesia juga gapapa kok, oke can we start the interview? | J: Yes, you can | Yes, you can | |
| 004 | M: Oke, jadi ini pertanyaan pertama. Where do you usually play online games? | J: Biasanya dirumah, karena emang dirumah itu lebih nyaman dibanding tempat lain | Biasanya dirumah, karena emang dirumah itu lebih nyaman dibanding tempat lain | (PC) |

| 005 | M: Biasanya menggunakan platform apa? | J: Platform yang digunakan segala jenis konsol, pc, mobile yang digunakan, contohnya nintendo, playstation pc, mobile | Platform yang paling sering digunakan adalah mobile, pc, playstation, nintendo | (PC) |
|---|---|---|---|---|
| 006 | M: How is the place where you play the online games? | J: Biasanya tempatnya eee lebih enak dikamar, di kursi, kursi tamu, tergantung kalo di pc udah pasti di kamar, kalo nintendo bisa dimana-mana | Tempat untuk bermain game yang membuat nyaman adalah di kamar atau di kursi | (PC) |
| 007 | M: How do you feel when you play online games? | J: Kalo game online, rasanya tu campur aduk, bisa marah, sedih, senang, karena kita bertemu dengan banyak manusia, dan itu rasanya berbeda-beda | Perasaan saat bermain game itu ada berbagai macam, contohnya marah, sedih, dan senang | |

| 008 | M: Oke itu pertanyaan mengenai tempat bermain gamenya, sekarang kita lanjut ke pertanyaan waktu. How long have you been playing online games? | J: Kalo online games, dari sekitar SMP kelas 1 bisa dibilang, jadi udah dari sekitar, ada 10 tahun lebih | Kalo untuk bermain game online sudah mulai dari kelas 1 smp, mungkin sekitar 10 tahun | (TM) |
|---|---|---|---|---|
| 009 | M: How do you usually play online games? | J: ambigu | ambigu | |
| 010 | M: Jadi, biasanya di waktu seperti apa anda bermain game? | J: Biasanya sih di malam hari, paling sering di malam hari | Biasanya sih waktu yang paling sering digunakan untuk bermain game adalah di malam hari | (TM) |
| 011 | M: Do you use your free time to play online games? | J: Yes, but tidak selalu | Iya, tapi tidak selalu menggunakan waktu luang untuk bermain game | (TM) |

| 012 | M: Disaat seperti apa free time menurut anda? | J: Ketika tidak ada sesuatu yang dikerjakan, jelas, jadi tidak selalu free time itu bermain games | Bermain game itu dilakukan ketika tidak ada sesuatu yang sedang dikerjakan, tidak selalu menggunakan free time, jadi free time tidak selalu tentang bermain game | (TM) |
|---|---|---|---|---|
| 013 | M: Oke baik, kita menuju ke pertanyaan tentang activity, how challenging when you playing online games? | J: Tergantung dari tingkatan kita saat ini, itu yang disebut rank, semakin tinggi semakin susah, pengalamanku ya rank paling susah, kalo rank bawah ya manusia-manusia bawah. Intinya semakin peringkat atau istilahnya peringkat atau ranking, tapi | Seberapa challenging itu tergantung dari tingkatan kita saat ini, itu yang disebut rank, semakin tinggi semakin susah, pengalamanku ya rank paling susah, kalo rank bawah ya manusia-manusia bawah. Intinya semakin peringkat atau istilahnya peringkat | (AT) |

| | | bukan ranking, tapi ya pokoknya semakin tinggi rankingnya, semakin susah lawannya, karna di online games itu kita akan dipertemukan orang-orang yang setara dengan kita biasanya, walaupun ya ada juga otaknya ga nyampe tapi bisa rank atas | atau ranking, jadi semakin tinggi rank nya semakin susah lawannya | |
| --- | --- | --- | --- | --- |
| 014 | M: How is playing games stimulating to learn English? | J: Karna kan bahasanya yang digunakan game online tu menggunakan Bahasa Inggris, jadi mau tidak mau kita harus mempelajarinya, tapi untuk jaman sekarang udah banyak | Apakah bermain game bisa berpengaruh dengan pembelajaran Bahasa Inggris itu ya, Karna kan bahasanya yang digunakan game online tu menggunakan Bahasa Inggris, jadi mau tidak mau kita | (AT) |

| | | yang menggunakan Bahasa Indonesia, tapi tetep aku menggunakan Bahasa Inggris. Eeee apa biasanya  kalo di online games yang biasa aku mainin yang menggunakan server global dan akan sering bertemu orang luar, jadi kita akan semakin terlatih menggunakan Bahasa Inggris, tapi Bahasa Inggrisnya biasanya ya umpatan atau ya seringnya umpatan, ya bisa berkomunikasi dengan baik | harus mempelajarinya, tapi untuk jaman sekarang udah banyak yang menggunakan Bahasa Indonesia, tapi tetep aku menggunakan Bahasa Inggris dan biasanya  kalo di online games yang biasa aku mainin yang menggunakan server global dan akan sering bertemu orang luar, jadi kita akan semakin terlatih menggunakan Bahasa Inggris, tapi Bahasa Inggrisnya biasanya ya umpatan atau ya seringnya umpatan, ya bisa berkomunikasi dengan baik | |

| 015 | M: When you play games, is there any interaction with other players? | J: Yes, of course in online games, gak mungkin tidak akan berinteraksi sama sekali, dalam online games itu kerjasama itu dibutuhkan antar tim, kadang bisa ada chat | Di online games pasti ada interaksi gak mungkin tidak akan berinteraksi sama sekali, dalam online games itu kerjasama itu dibutuhkan antar tim, kadang bisa ada chat | (AT) |
|---|---|---|---|---|
| 016 | M: Oke, jelas banget ya kalo main games itu ketemu temen temen yang bahkan kita ga kenal di dunia nyata. Terus, If you find new vocabulary in interaction? | J: Yes, kadang2, ya tergantung cuman biasanya kata2 komunikasi antar team, rotate, strategi buat melangkah selanjutnya. Di dalam game, ya komunikasinya tentang game aja ya, pasti kata katanya juga mirip-mirip setiap itu sama | Dan bermain games bisa menambah vocabulary tapi ya tergantung cuman biasanya **kata2 komunikasi antar team, rotate, strategi buat melangkah selanjutnya. Di dalam game, ya komunikasinya tentang game aja** ya, pasti kata katanya juga | (AT) |

| | | mirip-mirip setiap itu sama | |
|---|---|---|---|
| 017 | M: Tapi setidaknya adalah kata Bahasa Inggris asing yang baru diketahui | J: Jarang, kalo bahasa asing atau Inggris asing yang jarang diketahui itu sangat sangat jarang, ya seperti yang kubilang tadi, ya intinya cuma komunikasi strategi selanjutnya aja, mau melangkah kemana, mau melakukan apa, ya kata-katanya itu itu aja, jarang membahas game, emm apa jarang membahas diluar konteks itu, pada saat itu. Bermain dengan teman dekat ya itu beda, misalnya cerita- | Untuk vocabulary **Bahasa Inggris yang baru itu jarang**, ya seperti yang kubilang tadi, ya intinya cuma komunikasi strategi selanjutnya aja, mau melangkah kemana, mau melakukan apa, ya kata-katanya itu itu aja, jarang membahas game, emm apa jarang membahas diluar konteks itu, pada saat itu. Bermain dengan teman dekat ya itu beda, misalnya cerita-cerita itu konteksnya beda tapi kalo cuma | (AT) |

| | | cerita itu konteksnya beda tapi kalo cuma sekedar misalnya bermain orang bersama orang random ya sekedar you right you right or you left you left, fuck you, you know | sekedar misalnya bermain orang bersama orang random ya sekedar you right you right or you left you left, fuck you, you know | |
|---|---|---|---|---|
| 018 | M: Oke oke. Tapi dengan bermain game, membuat belajar Bahasa Inggris semakin mudah bukan? | J: Ya semakin mudah, tapi bukan online games, kalo membuat belajar Bahasa Inggris semakin mudah tu seperti game game story ya seperti film-film lah you know biasanya di game gada subtitle-subtitle Indonesia ya pasti mau gamau belajar Bahasa Inggris secara | Ya semakin mudah, tapi bukan online games, kalo membuat belajar Bahasa Inggris semakin mudah tu seperti game game story ya seperti film-film lah you know biasanya di **game gada subtitle-subtitle Indonesia ya pasti mau gamau belajar Bahasa Inggris** secara | (AT) |

| | | langsung via game, kalau ada kata-kata yang susah bisa menggunakan dictionary atau bahasa Indonesianya kamus kalo belum tahu ya | langsung via game, kalau ada kata-kata yang susah bisa menggunakan dictionary atau bahasa Indonesianya kamus kalo belum tahu ya | |
|---|---|---|---|---|
| 019 | M: oke baik, berarti games yang banyak story yang banyak membantu pembelajaran yaa. Oke sekarang pertanyaan terakhir. When you played online games, did you enjoy playing alone or playing with your group? | J: kalau saya pribadi, gak hampir gapernah main online game itu sendiri tanpa teman dekat atau apa, pasti selalu ngajak teman, karena kan main online sendiri ketemu random, itu kelakuannya tidak bisa di kontrol | Untuk bermain game, kalau saya pribadi, gak hampir gapernah main online game itu sendiri tanpa teman dekat atau apa, pasti selalu ngajak teman, **karena kan main online sendiri ketemu random, itu kelakuannya tidak bisa di kontrol** | (AT) |
| 020 | M: Oke baikk. Terimakasih atas waktunya🙏🙏 | Sama-sama | Sama-sama | |

Appendix 2.2 Interview Transcription 2

INTERVIEW DATA TRANSCRIPTION

Interviewer          : Meulia Permata Putri

Participant          : Dodo

Time                 : Wednesday, Mar 23, 2022

Place                : Whatsapp (voice note)

Length of Interview  : 21.08 - 21.59

1. The place where game are played (PGP)

2. Average time spent playing online games (ATSG)

3. Activities in games that make stimulate in English learning (AGSEL)

| Data Number | Interview Questions | Interview Transcription | Data Reduction | Coding |
|---|---|---|---|---|
| 001 | M: Assalamualaikum mas, good night. How are you today? | J: ya selamat malam. kabar baik, wa'alaikum salam | ya selamat malam. kabar baik, wa'alaikum salam | |

| 002 | M: adi, malam ini saya mau interview mas tentang pengaruh online games terhadap pembelajaran bahasa inggris. apakah mas bersedia? | J: ya saya bersedia | ya saya bersedia | |
|---|---|---|---|---|
| 003 | M: oke, can we start the interview? | J: oke silahkan | oke silahkan | |
| 004 | M: jadi, pertanyaan pertama itu tentang place. pertanyaan pertama adalah Where do you usually play online games? | J: biasanya saya main game itu dirumah atau di kos-kosan | biasanya saya main game itu dirumah atau di kos-kosan | (PC) |
| 005 | M: oke baik, biasanya menggunakan platform apa mas? | J: kalau untuk akhir-akhir ini lebih banyak menggunakan mobile sih | kalau untuk akhir-akhir ini lebih banyak menggunakan mobile sih | (PC) |
| 006 | M: oke mobile ya, pertanyaan kedua adalah | J: kondisinya ya berarti? | kondisinya ya berartii? | |

|  | How is the place where you play the online game? |  |  |
|---|---|---|---|
| 007 | M: dimana biasanya bermain | J: biasanya saya bermain dirumah, kos-kosan, atau tempat yang tenang, yang gak terlalu ramai | Untuk bermain game biasanya saya bermain dirumah, kos-kosan, atau tempat yang tenang, yang gak terlalu ramai | (PC) |
| 008 | M: emmm tempat yang gak terlalu ramai ya, terus, How do you feel when you play online games? | J: eeee enjoy tapi kadang-kadang ya pasti ada yang kesel gitu | eeee enjoy tapi kadang-kadang ya pasti ada yang kesel gitu | (PC) |
| 009 | M: keselnya karena apa mas? | J: keselnya karena soalnya kalau misal ada satu team yang main2 ngga benerlah ngga sesuai aturan, atau ngefeat, atau matinya banyak, ya | Bermain game itu kadang membuat kesel, keselnya karena soalnya kalau misal ada satu team yang main2 ngga benerlah ngga sesuai aturan, | (PC) |

| | | kaya gitu gitu lah, atau ada yang toxic misalnya. | **atau ngefeat, atau mati nya** banyak, ya kaya gitu gitu lah, atau ada yang toxic misalnya. | |
|---|---|---|---|---|
| 010 | M: oke oke paham, oke sekarang lanjut ke pertanyaan tentang waktu. How long have you been playing games online? | J: Eee kalo online games mungkin dari kelas 5 tahun 2009 kali ya, awal PB keluar itu, berarti sekitar ya segitulah, ya sekitar 12 atau 13 tahun | Kira-kira eeee kalo online games mungkin dari kelas 5 tahun 2009 kali ya, awal PB keluar itu, berarti sekitar  ya segitulah, ya sekitar 12 atau 13 tahun | (TM) |
| 011 | M: emm lama juga ya, biasanya di waktu seperti apa saat bermain game? | J: Di waktu luang, cuman sekarang lebih seringnya waktu malem buat main | Waktu yang paling sering itu malem atau di waktu luang, cuman sekarang lebih seringnya waktu malem buat main | (TM) |
| 012 | M: lebih ke malam ya, kenapa tu mas? | J: ya kalau siang, walau ada luang leih | Kalau di siang juga ada waktu luang, ya | (TM) |

| | | di pake ke aktivitas yang lain sih | kalau siang, walau ada luang leih di pake ke aktivitas yang lain sih | |
|---|---|---|---|---|
| 013 | M: oke baik, Do you use your free time to play online games? | J: Ya tapi tidak sepenuhnya untuk online games | Ya tapi tidak sepenuhnya untuk online games | (TM) |
| 014 | M: okeee baik, Oke sekarang kita lanjut ke pertanyaan tentang activity. How challenging when you playing online games? | J: eee sangat menantang, karena yang dilawan ini sama-sama mempunya pikiran, punya strategi masing-masing, ee jadi ga bisa asal-asalan mainnya, kita harus punya strategi | Bermain game sangat menantang, karena yang dilawan ini sama-sama mempunya pikiran, punya strategi masing-masing, ee jadi ga bisa asal-asalan mainnya, kita harus punya strategi | (AT) |
| 015 | M: wah keren si mas, pertanyaan selanjutnya How is playing games stimulating to learn English? | J: Karena game pada umumnya itu menggunakan Bahasa Inggris sehingga kita mau tidak mau harus | Ya bermain game bisa stimulating to learn English, Karena game pada umumnya itu menggunakan Bahasa | (AT) |

| | | memahaminya bahasanya karena mulai dari menu, tampilan, atau karakter-karakternya, atau skill-skillnya atau item-itemnya itu menggunakan Bahasa Inggris | Inggris sehingga kita mau tidak mau harus memahaminya bahasanya karena mulai dari **menu, tampilan, atau karakter-karakternya, atau skill-skillnya atau item-itemnya** itu menggunakan Bahasa Inggris | |
|---|---|---|---|---|
| 016 | M: game yang bikin tambah ngerti bahasa inggris tu, biasanya yang gimana mas? | J: Semua game umumnya bisa ya untuk tambah ngerti, buat ngerti Bahasa Inggris, itu bagaimana dari kitanya sendiri, kalau cara mainnya cuma skip-skip doang tanpa dibaca ya agak | Semua game umumnya bisa ya untuk menambah pengetahuan tentang Bahasa Inggris, itu **bagaimana dari kitanya sendiri,** kalau cara mainnya cuma **skip-skip doang tanpa dibaca ya agak** | (AT) |

| | | susah, mungkin kalau yang bisa dijawab untuk mendekati itu game story | susah, mungkin kalau yang bisa dijawab untuk mendekati itu game story | |
|---|---|---|---|---|
| 017 | M: okee lebih ke game story ya, When you play games, is there any interaction with other players? | J: Kalau untuk online games pasti ada interaksi sesama player | Kalau untuk online games pasti ada interaksi sesama player | (AT) |
| 018 | M: contohnya interaksi yang bagaimana mas? | J: Lebih ke koordinasi ke antar tim sih, interaksinya | Interaksinya itu Lebih ke koordinasi ke antar tim sih | (AT) |
| 019 | M: emmmm oke, If you find new vocabulary in interaction? | J: Ya itu pasti apalagi istilah-istilah dalam game-game tertentu, untuk strategi dan koordinasinya sih biasanya | Untuk menambah vocabulary ya itu pasti apalagi istilah-istilah dalam game-game tertentu, untuk strategi dan koordinasinya sih biasanya | (AT) |
| 020 | M: baik, ini pertanyaan terakhir. When you | J: Tentunya lebih enjoy kalo main sama | Tentunya lebih enjoy kalo main sama | (AT) |

| | | | |
|---|---|---|---|
| | played online games, did you enjoy playing alone or playing with your group? | temen, pertama chemistry nya udah terjalin, terus kedua kayak lebih ada interaksi lebih, bisa lebih ngobrol, ngobrolnya ngobrol apa ya sambil ngobrol gitu lah, sambil main sambil ngobrol, lebih enjoy jadinya, gak fokus ke gamenya aja, gitu | temen, pertama chemistry nya udah terjalin, terus kedua kayak lebih ada interaksi lebih, bisa lebih ngobrol, ngobrolnya ngobrol apa ya sambil ngobrol gitu, sambil main sambil ngobrol, lebih enjoy jadinya, gak fokus ke gamenya aja | |
| 021 | M: emm lebih enjoy sama temen berarti ya, terimakasih mas atas waktunya, sekian interviewnya, wasslamualaikum mas | J: Ya sama-sama, Wa'alaikum salam | Ya sama-sama, Wa'alaikum salam | |